

12-2023

Toxic Leadership and its effect on Employees' Subjective Well-Being

Vaishnavi Waldiya

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>



Part of the [Industrial and Organizational Psychology Commons](#)

Recommended Citation

Waldiya, Vaishnavi, "Toxic Leadership and its effect on Employees' Subjective Well-Being" (2023).
Electronic Theses, Projects, and Dissertations. 1799.
<https://scholarworks.lib.csusb.edu/etd/1799>

This Thesis is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

TOXIC LEADERSHIP AND ITS EFFECT ON EMPLOYEES' SUBJECTIVE
WELL-BEING

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Industrial and Organizational Psychology

by
Vaishnavi Waldiya
December 2023

TOXIC LEADERSHIP AND ITS EFFECT ON EMPLOYEES' SUBJECTIVE
WELL-BEING

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

by
Vaishnavi Waldiya

December 2023

Approved by:

Ismael Diaz, Committee Chair, Psychology

Janet Kottke, Committee Member

Katie Palletier, Committee Member

© 2023 Vaishnavi Waldiya

ABSTRACT

Toxic leadership is an area of growing interest. The goal of my study was to investigate toxic leadership and how toxic leader behaviors relate to employee outcomes. Part of my goal was to examine the role of toxic leadership (taking other factors such as burnout, and workplace incivility) and how toxic leadership and other variables contribute to an employee's subjective well-being. Hence, the goal of this study was to examine the following effects: Toxic leadership behaviors and their effects on subjective well-being of the employee; and b) mediating roles of incivility and burnout on toxic leader behavior and the employee's subjective well-being. Data were collected through snowball sampling and a paid survey through MTURK. A random sample of 339 working professionals completed the survey that assessed how different aspects of an employee's life are affected by toxic leadership behavior. Burnout, incivility, and subjective well-being were assessed using existing measures in peer-reviewed publications. Each of these factors were measured using their respective scales. Data were analyzed using linear regression via SPSS v.28 to find the direct relationship of toxic leadership behavior and its effect on employee's subjective well-being. Results indicated no significant relationship between toxic leadership behaviors and subjective well-being. Results also indicated there was a significant relationship between toxic leadership and burnout. Findings from this study also highlight a new and significant relationship between toxic leadership behaviors and incivility.

TABLE OF CONTENTS

ABSTRACT	III
LIST OF FIGURES	VIII
CHAPTER ONE: TOXIC LEADER BEHAVIORS AND ITS EFFECTS ON EMPLOYEES' SUBJECTIVE WELL-BEING.....	1
Trait versus Behavior.....	2
CHAPTER TWO: LITERATURE REVIEW AND HYPOTHESIS	5
Leadership	5
Effective Leadership.....	7
Toxic Leadership.....	9
Rudeness	13
Intentionality in Leadership	14
Effects of Toxic Leadership on followers.....	14
Subjective well-being	15
Incivility	17
Forms of incivility.....	19
Incivility and power distance	19
Consequences of Incivility.....	19
Burnout	21
LIST OF FIGURES	viii
Figure 1: Proposed Conceptual Model.....	23
.....	viii
Figure 1: Proposed Conceptual Model	23

CHAPTER THREE: METHOD.....	24
Procedure and Participants.....	Error! Bookmark not defined.
Toxic leadership	24
Subjective well-being	24
Burnout	24
Workplace Incivility.....	24
CHAPTER FOUR: RESULTS.....	27
Data Screening	24
Analysis Overview.....	24
CHAPTER FIVE: DISCUSSION	35
Hypothesis 1 discussion.....	35
Hypothesis 2 discussion.....	37
Hypothesis 3 discussion.....	38
CHAPTER SIX: LIMITATIONS	35
CHAPTER SEVEN: IMPLICATIONS	42
CHAPTER EIGHT: DIRECTIONS FOR FUTURE RESEARCH.....	44
CHAPTER NINE: CONCLUSION	47
APPENDIX A :TABLES	49
Table 1: Descriptive for means, standard deviations, skewed and Kurtosis statistics about normality	50
Table 2: Descriptive for Means and Standard Deviation Statistics by Two Countries	50
Table 3: Correlations Matrix for all variables	50
Table 4: Correlations Matrix for Convenience Sampling (India)	51

<u>Table</u> 5: Correlations Matrix for Convenience Sampling (USA)	51
<u>Table</u> 6: Hierarchical Regression results for Toxic Leadership predicting Subjective Well-Being.....	52
<u>Table</u> 7: Model for heirarchical regression analysis for toxic leadership predicting subjective well-being	52
<u>Table</u> 8: Model for heirarchical regression analysis for toxic leadership predicting burnout.....	53
<u>Table</u> 9: Hierarchical Regression results for Toxic Leadership predicting burnout	53
<u>Table</u> 10: Model for heirarchical regression analysis for toxic leadership predicting workplace incivility.....	54
<u>Table</u> 11: Hierarchical Regression results for Toxic Leadership predicting workplace incivility	54
<u>Table</u> 12: Model for hierarchical regression analysis for Toxic Leadership, Workplace Incivility, Burnout predicting Subjective Well-Being.....	55
<u>Table</u> 13: Hierarchical Regression results for Toxic Leadership, Workplace Incivility, Burnout predicting Subjective Well-Being.....	56
APPENDIX B: EMPLOYMENT STATUS	57
APPENDIX C: GENDER	59
APPENDIX D: TOXIC LEADERSHIP SCALE.....	61
APPENDIX E: RIVERSIDE LIFE SATISFACTION SCALE	64
APPENDIX F: OLDENBURG BURNOUT INVENTORY	66
APPENDIX G: WORKPLACE INCIVILITY SCALE	68
APPENDIX H:PSYCHOLOGICAL WELL BEING SCALE.....	70
APPENDIX I: CONSENT	73
APPENDIX J:SURVEY	76
APPENDIX K: IRB APPROVAL.....	Error! Bookmark not defined.0

REFERENCES	90
------------------	----

LIST OF FIGURES

Figure 1: Proposed Conceptual Model.....	23
--	----

CHAPTER ONE

TOXIC LEADER BEHAVIORS AND ITS EFFECTS ON EMPLOYEES' SUBJECTIVE WELL-BEING

The behavioral perspective of toxic leadership was the focus of this study. Existing research has been done on toxic leadership examining employee behavioral outcomes like quitting, turnover and counterproductive work behavior (CWB). I wanted to study the impact of toxic leadership on employees' well-being, burnout, and incivility. With previous research focused on toxic leadership and incivility, and burnout, this study also examines incivility, burnout and how they directly predict employee's subjective well-being.

Subjective well-being refers to a cognitive state of one's attitude towards one's life (Angner, 2009). Subjective well-being is relative to an individual's perceptions of their life events and how the individual evaluates their own life. Subjective well-being can be construed as an affective state (Angner's, 2009; Diener, 2001). An affective state is related to one's mental states. According to Scanlon, (1998), people's life experiences and how they perceive those experiences are impacted by their mental states. Mental states can make their experience of life better or worse, depending on the type of situations people want to be in or want to avoid (Angner, 2009).

Toxic leadership refers to a process of applying destructive and dysfunctional set of behaviors and actions that can wreak harm on the followers.

The degree of harm a toxic leader can cause varies according to the situational context (Lipman-Blumen, 2005). Toxic leadership is harmful and undesirable. Toxic leadership behaviors can strain the communication and professional relationships in the workplace. Toxic leaders create unnecessary stress in the organization with their leadership demands and power abuse (Reed, 2004).

We care about the relationship between subjective well-being and toxic leadership because employees spend a lot of time at work. Research by Monnot and Beehr (2014) indicates that supervisors can impact the meaningfulness component of employees' subjective well-being. Hence, this paper is focused on the role of toxic leader behaviors with employees' subjective well-being. In this paper, toxic leader behavior is seen as a causal variable that impacts subjective well-being, incivility, and burnout. To understand toxic leader behavior, it is important to differentiate between leader traits and leader behavior.

Trait versus Behavior

The trait theory of leadership suggests that some people possess certain characteristics that influence behavior, and ultimately, leadership style. These characteristics can be personality traits like extraversion, physical factors like attractiveness, and these characteristics distinguish them from non-leaders (Northouse 2018). Research in social psychology has found that interpersonal behavior is affected by traits (Schaubroeck et al., 2007). Maxwell's (2015) research suggests that some leaders are born with an inborn tendency of

narcissism, authority and a frame of mind that is focused on self-glorification.

These leaders are abusive and unpredictable (Maxwell, 2015).

According to Wu et al. (2011), a leader trait is considered toxic when the innate traits manifest into harmful or undesirable behaviors. Some behaviors are predictable based on the dysfunctional trait. Drawing from Maxwell's (2015) findings, the actions of leaders with innate abusive traits can further create a cycle of negative outcomes for the employees and organizations as toxic leader behaviors may, at times, be unpredictable, such as drastically changing behavior when their supervisor is present, is not considerate about subordinates' life and commitment outside work, varies in their degree of approachability (Green, 2014)

The distinction between traits versus behavior matters because a leader with toxic traits may appear appealing or charming. Lipman-Blumen (2005) suggested that toxic leaders who appear charming enact toxic behaviors that are destructive to employees. For example, Cullen et al. (2014) found that narcissists often become rising leaders in the organizations. They apply reason, abuse power, or manipulate for their goals (Jonason et al., 2012). Most of the employees view toxic leaders as functioning from a place of self-interest (Reed et al., 2010). Given the fact that the above-mentioned findings emphasize the abuse and manipulation of leader behavior, what it means for our paper is that we have evidence to reflect on toxic leader behaviors that may have an impact on employees' well-being. While toxic leaders operate in a self-glorified manner, it is the organization and the employees on the receiving end of these outcomes.

For example, Reed (2004) found that toxic leader behaviors start to negatively impact team outcomes, such as lowering team morale, diminishing team-motivation, and straining communications over time. Hence, the impact of toxic leader behavior can be observed not only on individuals, but on groups too.

Drawing from Schaubroeck et al.'s (2007) literature review, subordinates report personal insensitivity of the leaders they perceive as toxic from the behavior that the employees observe. This perception of personal insensitivity is straining for the employees and interferes with employee performance (Schaubroeck et al., 2007).

Leadership qualities can also be observed through leader behavior. Toxic leader behaviors are easy to observe. Lipman-Blumen (2005) suggested some qualities of toxic leaders that includes amorality, arrogance, disregard, and insatiable ambition, at the cost of their employees' well-being. Therefore, having established that leader behaviors can be observed, this study selected the route of studying toxic leader behaviors because the goal was to survey employees who observed the behaviors.

CHAPTER TWO

LITERATURE REVIEW AND HYPOTHESIS

Leadership

Leadership entails a set of actions or behaviors of a person or a group of people that guide and motivate an individual or a group through different means to achieve a short term or a long-term organizational goal. (Gardner, 1990; Horner, 1997). In an organizational context, leadership can be defined as a process of leading people to achieve a common goal that benefits the organization (Horner, 1997).

According to Northouse (2015), corporations seek out leaders who can drive their organizations towards success by bringing their special talents to improve the bottom line for management. For example: demonstrating acuteness, making decisions according to the vision and mission of the organization and creating alignment so that everyone (from the CEO to the interns), contributes to organizational success.

Leadership has been defined through various theoretical lenses. Some of the theories include emergent leadership, charismatic leadership, transformational leadership, and ethical leadership. Emergent leadership suggests that a person has a potential to emerge as a leader when they meet the criteria of being that one person in a group who is more interactive than the

others, more social, open, proactive in seeking information and more socially oriented (Fiedler, 1996).

Charismatic leadership (Conger and Kanungo, 1998) refers to a set of behaviors that consist of demonstration of novel behavior, having a vision and articulating it, being willing to take risks for that vision and having sensitivity to the followers' needs (Judge et al., 2006). Bass and Avolio (1997) suggested that charismatic leaders motivate and challenge their subordinates to go above and beyond for the benefit of the whole group (Lee et al., 2016).

Transformational leadership (Bass, 1995) refers to a set of behavior that consists of charisma, intellectual stimulation, individual inspiration, and consideration (Dion, 2012). Bass (1985) described transformational leaders as the leaders who inspire and stimulate followers to achieve their goals in a way that the followers develop their own leadership qualities. Transformational leaders respond to the individual needs of the followers by empowering them. These leaders align the individual needs, team goals and organizational mission in such a way that each follower develops their own leadership capacity in the process (Bass, 1995). Transformational leaders exert strong influence on followers through self-sacrifice and articulation of vision (Pastor et al. 2008; Dion 2012). According to Odom and Green (2003), one of the main goals of transformational leaders is ethical development of the followers (Dion, 2012). The ethical development of followers brings us to ethical leadership.

Ethical leadership refers to an appropriate conduct of behavior in relationships with others and ensuring that others engage in similar ethical behaviors (Brown et. al., 2005; Lee et al., 2016). According to Brown et. al., (2006), ethical leadership is focused on follower ethical decision making, role modeling through positive reinforcement and follower satisfaction, motivation, and commitment. A few personal traits are linked to ethical leadership and that includes integrity, honesty, and trustworthiness (Brown et al., 2006). The above-mentioned traits are also linked with leader effectiveness. According to Brown and Trevino (2006), ethical leaders are perceived as fair and principled decision makers who behave ethically in their professional and personal lives too. Therefore, I conclude that with the positive theoretical perspectives on leadership, leadership can be described as one of the most influential processes in decision-making. However, the effect of a leader depends on effective leadership.

Effective Leadership

Leader effectiveness refers to a perception held by the employees about their leader based on how well leaders can match the follower expectations of task completion (Gyensare et al., 2019). Leader effectiveness is determined by the amount of confidence a leader possesses in difficult situations (Brown et al., 2006). Effective leaders can guide the group to achieve its task. A sign of an effective leader is reflected when they can deal with a difficult situation with the group and attain goals in a mindful manner (Strube et al., 1981). Leadership

effectiveness is also a combination of factors like emotional intelligence and situational factors. Emotional intelligence (EI) can be described as an emotional ability to regulate emotions in an emotionally intelligent manner. Leaders high on EI are self-aware, self-regulated, motivated, and empathetic. They use these qualities to guide their actions and are not afraid of making difficult decisions to achieve their goals (Bourque, 2003). Situational factors refer to the environmental or external cause of a behavior that is not in person's control (Heider, 2002). In terms of effective leadership, a leader's ability to perceive these situational factors and best course of action that these situations can afford makes an effective leader. Effective leaders understand that when it comes to situational attributes, it is important to promote more planning and structuring of behaviors, encouraging novel and creative ideas and possessing behavior flexibility (Zaccaro, 2018).

While effective leadership can be seen as supportive, ethical and in a positive light, not all leaders are effective. Toxic leadership is one such form of leadership that is on the other side of the spectrum. Toxic leadership is dysfunctional for the employees and organizations, as toxic leaders are seen as inconsiderate and self-centered (Reed, 2004). The focus of this paper is to study the impact of toxic leader behaviors. Hence, the next part of this paper will explore toxic leadership.

Toxic Leadership

Lipman-Bluman (2010) described toxic leadership as a process where leaders with dysfunctional personalities and destructive behavioral patterns inflict serious harm on their followers and non-followers. According to Mehta and Maheshwari (2014), toxic leadership is seen as an approach where employees are rewarded for conforming to the leader and punished for challenging the leader's authority. Toxic leadership consists of behaviors which are self-centered behaviors and actions at the cost of subordinates. Toxic leader environment constricts enthusiasm, creativity, and autonomy of the employees and only the leader's interest is taken into consideration (Mehta et al., 2014). According to Goldman (2009), toxic leadership is a destructive and dysfunctional form of leadership that spreads and impacts the work environment. Toxic leadership can also be considered as an umbrella framework covering the negative aspects of leadership like destructive leadership or abusive supervision. Tepper (2010) defined abusive supervision as a process of supervisors being engaged in verbal and non-verbal behaviors (excluding physical abuse) that are perceived to be abusive by the subordinates. Behaviors like bullying, poor communication and mental harassment are perceived as toxic by the subordinates (Tepper, 2010; Maxwell, 2015). Abusive supervision also refers to the actions of a toxic leader who is primarily focused on having so much control that the leader may use tactics to create an environment of fear and intimidation for the subordinates (Hornstein, 1996; Einarsen et al., 2007).

Destructive leadership has been described by Einarsen et al. (2007) as a set of repeatedly abusive behaviors of the leaders that violates and sabotages the organizations and employees' goals, values, effectiveness, and job satisfaction (Einarsen et al., 2007). Padilla et al. (2007) describe the enabling of destructive leadership as a triangle consisting of destructive leaders, susceptible followers and a conducive environment that result in negative consequences.

Pelletier's (2010) research has described eight dimensions of toxic leadership: (i) Attack on employee's self-esteem through ridicule or mocking, (ii) Lack of integrity by taking credit for others' work and being deceptive, (iii) Abusiveness by being verbally abusive like yelling, (iv) Social exclusion and (v) Promoting inequity by promoting the in-group, out-group culture and excluding some people from social functions, (vi) Divisiveness by excluding employees, (vii) Being a threat to followers' security by using physical acts of aggression, and threatening employees' job security and (viii) Laissez-Faire style by ignoring the feedback from employees, and being disengaged from their employees and their responsibilities (Fahie, 2019).

Petty tyrannical leadership behaviors (Ashforth, 1994) are counted under the umbrella of toxic leadership. Ashforth and Blake (1994) described a petty tyrant as a leader with a distorted and self-aggrandized sense of self. Tyrannical leadership refers to a toxic form of leadership where a petty tyrant can sometimes be abusive and use their power to be controlling, vindictive, and to take credit for the work of others (Ashforth et al., 1994). The impact of tyrannical

leadership on the employees includes low self-esteem, low effectiveness, low job-satisfaction, stress, and job alienation (Ashforth et al., 1994; Einarsen et al., 2007).

We can also consider workplace bullying a form of toxic leadership behavior. Workplace bullying refers to a set of constant occurrences of negative and harmful actions or behaviors by a supervisor or colleague that can take the form of harassment (Zapf et al., 2001). Aasen et al. (2003) describe that the bullying process takes place over time when victims cannot defend themselves against the bully or perpetrator. Workplace bullying is more impactful when the perpetrator is a supervisor (Aasen et al., 2003), because the magnitude of impact is determined by the positional status of the stress source (Monnot, 2014). Zapf et al. (2001) referred to workplace bullying as an extreme form of social stress. Research by Laschinger et al. (2015) indicated that more frequent exposure to workplace bullying was significantly related to Post-Traumatic Stress Disorder symptoms (PTSD). Even though PTSD is not the focus of this paper, PTSD has been found to have a relationship with burnout and well-being. Research by Wang et al. (2022) found that workplace violence has been linked to increase the risk of burnout and posttraumatic stress disorder in nurses. According to Nielsen et al. (2015), the mental and physical health problems in bullied people resemble the symptoms of PTSD like anxiety and depression, sleeping problems, irritability, lack of concentration, fatigue and somatic complaints. According to Matthiesen et al. (2004), workplace bullying, and non-

sexual forms of harassment impacts the well-being of employees. The well-being of employees is impacted due to the long-term and long-lasting exposure to the stressor (workplace bullying) that the effects start showing in forms of decline in employee's well-being. The prevalence of PTSD amongst the victims of workplace bullying have also been found in the research by Matthiesen et al. (2004). Hence, these research findings indicate that PTSD syndrome has been associated with interactions with toxic leaders.

In conclusion, toxic leadership refers to a set of behaviors that are self-centric, abusive, and destructive. Abusive supervisors indulge in behaviors like bullying, mocking, intimidating followers, and poor communications. Toxic leaders can inflict harm on their followers that can impact the followers' work effectiveness, motivation and well-being. Workplace bullying is one such example where harmful actions of a supervisor can take the form of harassment. Unfortunately, when the abuse comes directly from a supervisor, the magnitude of impact is high, and employees are forced to either conform to that toxic behavior or leave the organization. Toxic leader behaviors impact employees in the form of job alienation, employees' goals, and values.

Toxic Leader - Behaviors According to Webster et al. (2014), toxic behaviors include intimidating, bullying, barking orders, micromanaging, arrogance, and engaging in abusive or unethical behavior. Tepper's (2007) work suggests that behaviors like nonphysical hostility are the most common form of abusive behavior. According to Tepper (2007), toxic leader behavior includes actions

such as angry outbursts, mental harassment, public ridiculing, and scapegoating subordinates. Toxic leaders are unable to think beyond themselves, often oppressing their followers along the way. Some people in positions of authority deliberately engage in activities and behaviors that are bound to have a detrimental effect on their subordinates (Reed, 2014). In some of the early literature on toxic leadership by Lipman-Blumen (2005), toxic leaders are often perceived as narcissists who take the credit for work done by others, self-promote at the expense of their subordinates, and have a grandiose sense of self. Lipman-Blumen (2005) also analyzed toxic leadership behaviors as having long term detrimental effects. However, their narcissistic behavior starts becoming toxic when that same behavior starts affecting the organization and its employees negatively (Gurbuz et al. 2016). Employees perceive toxic leaders to be cunning operators who have the skills to acutely manage their connections and power to meet their wants and needs by any means (Reed, 2014).

Rudeness - At times, rudeness can also be a marker of toxic leadership behavior. The outcomes of rudeness on employees are noted in research by Porath et al. (2007) which indicated that when employees experience rudeness, it alters their motivation. Employees withhold effort, become less task oriented and are more likely to leave that organization.

People can internalize that rude behavior and project it onto others at some point in life. Support for a contagious effect of rude behavior can be found in research by Foulk et al. (2016). Their results indicated that low intensity rude

behavior can spread very easily. For example, wishing good morning to a colleague and the colleague grumbles or butts in between conversations and does not let people finish their sentences. Foulk et. al. (2016) explained the mechanism behind this contagion effect. Rudeness activates a semantic network of neurons in the brain that are interrelated, and that activation shapes the individual's malicious behaviors for their future partner (Foulk et al., 2016). According to research by Porath et al. (2007), rude actions can trigger rude responses in a passive aggressive manner, creating a cycle of subtle incivility and passing it down to the coworkers or customers. Therefore, explaining the process of how rudeness can be a marker of toxic leadership behavior.

Intentionality in leadership - A crucial point of focus is to observe the behaviors and actions of leaders in unsettling situations. Some leaders are intentionally toxic, and some are not. Intentionality may be related to certain traits and may be a function of whether the leader has toxic traits in their personality, or the situation is demanding the leader to behave that way (Lipman-Blumen, 2005). Some leaders who are intentionally directive and authoritative can be perceived as toxic as they are so result-oriented that they do not care about the emotional well-being of their employees, even if their intentions are not malignant.

Effects of Toxic Leadership on Followers - Drawing from the studies cited above, toxic leadership research has shown that employees report low work satisfaction, increased counterproductive work behaviors, increased absenteeism, frequent

burnouts and decreased psychological safety when they report to a toxic leader. Employees also perceive toxic leaders to be functioning around self-interest, rather than towards the team or the organizational goal (Abubakar, 2018).

Schyns and Schilling (2013) conducted a meta-analysis on toxic leadership. Their research indicated that destructive leadership behaviors are associated with employee's lower job satisfaction, perceived organizational justice, their self-evaluation and well-being, counterproductive work behaviors and stress (as cited by Gurbuz et al., 2016).

Reed (2014) found that employees will only comply with the leader to escape from the wrath of leader toxicity but will not go above and beyond their role to assist with anything or anyone associated with their role and the organization. Reed (2014) also found that employees report a decrease in associating themselves with organizational values. Drawing from Abubakar's (2018) research findings on incivility, the behaviors that toxic leaders use is effective only in the short-term whilst they create permanent damage in the longer run in the form of deteriorated employee health (mental and physical alike), employee retention rate and employee welfare (Abubakar, 2018). On that note, I conclude that toxic leadership may influence an employee's well-being.

Subjective Well-Being - Subjective well-being comes from the school of positive psychology, which focuses on an individual's total well-being. According to Diener (2000), subjective well-being (SWB) refers to a state of being emotionally, physically, and mentally healthy. It is a vast domain consisting of our life

satisfaction that stems out of our job, social and personal relationships. It is a form of life satisfaction where everyone has their own definition of success and contentment (Angner, 2009).

According to Diener (2000), SWB has an 'affect' component. This affect component is responsible for people's evaluations of the events that occur in their lives. The pleasant and unpleasant affect directs people's reactions to different events in their lives (Diener, 2000). Employees suffering from a toxic work environment, poor psychological safety and a poor sense of subjective well-being often run into a syndrome called depersonalization (Uysal, 2019).

Depersonalization is a sense of alienation from the self or others (Korman et al., 1981) Depersonalization can significantly reduce commitment to the organization and lower the job satisfaction levels of employees (Hirschfeld et al., 2000).

Depersonalization is also related to increased tardiness and lower performance (Cummings et al., 1977).

An emotionally exhausted person will not be able to devote himself to his personal well-being. Emotional exhaustion can lead to health problems, disturbed sleeping patterns, and work attitudes (Wang and Li, 2015). So, if the employees are facing constant negativity at work, as is the case with a toxic leader, it can get carried over into their personal life and it will affect how they perceive themselves, a phenomenon also known as spillover effect (Nilsson et al., 2016). According to Helliwell et al. (2018), a leader has a huge effect on employee happiness even when they are outside of the workplace. Their study further

explored that leaders who are perceived more as 'work partners' than a 'boss' have a positive effect on their employees. Employees reported an overall increase in satisfaction in their personal lives when they perceived their supervisors as work partners (Helliwell et al. 2018).

Drawing from research findings by Monnot et al. (2014), supervisors who are the source of stressors at work have the largest negative impact on employees' subjective well-being. Additionally, the meaningfulness component of work is also impacted by the supervisor. Positive and non-work-related communication with one's supervisor also has a direct impact on employees' subjective well-being (Monnot et al. 2014).

Therefore, based on the literature on SWB, I hypothesize:

Hypothesis 1: Toxic leadership will have a significant relationship with an employee's subjective well-being.

Incivility

According to Anderson and Pearson (1999), incivility is defined as subtle low intensity impolite and impudent behavior that is intended to harm the target, directly or indirectly. Also, it is important to note that it is hard to study subtle forms of impudent behavior, but it is not hard to observe and feel it. Subtle forms of misbehavior are hard to study because some victims do not even realize they are victims when the behavior is subtle. For example, some women are subjected to sexist comments and actions, but they do not realize it at the time.

Drawing support from Porath (2016), thoughtless actions like being impulsive, being distracted while the employee is talking to them, are considered impolite that makes the employees feel disrespected at work. Foulk et al.'s (2016) research indicated that low-intensity rude behavior is considered toxic as low-intensity rudeness triggers the cognitive mechanism of the brain that makes rudeness contagious. Porath's (2016) work has reflected that such behaviors violate the workplace policies and norms as they are disrespectful to others. Intentional or not, uncivil behaviors cause harm and hurt others. The victims may or may not be aware of such intentions.

Forms of Incivility

Likewise, incivility also affects self-efficacy of employees that can make the employees feel their lack of voice in a group. Workplace incivility is dysfunctional too, as uncivil behavior can make people feel inferior and judged (Cortina et al., 2001). It promotes the in-group/out-group culture at a workplace, increasing the chances of excluding those belonging to out-groups, thus, providing them with lack of opportunities. Exclusion can have negative effects on psychological and physical health, whether it occurs as overt acts of prejudice or a subtle form of discrimination like ambiguous intent to harm the recipient (Jones et al., 2013). Abubakar (2018) suggests that gossiping and office politics are intended to harm the individual's image and to cause ethical dilemmas at work for them. Sometimes, it can also take the form of discrimination (Andersson and Pearson, 1999). The intensity of such behavior varies based on intent to harm, norm

violation and the length and breadth of enacted behavior. According to Pearson et al. (2005), passing unsolicited comments, inside jokes, being sarcastic and satirist, are examples of passive aggressive incivility. These forms of behavior can oftentimes be considered harassment.

Incivility and Power Distance - Harassment is oftentimes made worse when the power distance between the instigator and target is higher. Victims suffer worse outcomes when incivility comes from leaders of higher stature. In the organizational context, subordinates in lower power positions are more vulnerable to mistreatment. There is a social status attached to being a higher authority and exerting power.

Consequences of Incivility - Porath and Pearson (2013) reflected in their research that every victim of workplace incivility responds negatively or retaliates. Many employees leave the organization, and those who stay show a visible decline in their effectiveness and quality of work.

Incivility is also related to doubting capabilities and competencies for women and minorities (Heilman et al., 2015). Intentionality plays an important role in incivility. For example, a leader might dismiss a female employee's ideas in a meeting just because the latter is a minority and expected to act according to the gender norms.

While overt forms of discrimination and incivility can be taken to the legal authorities, subtle forms are much harder to prove as legitimate, even though these subtle forms occur more frequently (Sue et al., 2007). Incivility is

ambiguous in nature that can cause the targets (employees) to oftentimes overlook the bias hidden in leader behavior. Employees on the receiving end of incivility tend to overthink and ruminate about the scenario repeatedly long after it occurs (Sliter et al., 2012). If the employee is not clear about a certain action or behavior of their leader, he or she would more likely be easily distracted and become more conscious of their surroundings, leading to agitation and at times, and diminished performance. This entire process is also emotionally and mentally exhausting (Sliter et al., 2012).

People fail to realize that subtle forms of aggression have a life-long impact on self-esteem, job performance and personal relationships. Employees are unable to express their anger and frustration which has a carry-over effect on their work-family conflict (Abubakar, 2018). They become more aggressive or withdrawn (Cortina et al., 2009; Lim et al., 2008; Pearson et al., 2005).

Lindsey et al. (2017) concluded that the harmful effect of subtle discrimination may build and accumulate over time. Agars and Cazares (2017) summarized conceptually that subtle forms of discrimination have a long-term effect on the self-efficacy or self-beliefs. It is important to note that it is hard to study subtle forms of discrimination. As noted in Sue et al.'s (2007) findings, it is much harder to prove these forms as legitimate.

Research by Mao et al. (2019) indicated that employees seek out fewer challenging tasks when faced with incivility, which results in less growth opportunities for them. They find themselves stuck inside a box, helpless.

Naturally, the employees may not be motivated enough to carry out their daily job responsibilities, eventually leading to lack of interest and affecting their performance (Mao et al., 2019). Research by Lindsey et al. (2017) found that subtle forms of covert behaviors may be more damaging than overt behaviors. Foulk et al. (2016) found rudeness to be contagious and predictive of a future behavioral tendency of being rude in interactions with different people. Research findings of Abubakar (2018) indicated that workplace incivility from coworkers and supervisors is emotionally distressing and can impact employees' psychological well-being. This result also indicated that due to the emotional stress caused by incivility, employees found it difficult to stay focused on the job. With that in mind, I hypothesize:

Hypothesis 2: Incivility will mediate the relationship between toxic leadership and employee's subjective well-being.

Burnout

Burnout refers to a psychological syndrome that develops as a response due to the presence of chronic interpersonal stressors on the job (Maslach, 2006). It is cumulative of prolonged psychological stress at the workplace (Maslach et al., 2006). According to Maslach et al., (2016), burnout impairs personal and social functioning. Burnout is a very common syndrome which is experienced worldwide. However, its effects may vary from person to person. It is considered as a major indicator of people's disrupted relationship with their jobs and should be taken seriously.

Research by Maslach (2006) shows that burnout consists of four dimensions. These are called: A) overwhelming exhaustion, B) feelings of cynicism and detachment from the job, C) a sense of inefficacy and, D) lack of accomplishment. Of these four, I see cynicism and inefficacy as the principal components that threaten employees' well-being in my study. Cynicism in the context of burnout refers to an enduring work environment where an employee develops a detached response to work and organization. According to Maslach et al. (2006), employees become prone to being detached with others as well as being emotionally exhausted. They can become callous, developing hate for the people, doing the bare minimum on the job, and cutting back on their work hours. Emotional exhaustion can cause organizational dehumanization, as well (Caesens et al., 2019).

Burnout can also lead to work-family conflict. Burnout's effects on employees are much bigger than the impacts that have been studied in the literature. The victims feel unqualified, less deserving, and less self-confident. Burnout results in behavioral and psychological changes in the employee and the performance potential of the employee. They experience more anger, sadness, stress and anxiety which affects the employee turnover (Burns, 2017).

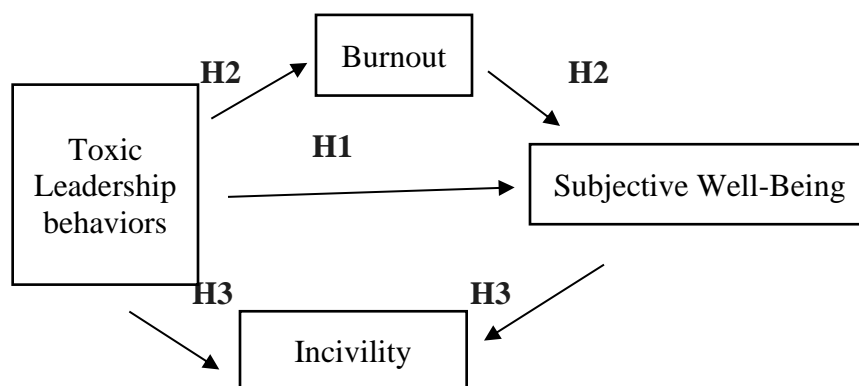
The inefficacy component of burnout is related to lack of support and opportunities from the leaders. Inefficacy is accompanied by the feeling of a lack of self-efficacy and diminished sense of self (Maslach, 2006). The sense of inefficacy makes the employees question themselves and their ability to do the

job. Due to less growth opportunities, the feeling of being ‘stuck’ often follows. Having a toxic work environment only bolsters these emotions. The presence of a toxic leader can make working difficult (Maxwell, 2015). A toxic environment induces more stress and does more harm. Employees on the receiving end of a toxic environment develop stress responses to deal with the toxicity (Koropets et al., 2020). It is safe to assume that burnout is a consequence of several factors, including toxic leader behavior. The results of the study by Koropets et al. (2020) indicated that a management that is toxic, accompanied by poor work-life balance, emotional exhaustion, and lack of opportunities for employees to use their resources affects the onset of burnout syndrome in employees.

On that note, I hypothesize that:

Hypothesis 3: Burnout will mediate the relationship between toxic leadership and employee’s subjective well-being.

Figure 1: Proposed Conceptual Model



CHAPTER THREE

Method

Procedure and Participants

Toxic leadership

Toxic leadership was measured by utilizing Toxic leadership scale by Andrew Alexander Schmidt (2008). It consists of five subscales, a) Abusive Supervision ($\alpha=.93$). It includes display of verbal and non-verbal forms of abusive behaviors to the subordinates. A sample item is “My current supervisor drastically changes his/her demeanor when his/her supervisor is present”, b) Authoritarian Leadership ($\alpha=.89$), defined as using force to dominate or control subordinates. A sample item is “My current supervisor controls how subordinates complete their tasks”, c) Narcissism ($\alpha=.88$), defined as self-glorification. A sample item is “My current supervisor has a sense of personal entitlement”, d) Self-Promotion ($\alpha=.91$), which involves taking credit for subordinates’ work. A sample item is “My current supervisor accepts credit for successes that do not belong to him/her and f) Unpredictable Leadership ($\alpha=.92$), it includes unprofessional acts or leader’s mood swings. A sample item is “My current supervisor expresses anger at subordinates for unknown reasons”. Participants were required to respond to the items using a 7-point frequency scale ranging from 1= Strongly disagree to 7=

Strongly agree. Higher ratings on this scale indicate higher toxic leader behaviors, while lower ratings on this scale indicate lower toxic leader behaviors. See Appendix D for items.

Subjective well-being

Subjective well-being was measured by utilizing the riverside life satisfaction scale (RLSS) by Margolis, Schwitzgebel, Ozer, and Lyubomirsky (2019). The RLSS scale is a measure of one's well-being and life satisfaction. The reliability for this scale was acceptable ($\alpha = .78$). Participants were required to respond to the six items using a 7-point Likert scale ranging from 1= Strongly disagree to 7= Strongly agree. A sample item is "I like how my life is going." Higher ratings on this scale indicate that the person has a good subjective well-being while lower ratings indicate that the person has a poor subjective well-being. See Appendix E

Burnout

Burnout was measured by utilizing Oldenburg Burnout Inventory by Demerouti, Bakker and Nachreiner F, (2001). It covers two stages of burnout known as exhaustion and cynicism with a total number of questions being 16. It has a reliability of $\alpha = 0.63$ for the total scale. Exhaustion refers to a state of having very low energy or motivation for work. Cynicism refers to a feeling of alienation or detachment from the job (Maslach, 2000). The reliability of these two subscales were, exhaustion, $\alpha = 0.87$, and disengagement, $\alpha = 0.81$. Exhaustion and disengagement consisted of eight items each. A sample item for

exhaustion is “During my work, I often feel emotionally drained”. A sample item for disengagement is “Over time, one can become disconnected from this type of work.” Participants were required to respond to the sixteen items using a four-point Likert scale ranging from 1 = strongly agree to 4 = disagree. Items 2, 3, 4, 6, 8, 9, 11 and 12 were reverse coded. Higher score in this scale indicates high burnout while lower score indicates low burnout. See Appendix F for items.

Workplace Incivility

To measure workplace incivility, a short version of workplace incivility by Matthews and Ritter (2016) was utilized which comprises of 4 items ($\alpha = 0.75$). Participants were required to respond to the four items using a five-point Likert scale ranging from 1 = never to 5 = many times. A sample item is “During the past year that you have been employed by the current organization, have you faced any of the following by your managers or co-workers= Paid little attention to your statements or showed little interest in your opinions.” Higher scores in this scale indicate that the survey respondent has faced incivility by his supervisor while lower scores indicate that the survey respondent has not faced incivility by his supervisor. See Appendix G.

CHAPTER FOUR

RESULTS

Data Screening

As a first step, tests for skewness and kurtosis were conducted to analyze for potential distribution problems to the variables and if the standard for skewness and kurtosis were not met. Based on the skew and kurtosis statistics, assumption of normality was likely met. As part of the analysis, I ran kurtosis and a test for skewness. See Table 1. Since this was the first attempt at studying toxic leadership behaviors with incivility, burnout, and subjective well-being, each complete sample was included. Mahalanobis distance was examined to determine if there were multivariate outliers. Using SPSS, all of the predictors were entered into a model with subjective well-being as the outcome, all responses were within the expected distribution, no multivariate outliers were detected. The analysis was also conducted using process macro and in that analysis, z-scores were used. Using the z-score version of the variables, there was no difference between the original or the z-score based analysis.

Analysis Overview

The present study aimed to study the relationship between toxic leadership (IV1) and employee's subjective well-being (DV). The second goal of this study was to find the mediating role of incivility (IV2) between toxic leadership behaviors and employees' subjective well-being. The third goal of this study was to find the mediating role of burnout (IV3) between toxic leadership

behaviors and employees' subjective well-being using linear regression analysis on IBM SPSS version 28. Additionally, three control variables were also used- (i) gender, (ii) employment level, (iii) employment status.

IBM SPSS v.28 was utilized to find if all the control variables and toxic leadership significantly predicted participating employees' (i) subjective well-being, (ii) incivility, (iii) burnout. The total sample was 339 before eliminating non-respondents. SPSS version 28 was utilized to run descriptive statistics for each variable to calculate means, standard deviations, skewness, and kurtosis. See Table 1.

Descriptive statistics were also run for the different samples of the two countries, India, and United States of America. First, a split sample was conducted. The means and standard deviations of both the samples were found within around the same value to each other for both the countries. In both groups, means were examined, and no differences were found using T-Test. The correlations were similar in both groups.

See Table 2.

Second, the group of convenience sampling from India (N= 190) was compared with the group of MTURK (N= 149) from USA. In both the samples, the means and standard deviations were comparable. All the steps were taken, and nothing appeared out of the ordinary. See Table 2.

To establish the scale reliabilities, Cronbach's alpha item correlations were conducted. The alpha value of Toxic Leadership scale was $\alpha > .90$,

Oldenburg Burnout Inventory was $\alpha > .70$, workplace incivility scale was $\alpha > .81$ and Riverside Life Satisfaction scale (RLSS) scale was $\alpha > .50$.

Data was collected using a snowball sampling method. Fourteen responses were eliminated from the study due to incomplete information and incomplete consent forms, hence the updated sample size was 325. The study invited the working population at four levels of employment type and the sample ended up having (i) part time- 51 people, (ii) full time- 204 people, (iii) self-employed - 28 people and (iv) other- 20 people. The demographics of the sample were 48.18% female (146), 50.17% males (152), 0.33% non-binary (1), and 1.32% (4) preferred not to answer. Additionally, in terms of job level, the highest number of responses this study received were from middle-level employees at 41.20% (124), followed by high level employees at 27.24% (82), entry level employees at 17.94% (54), and low-level employees at 13.62% (41).

To test all the hypotheses, a zero-order correlation was conducted with all the study variables. To test for hypothesis 1, 2 and 3, simultaneous regression was conducted. To test for the mediation hypothesis again we conducted process macro, and the results matched the initial analysis in SPSS. Correlations were roughly the same size; however, correlations appeared to be slightly higher in the sample of MTURK (USA). Table 3 contains the correlations of the entire sample.

Table 4 and 5 show the correlation tables for the two samples separately.

Hypothesis 1- Toxic Leadership will have a significant relationship with an employee's subjective well-being.

To test the relationship between toxic leader behavior and subjective well-being, hierarchical regression was conducted. For this paper, the total scale score of Schmidt's (2008) measure was used. The controls (employment status, job level and gender) were entered in step 1 and toxic leadership was entered in step 2. The results of the linear regression analysis indicated that employment status and gender were non-significant. Job level was found to be positively significant with subjective well-being.

The results also indicated that adding toxic leadership did not improve the overall model fit. We did not find any relationship of the participant's gender (male or female) and employment status (part-time (1), full-time (2), self-employed (3), and other (4) and toxic leadership in predicting employee's subjective well-being. ($R = 0.20$, $r^2 = 0.04$). The change in variance was (R^2 change = 0) from model 1 to model 2. Only 0.4% of variance in subjective well-being was explained by participant's gender, employment status, employment level and toxic leadership. See table 7.

Job level (entry level, low-level, mid-level, high-level) was the only significant control factor in predicting employee's subjective well-being ($\beta = 0.22$, $B = .36$, $S.E = .107$, $t = 3.37$, $p < .001$). See table 6. Higher job level was associated with more well-being. This finding suggests that at a high job level, mistreatment of the supervisor is less impactful than those at a low job level. It could be because employees at higher level job have more access to resources with more

control and autonomy. Hence, the higher the level of the employee's job, the better well-being they have.

Hypothesis 1 was not supported. There was a non-significant relationship between toxic leadership behavior and well-being as it did not predict any effects on employees' subjective well-being ($\beta=.008$, $B= .008$, $S.E =.064$, $t=.131$, $p>.001$) (Table 6)

As the results indicate that hypothesis 1 was not supported, therefore, mediation was not conducted. But we conducted regression analysis in each case to demonstrate the relationship of independent variables to the study dependent variables.

Hypothesis 2- Burnout will mediate the relationship between Toxic Leadership and Subjective well-being.

Because the conditions for mediation were not met, hierarchical regression was conducted with burnout as the outcome. The control variables (employment status, job level and gender) were entered in step 1 and toxic leadership was entered in step 2. The results of the linear regression analysis indicated that all the control variables were non-significant. The results also indicated that adding toxic leadership improved the overall model fit ($R= 0.32$, $r^2= 0.10$). An additional variance of 10% in burnout was explained by participant's gender, employment status, employment level and toxic leadership behavior. There was a change in variance (R^2 change = 0.066). See Table 8. We did not find any relationship between the participant's gender (male or female),

employment status (part-time, full-time, self-employed), job level (entry level, low-level, mid-level, high-level) and toxic leadership behaviors in predicting burnout.

Toxic leadership behavior predicted burnout in employees ($\beta=0.25$, $B=0.078$, $S.E.=0.18$, $t= 4.27$, $p<.001$). See Table 9. Higher levels of toxic leadership resulted in higher burnout. The result from hypothesis 1 indicated that the conditions for mediation have not been met. Toxic leadership behavior did not predict well-being on its own. I was still interested in the relationship between toxic leadership behavior and other outcomes like well-being. However, we could not find the mediating role of burnout between toxic leadership and subjective well-being because there were insignificant effects of toxic leadership on employee's subjective well-being. See Table 6.

A regression analysis was conducted with subjective well-being as outcome and incivility, burnout, and toxic leadership behaviors as predictors. In this model with all the other predictors as controls, burnout was related to subjective well-being. The results indicated a significant relationship between burnout and employee's subjective well-being with change in variance (R^2 change = 0.145), ($\beta= -0.34$, $B= - 1.2$, $S.E =.24$, $t= -5.01$, $p<.001$) See Table 13. Higher burnout relates to lower well-being. The fact that toxic leadership did not predict employees' subjective well-being with or without other variables in the model means that the mediation hypothesis is not supported. See Tables 12 and 13.

Hypothesis 3: Incivility mediates the relationship between toxic leadership and subjective well-being.

Because the conditions for mediation were not met, hierarchical regression was conducted with incivility as outcome. The controls (employment status, job level and gender) were entered in step 1 and toxic leadership was entered in step 2. The results of the linear regression analysis indicated that all the controlled variables were non-significant. The results also indicated that adding toxic leadership improved the overall model fit ($R = 0.61$, $r^2 = 0.38$, R^2 change = 0.37). Additional variance of 3.8% in incivility was explained by participant's gender, employment status, employment level and toxic leadership. See Table 10. We did not find any relationship between the participant's gender (male or female), job level (entry level, low-level, mid-level, high-level) employment status in terms of likely hours worked, this variable is ordinal in nature (part-time, full-time, self-employed) and toxic leadership in predicting incivility. See Table 11.

The results indicated there was a significant correlation between toxic leadership and incivility. Toxic leadership has a significant relationship with workplace incivility, (r^2 change = 0.37), ($\beta = 0.61$, $B = 0.36$, $S.E. = 0.30$, $t = 12.12$, $p < .001$). See table 10 and 11. Higher levels of toxic leadership resulted in higher incivility. However, we could not find the mediating role of incivility between toxic leadership and subjective well-being because there were insignificant effects of toxic leadership on employee's subjective well-being. Incivility was not related to

employees' subjective well-being ($\beta = -0.32$, $B = -0.56$, $S.E. = 0.13$, $t = -0.40$, $p > .001$) (Table 13)

CHAPTER FIVE

DISCUSSION

The purpose of this study was to shed light on the topic of toxic leadership behaviors and how it relates to outcomes. In the present research, we used linear regression to investigate the effects of toxic leadership behaviors on employees' subjective well-being. We collected the data through snowball and online sampling with an aim to also investigate the relationships between predictor variables and subjective well-being.

Hypothesis 1 Discussion

The results indicated a non-significant effect of toxic leadership behavior on employees' subjective well-being. A possible explanation for this result could be that finding an effect like subjective well-being requires longitudinal studies, as studying well-being is a long-term process. It is determined by various aspects of our lives like personal relationships, social relationships, physical and mental health, financial health, future planning, and security, etc. Drawing from Diner's (2000) theory of SWB having an affective component, people derive pleasure and happiness through pleasant or unpleasant events in their lifetime. All these aspects have a cause-and-effect relationship that can only be measured through longitudinal research.

Further, the pandemic that began in December 2019 has affected everyone's health (mental and physical) around the globe. Although the pandemic began two years ago, economic uncertainty, mass layoffs, perceived

job insecurity and changes in jobs are still ongoing (Shoss et. al., 2022). The data for my study was collected in August-September 2022, so the pandemic, too, has played an important role in determining the affective component of employees' subjective well-being for my research paper. Research by Hossain et al. (2020) indicated that people went through a lot of mental health problems that included generalized anxiety disorder, suicidal tendencies, somatization disorder, posttraumatic stress symptoms, irrational anger, emotional distraught, fear of contacting the virus, irrational anger issues, and perceived likelihood of survival during the pandemic. Therefore, people's mental health might just be at a low level, or it could be that during these difficult times, everyone is not focused on work.

Drawing from the school of positive psychology, the need to measure this construct is something to pay attention to. According to Layard (2010), measuring subjective well-being is helpful to keep up with one's long-term goals and aspirations. SWB is seen as a positive outcome when people perceive that their lives are on track. In terms of workplace and well-being, keeping a check on employees' well-being can help promote a culture of care, improve work performance and employee motivation.

Generally, as mentioned above, subjective well-being is an outcome predicted by a lot of factors in real life. Findings by Margolis et. al. (2021) suggests that the most important factors in predicting subjective well-being are sociability, disengagement with goals, physical health, wealth, sex life quality and

religious activity. For my current analysis, I had three predictors for subjective well-being. The findings indicated that even though toxic leadership behavior was not directly related to subjective-well-being, toxic leadership behavior did predict other variables like workplace incivility and burnout and then burnout did predict employees' subjective well-being.

Hypothesis 2 Discussion

In hypothesis 2, mediation was not supported but there was a significant relationship between toxic leadership and burnout. Higher toxic leadership predicted higher burnout. This result is consistent with the idea that toxic leadership is stressful and draining. Burnout is a syndrome that takes place when the employee is exposed to prolonged exposure to stress at the workplace (Maslach et al. 2006). Drawing support from the literature review, burnout is a consequence of several factors, including toxic leader behavior. The support for positive relationship between toxic leadership and burnout can also be drawn from Koropets et al. (2020). When people are constantly exposed to a work environment where verbal abuse/threats, gossip and threatening environments thrive, and toxic management is present, employees are on the receiving end of exhaustion and burnout. In addition, this relationship is consistent with Maxwell's (2015) research which indicated that presence of a toxic leader can make working difficult and cause burnout. However, drawing from the literature, burnout has mediating effects on work-related quality of life (Pereira et. al., 2021). Pereira et. al. (2021) found that burnout impacts the work-

related quality of life of women more than men which indicates that gender disparities exist even in the way burnout affects people.

Hypothesis 3 Discussion

The third hypothesis 'incivility mediates the relationship between toxic leadership and subjective well-being' found that hypothesis 3 was not supported based on the results although incivility was related to toxic leadership. The results did not support mediation because toxic leadership did not predict well-being in the first step. We did find a significant relationship between toxic leadership behaviors and incivility. High toxic leadership behavior predicted high incivility. This result buttresses the concept that leaders are seen as behavioral role models and this finding supports the idea that toxic leaders foster uncivil interactions at work. As mentioned in the literature review, employees can be obligated to conform to the leader or to leave the organization. This finding also supports the concept that toxic leaders might model bad behaviors and employees engage in incivility because it could become a behavioral norm. Incivility might be the result of people being put in a negative emotional state by the leader.

CHAPTER SIX

LIMITATIONS

Even though psychology has a plethora of information and research-based studies, there is no research without limitations. Similarly, this study has its own fair share of limitations.

First, the data were collected from two countries, (India, and United States of America), thus findings from this project cannot be generalized given the cultural differences.

Second, this study was a self-report data. As a result, biases in responding may have occurred given the fact that the participants were aware about the goals of the study. Even though the study was anonymous, the participants may have still made a conscious effort to present themselves in a socially desirable manner. It is highly likely that participants could have also responded in a manner called self-deception enhancement (Razavi, 2001). It is an unconscious process, where unconscious biases are formed. That leads to the formation of distorted perceptions of self-enhancement in the respondent's mind. That makes the participant answer the questions in a way that should make them look like an enhanced version of themselves.

Third, the study was cross sectional. The data was collected from a different number of participants within a limited time frame of 2 months; hence, we had a time constraint.

As mentioned in the discussion above, subjective-well-being can take a while to be studied. In this project, we studied both the cause (toxic leadership behavior) and effect (employees' subjective well-being) at the same time. Cross sectional studies are focused on the current situation, and do not take the before and after situations in consideration. To study an effect like well-being, experimental or longitudinal studies can be more helpful in finding the causal relationship. Additionally, it could be that a large swath of my sample may not have experienced a toxic leader.

Fourth, the world was hit by Covid-19 pandemic in December 2019. According to Lee et. al., (2021), the lingering effects of Covid-19 on uncertainty about work arrangements have all contributed to long term impact on mental health more than a toxic leader. Also, much of the research related to toxic leadership was done at a time before the major changes in the working world. Excluding the frontline workers, the pandemic made people having to work from home or return to work after a long time and/or were laid off (Hershbein et. al., 2021). During the past two and a half years, life and other concerns may have a bigger impact on well-being than a toxic leader.

Fifth, psychological safety was originally planned to be included in the list of variables. To measure psychological safety, psychological well-being scale by Ryff and Keyes (1995) was utilized in the survey. However, a problem with that measure was that even though it is called psychological well-being scale, the

scale measured over all well-being. Hence, for simplicity, psychological safety had to be removed.

Sixth, I did not measure the participant's experiences with Covid-19, and the impact the pandemic had on their employment because the focus of this study was on toxic leader behavior, not on the situational context. However, we learned during the pandemic that for frontline workers, work was very challenging since their own life was at risk (Do et. al., 2021).

Seventh, there was no item that asked participants to indicate whether they have worked for a leader whom they felt was toxic. This could be a reason for the insignificant finding between toxic leadership behaviors and subjective well-being that might not have been a common experience for most people in this survey.

CHAPTER SEVEN

IMPLICATIONS

The goal of this study was to contribute to the ongoing research around toxic leadership behaviors. Our aim was to bring this practical thought into theory. It is also important for people to realize the importance of the role of a leader. We apply leadership to every aspect of life. The words leaders speak, how they speak, behave, act; has a lifelong impact on people.

In terms of practical implications of this research, this information can be used by leaders and human resource professionals to keep track of employee well-being and toxic leader behaviors. I also found a significant relationship between toxic leadership behaviors and burnout. The relationship was interesting as it indicated that higher toxic leader behaviors indicated higher burnout. This finding can be used to promote a healthy work culture by taking care of employees' needs.

Leaders should provide a safe space for the employees to provide their feedback and feel validated as a contributor in organization's growth.

This study also found a relationship between toxic leadership behavior and incivility, which is a comparatively new finding in this field. Even though low-intensity subtle behaviors are hard to study, they can be felt by those around the leaders. Our takeaway from this finding can be drawn from Porath's (2016) work that has reflected that uncivil behaviors violate the workplace policies and norms and are disrespectful to others. Intentional or not, uncivil behaviors cause harm and hurt others. Additionally, incivility can affect job satisfaction of the

employees. Job satisfaction is an extremely important factor for workplace efficiency (Morrow, et al., 2010). This can also be used to corroborate any future research dedicated to job satisfaction.

Toxic leadership may affect the job satisfaction and organizational citizenship behavior of the employees. Employees who are content and happy with their jobs are more likely to be loyal, emotionally attached, and high on organizational citizenship behavior (OCB). However, toxic leadership behaviors can convert OCBs into counterproductive work behavior (CWB). CWB refers to a form of aggression which can be direct or passive, aimed towards the organization. (Hastings et. al. 2016). The driving force behind CWB includes a lot of variables, but toxic leadership behavior can drive an employee to lose his interest and excitement about the job and promote passive aggressive CWB (Mehta et. al., 2014). Consistent with Liu et. al. (2016), leader behavior directly affects the feelings and perceptions of safety, peace, and well-being of an employee because employees depend on their leaders for support to meet their goals.

CHAPTER EIGHT

DIRECTIONS FOR FUTURE RESEARCH

Drawing from Liu et. al. (2016), employees on the receiving end of toxic leadership show decreased identification with the organization. Hence, toxic leadership and its relationship with counterproductive work behaviors can be explored in future studies. Additionally, drawing from the hypothesis 1 discussion, finding an effect like subjective well-being requires longitudinal studies, which can be explored in the future research on toxic leadership effects.

Future studies can also address the conundrum of why the subtle forms of low-intensity behavior are presumed to be less impactful (McCarthy, 2016). Forms of covert uncivil actions are so subtle in ways that people find it hard to understand while it is happening to them (Rosen et. al., 2016). Hence, it would be interesting to study those subtle forms of impudent behavior and the impact it can have on minorities.

According to Goleman (1995), emotional intelligence is the key to leader effectiveness. However, according to Schaubroeck et al. (2007), a socially and emotionally unavailable leader is considered ineffective and toxic for employees and the organization. They explained that subordinates perceive an emotionally unavailable leader as emotionally distant, and pessimistic. This perception can demotivate and discourage the subordinates because emotionally distant leaders might appear intimidating and unapproachable. This emotional unavailability indicates a lack of emotional quotient in the leader. Probably that is why toxic

leaders are often low on emotional quotient and derail. According to Cullen et al. (2010) leaders who derail also impact their subordinate's motivation. Leader's derailment impacts employees' productivity, job satisfaction, engagement, and stress. Leader derailment can also lead to a destructive cycle of adopting an avoidance-based strategy by the leader and his subordinates (Schaubroeck et al., 2007). Therefore, how toxic leader behavior is related to emotional intelligence can be explored.

Other variables like work-life balance, can also be considered. According to Arenofsky (2017), work-life balance is vital to employees' subjective well-being as it is essential for preventing burnout in employees. Lack of work-life balance can lead to serious chronic health issues like diabetes, back-aches, migraine, obesity, and cardiovascular problems (Arenofsky, 2017). Such underlying effects of toxic leader behaviors on physical health can also be studied in the future studies.

Drawing from the limitations, participant's experiences with Covid-19, and the impact the pandemic had on their employment was not measured. Hence, the impact of Covid-19 on employment can be measured.

The relationship between psychological safety and toxic leadership behaviors can be explored in future studies. Dealing with a toxic leader or toxic leader behaviors can cause psychological distress like loss of self-worth, self-agitation and withdrawal (Bhandarker et. al., 2019). Even for psychological safety, a longitudinal study may help because just like subjective well-being, psychological

safety may be derived from a lot of factors apart from just toxic leader behaviors. Consistent with Edmondson's (2002) research findings, when people work under a constant sense of fear, their cognitive abilities block the incoming information because employees are preoccupied in dealing with the fear. In my research paper, survey takers and their mental health may have been affected by Covid-19, so this is a speculation or suspicion based on media coverage of Covid-19 (Basch et. al., 2020). During the pandemic, there was an evident fear amongst people. According to Bryson et al. (2022) during pandemics like Covid-19, deaths often come with it accompanied by fear. Research by Bourmistrova et al. (2022) indicated that the overall effect of the pandemic has been linked with worsening psychiatric symptoms like sleeping disturbances, triggering PTSD, anxiety, and panic disorder.

Future studies can also study the repercussions of the pandemic on employees' subjective well-being, especially on the well-being of frontline workers. It would be interesting to find the repercussions of toxicity in personal and professional lives of frontline workers.

CHAPTER NINE

CONCLUSION

The main theme of this paper was to find a relationship between toxic leadership behaviors and employee's subjective well-being. The overall goals of the project were to find a relationship between employees' well-being with different variables and their mediating roles. For instance, my research wanted to reflect on the importance of subjective well-being for individuals to reach their full potential and give their best performance. I also wanted to shed a light on the importance of mental health.

According to Maslow's hierarchy, safety is the basic human need. When there is a sense of stability in the psychological safety of an individual, they may become innately motivated to contribute to the organization as the organization is considered a safe space for risk taking (Edmondson, 2002). Drawing from the literature review, psychological safety can in fact influence organizational outcomes (Edmondson, 2002).

At the same time, it is equally important for organizations to keep a track of toxic leader behaviors. A direction that organizations can take to keep a track on these behaviors is through human resources. Human resource professionals should establish serious guidelines and ground rules for the workplace to be civil and respectful. Disrespectful employees should not be tolerated even if they are good performers. If the organizational guidelines and policies allow, HR professionals can consider hiring a replacement (Estes et al., 2008).

The situation with Covid-19 has affected all the lives around the globe. The working conditions during the pandemic was a challenge for some people, while for some, it was a great change (Reineholm et. al., 2022). As it was mentioned in the discussion, people were occupied with dealing with their lives affected by the pandemic. I assume that the impact of a toxic leader's behavior might have taken a back seat.

In summary, this research paper is a small contribution to examine the field of toxic leadership and its relationship with various variables. The findings from this study support the relationship between toxic leadership behaviors, incivility, and burnout. Additional research is needed to find the cause-and-effect relationship of toxic leader behaviors and employee well-being.

APPENDIX A

TABLES

Table 1

Descriptive for Means, Standard Deviations, Skewness and Kurtosis Statistics about Normality

Variable	M	SD	Skewness SS	SE	Kurtosis s	SE
Toxic leadership	3.6364	1.64519	-.011	.148	-.928	.295
Subjective well-being	4.5441	1.06491	-.579	.150	1.502	.299
Workplace incivility	2.4587	.97613	.431	.153	-.407	.306
Burnout	2.3946	.49456	.106	.152	-.335	.303

Note. Means, Standard Deviations (SD), Skewness Statistic and SE, Kurtosis Statistic and SE for each variable of the total sample

Table 2

Descriptive for Means and Standard Deviation Statistics by Two Countries

Variable	India		USA	
	M	SD	M	SD
Toxic leadership	3.8157	1.68739	3.4504	1.58514
Subjective well-being	4.5631	1.66801	4.4478	1.73144
Workplace incivility	2.3480	.81313	2.5676	1.10603
Burnout	2.2794	.53369	2.5080	.42528

Note. Means and Standard Deviations by countries: India and USA

Table 3

Correlations Matrix for all the Variables

	1	2	3	4
1. Toxic leadership	0.95			
2. Burnout	.244**	0.77		
3. Workplace Incivility	.608**	.367**	0.81	

4. Subjective Well Being	.011	-.365*	-.101	0.51
-----------------------------	------	--------	-------	------

Note. Zero order correlations between variables, where the ** indicates significance at $p < .0$ and the * indicates significance at $p < 0.5$

Table 4
Correlations Matrix for Convenience Sampling (India)

	1	2	3	4
Toxic leadership				
Burnout	.321*			
Workplace incivility	.548*	.458**		
Subjective well being	-.103	-.496**	-.227*	

Note. Zero order correlations between variables, where the ** indicates significance at $p < .0$ and the * indicates significance at $p < 0.5$

Table 5
Correlations Matrix for MTURK (USA)

	1	2	3	4
Toxic leadership				
Burnout	.229**			
Workplace incivility	.697**	.283**		
Subjective well being	.121	-.206*	-.005	

Note. Zero order correlations between variables, where the ** indicates significance at $p < .0$ and the * indicates significance at $p < 0.5$

Table 6

Hierarchical Regression results for *Toxic Leadership Predicting Subjective Well-Being*.

Predictor	B	SE	Beta	t	p	Tol.	VIF
1 Constant	3.897	0.397		9.815	0.000** *		
(i)Employment status	-0.080	0.157	-0.033	0.510	0.611	0.899	1.113
(ii)Job level	0.361	0.107	0.220	3.386	0.001** *	0.884	1.132
(iii)Gender	-0.143	0.169	-0.056	0.843	0.400	0.859	1.164
2 Constant	3.870	0.447		8.652	0.000** *		
(i) Employment status	-0.082	0.158	-0.034	0.519	0.604	0.891	1.123
(ii) Job level	0.361	0.107	0.220	3.378	0.001** *	0.883	1.132
(iii)Gender	-0.142	0.170	-0.055	0.839	0.402	0.859	1.164
(iv)Toxic leadership	0.008	0.064	0.008	0.131	0.896	0.990	1.010

Note. N= 242. B and Std. Error = unstandardized coefficients. Beta= standardized coefficients. Tolerance and VIF= Collinearity Statistics. *** $p < .001$

Table 7

Model for hierarchical regression analysis for *Toxic Leadership Predicting Subjective Well-Being*.

Model	R	R ²	Adj R ²	SE
1	.207	0.043	0.032	1.67887
2	.207	0.043	0.028	1.68210

Note. N= 303. Model 1- Controlled variables (Employment status, job level, gender). Model 2 demonstrates the model fit with addition of toxic leadership as an independent variable.

Table 8

Model for hierarchical regression analysis for Toxic Leadership Predicting Burnout

Model	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>SE</i>
1	.205	0.042	0.030	0.4885
2	.328	0.108	0.093	0.4724

Note. N= 252. Model 1- Controlled variables (Employment status, job level, gender). Model 2 demonstrates the model fit with addition of toxic leadership as an independent variable.

Table 9

Hierarchical Regression results for *Toxic Leadership Predicting Burnout*

<i>Predictor</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>	<i>Tolerance</i>	<i>VIF</i>
1 Constant	2.750	0.117		23.565	0.000***		
(i)Emp Status	-0.045	0.046	-0.063	-0.966	0.335	0.893	1.120
(ii) Job level	-0.046	0.031	-0.097	-1.478	0.141	0.889	1.125
(iii) Gender	-0.089	0.050	-0.119	-1.780	0.076	0.854	1.171
2 Constant	2.499	0.127		19.635	0.000***		
(i)Emp Status	-0.064	0.045	-0.090	-1.408	0.160	0.884	1.131
(ii) Job level	-0.047	0.030	-0.099	-1.561	0.120	0.889	1.125
(iii) Gender	-0.084	0.048	-0.113	-1.739	0.083	0.854	1.172
(iv)Toxic leadership	0.078	0.018	0.258	4.274	0.000***	0.990	1.010

Note. N= 252. B and Std. Error = unstandardized coefficients. Beta= standardized coefficients. Tolerance and VIF = Collinearity Statistics. ****p* < .001

Table 10

Model for hierarchical regression analysis for Toxic Leadership Predicting Workplace Incivility

Model	R	R ²	Adj R ²	SE
1	.086	0.007	-0.005	0.98335
2	.617	0.381	0.370	0.77834

Note. N= 248. Model 1- Controlled variables (employment status, job level, gender). Model 2 demonstrates the model fit with addition of toxic leadership as an independent variable.

Table 11

Hierarchical Regression results for Toxic Leadership Predicting Workplace Incivility

Predictor	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 Constant	2.283	0.235		9.706	0.000***		
(i)Emp status	0.009	0.092	0.006	0.093	0.926	0.893	1.120
(ii) Job level	-0.014	0.064	-0.015	-0.218	0.828	0.890	1.124
(iii)Gender	0.127	0.100	0.087	1.267	0.207	0.861	1.161
2 Constant	1.092	0.210		5.192	0.000***		
(i)Emp status	-0.079	0.073	-0.057	-1.071	0.285	0.885	1.130
(ii) Job level	-0.014	0.051	-0.015	-0.278	0.781	0.890	1.124
(iii) Gender	0.150	0.079	0.103	1.891	0.060	0.861	1.162
(iv) Toxic leadership	0.368	0.030	0.614	12.127	0.000***	0.990	1.010

Note. N= 248. B and Std. Error = unstandardized coefficients. Beta= standardized coefficients. Tolerance and VIF = Collinearity Statistics. *** $p < .001$

Table 12

Model for hierarchical regression analysis for Toxic Leadership, Workplace Incivility, Burnout predicting Subjective Well-Being.

Model	R	R ²	Adj R ²	SE
1	.183	0.033	0.021	1.67359
2	.422	0.178	0.154	1.55635

Table 13

Hierarchical Regression results for Toxic Leadership, Workplace Incivility, Burnout predicting Subjective Well-Being

Predictor	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 Constant	3.978	0.407		9.775	0.000***		
(i) Emp Status	-0.035	0.167	-0.014	-0.207	0.836	0.877	1.141
(ii) Job level	0.315	0.111	0.192	2.844	0.005	0.885	1.130
(iii) Gender	-0.078	0.173	-0.071	-1.030	0.304	0.848	1.179
2 Constant	6.087	1.047		5.816	0.000***		
(i)Emp Status	-0.047	0.157	-0.019	-0.298	0.766	0.865	1.157
(ii)Job level	0.233	0.104	0.142	2.241	0.026	0.869	1.151
(iii)Gender	-0.072	0.165	-0.109	-1.647	0.101	0.804	1.244
(iv)Toxic leadership	0.133	0.079	0.129	1.681	0.094	0.594	1.684
(v)Workplace incivility	-0.056	0.138	-0.032	-0.404	0.686	0.542	1.846

(vii)Burnou	-	0.240	-0.349	-	0.000	0.723	1.38
t	1.2			5.0	***		3
	03			12			

Note. N= 242. B and Std. Error = unstandardized coefficients.
Beta= standardized coefficients. Tolerance and VIF =
Collinearity Statistics. *** $p < .001$

Note. N= 242. Model 1- Controlled variables (employment status, job level, gender). Model 2- demonstrates model fit with addition of independent variables- toxic leadership, burnout, and workplace incivility

APPENDIX B
EMPLOYMENT STATUS

Employment Status:

- Part time
- Full time
- Self Employed
- Other

APPENDIX C

GENDER

How do you identify?

- Female
- Male
- Non-Binary
- Other
- Prefer not to say

APPENDIX D
TOXIC LEADERSHIP SCALE

Toxic Leadership Scale (Andrew Alexander Schmidt, 2008)

Please read each of the following statements very carefully. All items rated on a 7-point frequency scale response format, with answers ranging between 1 = “Strongly Disagree” to 7 = “Strongly Agree.”

To begin, think of the most destructive supervisor you have experienced and answer each question regarding this individual. If you are no longer working with this person, answer as you would have when you were working with him/her. Using the scale below, please indicate the frequency with which this person exhibits each of these behaviors.

1= Strongly Disagree, 2= moderately disagree, 3= Slightly disagree, 4= Neither agree nor disagree, 5= Slightly agree, 6= Moderately agree, 7= Strongly agree

Self-Promotion: ($\alpha = 0.91$)

My current supervisor drastically changes his/her demeanor when his/her supervisor is present

My current supervisor will only offer assistance to people who can help him/her get ahead

My current supervisor accepts credit for successes that do not belong to him/her

Abusive Supervision: ($\alpha = 0.79$)

My current supervisor holds subordinates responsible for things outside their job descriptions.

My current supervisor publicly belittles subordinates.

My current supervisor reminds subordinates of their past mistakes and failures.

Unpredictability: ($\alpha = 0.85$)

My current supervisor allows his/her current mood to define the climate of the workplace

My current supervisor expresses anger at subordinates for unknown reasons

My current supervisor varies in his/her degree of approachability.

Narcissism ($\alpha = 0.81$)

My current supervisor has a sense of personal entitlement

My current supervisor thinks that he/she is more capable than others

My current supervisor believes that he/she is an extraordinary person.

Authoritarian Leadership ($\alpha = .84$):

My current supervisor controls how subordinates complete their tasks.

My current supervisor does not permit subordinates to approach goals in new ways.

My current supervisor determines all decisions in the unit whether they are important or not.

APPENDIX E

RIVERSIDE LIFE SATISFACTION SCALE

Riverside Life Satisfaction scale (RLSS) by Margolis, Schwitzgebel, Ozer, & Lyubomirsky, (2019).

Please rate your agreement with each of the statements below. Use the 7-point likert scale provided.

1 = Strongly disagree, 2 = Moderately disagree, 3 = Slightly disagree, 4 = Neither agree nor disagree, 5 = Slightly agree, 6 = Moderately agree, 7 = Strongly agree

1	I like how my life is going.
.	
2	If I could live my life over, I would change many things.
.	
3	I am content with my life.
.	
4	Those around me seem to be living better lives than my own.
.	
5	I am satisfied with where I am in life right now.
.	
6	I want to change the path my life is on.
.	

APPENDIX F
OLDENBURG BURNOUT INVENTORY

Oldenburg Burnout Inventory by Demerouti, Bakker & Nachreiner F, (2001)

Instructions: Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with each statement.

1 = Strongly Agree, 2 = Agree, 3 = Strongly Disagree, 4 = Disagree

1. I always find new and interesting aspects in my work.
2. There are days when I feel tired before I arrive at work. (R)
3. It happens more and more often that I talk about my work in a negative way. (R)
4. After work, I tend to need more time than in the past in order to relax and feel better. (R)
5. I can tolerate the pressure of my work very well.
6. Lately, I tend to think less at work and do my job almost mechanically. (R)
7. I find my work to be a positive challenge.
8. During my work, I often feel emotionally drained. (R)
9. Over time, one can become dis-connected from this type of work. (R)
10. After working, I have enough energy for my leisure activities.
11. Sometimes I feel sickened by my work tasks. (R)
12. After my work, I usually feel worn out and weary. (R)
13. This is the only type of work that I can imagine myself doing.
14. Usually, I can manage the amount of my work well.
15. I feel more and more engaged in my work.
16. When I work, I usually feel energized.

APPENDIX G
WORKPLACE INCIVILITY SCALE

Workplace Incivility by WI by Matthews and Ritter (2016)

A 5-point Likert scale ranging from 1 (never) to 5 (many times)

(1) Never; (2) Rarely; (3) Sometimes; (4) Often; (5) many times

During the past year that you have been employed by the current organization, have you faced any of the following by your managers or co-workers:

- 1- Paid little attention to your statements or showed little interest in your opinions.
- 2- Interrupted or “spoke over” you
- 3- Ignored you or failed to speak to you (e.g., gave you “the silent treatment”).
- 4- Make jokes at your expense

APPENDIX H
PSYCHOLOGICAL WELL BEING SCALE

Psychological well-being scale by Ryff and keyes, (1995).

Instructions: Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with each statement.

1= Strongly Agree, 2= Somewhat Agree, 3= A little Agree, 4= neither agree nor disagree, 5= a little disagree, 6= somewhat disagree, 7= strongly disagree.

Questions:

- 1- I like most parts of my Personality (R)
- 2- When I look at the story of my life, I am pleased with how things have turned out so far. (R)
- 3- Some people wander aimlessly through life, but I am not one of them. (R)
- 4- The demands of everyday life often get me down
- 5- In many ways I feel disappointed about by achievements in life
- 6- Maintaining close relationships has been difficult and frustrating for me
- 7- I live life one day at a time and do not really think about the future.
- 8- In general, I feel I am in charge of the situation in which I live. (R)
- 9- I am good at managing the responsibilities of daily life. (R)
- 10- I sometimes feel as I've done all there is to do in life.
- 11- For me, life has been a continuous process of learning, changing, and growth. (R)
- 12- I think it is important to have new experiences that challenge how I think about myself and the world. (R)

13- People would describe me as a giving person, willing to share my time with others. (R)

14- I gave up trying to make big improvements or changes in my life a long time ago.

15- I tend to be influenced by people with strong opinions.

16- I have not experienced many warm and trusting relationship with others

17- I have confidence in my own opinions, even if they are different from the way most other people think. (R)

18- I judge myself by what I think is important, not by the values of what others think is important.

APPENDIX I

CONSENT

Toxic Leadership and it's effects on Employee's Subjective Well-Being

Start of Block: Block 6

Q10 This study is designed to study the effects of Toxic leadership behaviors on employees' subjective well-being. This study is conducted by Vaishnavi Waldiya, M.S. Industrial/Organizational Psychology Graduate Student, California State University, San Bernardino.

Purpose: The purpose of this study is to find out how toxic leadership behaviors can affect the employee's overall subjective well-being. Additionally, it is also aimed to find out the mediating role of incivility, burnout, and psychological safety between toxic leadership and employee's subjective well-being.

Description of Research: Responses will be collected from participating employees on their perceived toxic leadership behaviors, burnout, psychological safety, incivility and subjective well-being.

Duration: Responding to the questions on the survey will require between 15-20 minutes, and the full survey should take no more than 25 minutes at most.

Risks: Risk associated with this study is low and no more than would be encountered with daily activities. The nature of the questions are non-invasive.

Benefits: You will receive no direct benefits from this study.

Participation: Your participation in this study is entirely voluntary. You can skip questions or withdraw from this study at any time without any negative consequences. However, your full participation is important for advancing research on Toxic leadership.

Confidentiality: Information collected for this study will be strictly confidential, and all records of this study will only be accessed by the primary investigator. Any and all identifying information will be excluded from any and all reports. Information from this study will only be presented at the group level with all identifying information removed.

Data Storage: Original responses will be stored on a password protected server via Qualtrics.

Results: A report of the study findings will be compiled and presented in a research paper on regarding the validity of the proposed measure.

CONTACT: In case of questions or if there are concerns, problems, or other issues, the primary researcher Vaishnavi Waldiya can be contacted at 006367682@coyote.csusb.edu

Q11 Confirmation Statement: I have read the information above and agree to participate in your study. By selecting the option to continue, I affirm that I understand the above information and that I am taking part in this study voluntarily with the option to end my participation at any time with no penalty or negative consequence for voluntarily ending my participation. I also acknowledge that I am at least 18 years of age.

- ☐ I Consent (1)
- ☐ I do not consent (2)

APPENDIX J
QUALTRICS SURVEY

Q1 Employment Status

- ☐ Part time (1)
 - ☐ Full time (2)
 - ☐ Self employed (3)
 - ☐ Other (4)
-

Q2 What is your Job level?

- ☐ Entry Level (1)
 - ☐ Low Level Employee (2)
 - ☐ Mid Level Employee (3)
 - ☐ High level Employee (4)
-

Q3 How do you identify?

- ☐ Female (1)
- ☐ Male (2)
- ☐ Non Binary (3)
- ☐ Other (4)
- ☐ Prefer not to answer (5)

Q4 Please read each of the following statements very carefully. Using the scale below, please indicate the frequency with which this person exhibits each of these behaviors.
1 = "Strongly Disagree" to 7 = "Strongly Agree."

	Strongly Disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Neither agree nor disagree (4)	Slightly agree (5)	Moderately agree (6)	Strongly Agree (7)
My current supervisor Drastically changes his/her demeanor when his/her supervisor is present (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor will only offer assistance to people who can help him/her get ahead (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor accepts credit for successes that do not belong to him/her (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor holds subordinates responsible for things outside their job descriptions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor publicly belittles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

subordinates. (5)							
My current supervisor reminds subordinates of their past mistakes and failures. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor allows his/her current mood to define the climate of the workplace (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor expresses anger at subordinates for unknown reasons (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor varies in his/her degree of approachability. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor has a sense of personal entitlement (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor thinks that he/she is more capable than others (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current supervisor believes that he/she is an extraordinary person. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My current supervisor controls how subordinates complete their tasks. (13)

☐☐☐☐☐☐☐

My current supervisor does not permit subordinates to approach goals in new ways. (14)

☐☐☐☐☐☐☐

My current supervisor determines all decisions in the unit whether they are important or not. (15)

☐☐☐☐☐☐☐

End of Block: Block 1

Start of Block: Block 2

Q5 Please rate your agreement with each of the statements below. Use the 7-point scale provided.

1 = Strongly disagree, 2 = Moderately disagree, 3 = Slightly disagree, 4 = Neither agree nor disagree, 5 = Slightly agree, 6 = Moderately agree, 7 = Strongly agree

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Neither agree nor disagree (4)	Slightly agree (5)	Moderately agree (6)	Strongly agree (7)
I like how my life is going. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over, I would change many things. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am content with my life. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those around me seem to be living better lives than my own. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with where I am in life right now. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to change the path my life is on. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

subordinates.
(5)

My current
supervisor
reminds
subordinates of
their past
mistakes and
failures. (6)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My current
supervisor
allows his/her
current mood to
define the
climate of the
workplace (7)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My current
supervisor
expresses
anger at
subordinates
for unknown
reasons (8)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My current
supervisor
varies in his/her
degree of
approachability.
(9)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My current
supervisor has
a sense of
personal
entitlement (10)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My current
supervisor
thinks that
he/she is more
capable than
others (11)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My current
supervisor
believes that
he/she is an
extraordinary
person. (12)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q6 Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the level that corresponds with each statement -

1 = Strongly Agree, 2 = Agree, 3 = Strongly Disagree, 4 = Disagree

	Strongly Agree (1)	Agree (2)	Strongly Disagree (3)	Disagree (4)
I always find new and interesting aspects in my work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are days when I feel tired before I arrive at work. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It happens more and more often that I talk about my work in a negative way. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work, I tend to need more time than in the past in order to relax and feel better. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tolerate the pressure of my work very well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lately, I tend to think less at work and do my job almost mechanically. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find my work to be a positive challenge. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my work, I often feel emotionally drained. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over time, one can become dis-connected from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

this type of work.
(9)

After working, I
have enough
energy for my
leisure activities.
(10)

Sometimes I feel
sickened by my
work tasks. (11)

After my work, I
usually feel worn
out and weary.
(12)

This is the only
type of work that
I can imagine
myself doing.
(13)

Usually, I can
manage the
amount of my
work well. (14)

I feel more and
more engaged in
my work. (15)

When I work, I
usually feel
energized (16)

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

End of Block: Block 3

Start of Block: Block 4

Q7 Below you find a series of statements with which you may agree or disagree. Using the scale, please mark the extent to which you believe your supervisor has done-
(1) Never; (2) Rarely; (3) Sometimes; (4) Often; (5) many times

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Many Times (5)
Paid little attention to your statements or showed little interest in your opinions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interrupted or "spoke over" you (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ignored you or failed to speak to you (e.g., gave you "the silent treatment"). (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make jokes at your expense (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 4

Start of Block: Block 5

Q8 Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the level that corresponds with each statement.

	Strongly Agree (1)	Somewhat Agree (2)	A little Agree (3)	Neither agree or disagree (4)	A little disagree (5)	Somewhat disagree (6)	Strongly disagree (7)
I like most parts of my Personality (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I look at the story of my life, I am pleased with how things have turned out so far. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The demands of everyday life often get me down (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In many ways I feel disappointed about by achievements in life (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining close relationships has been difficult and frustrating for me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I live life one day at a time and don't really think about the future (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I feel I am in charge of the situation in which I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(8)							
I am good at managing the responsibilities of daily life. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel as I've done all there is to do in life. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, life has been a continuous process of learning, changing, and growth. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to have new experiences that challenge how I think about myself and the world. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People would describe me as a giving person, willing to share my time with others. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gave up trying to make big improvements or changes in my life a long time ago. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to be influenced by people with strong opinions. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have not experienced many warm and trusting relationship with others (16)

☐☐☐☐☐☐☐

I have confidence in my own opinions, even if they are different from the way most other people think. (17)

☐☐☐☐☐☐☐

I judge myself by what I think is important, not by the values of what others think is important. (18)

☐☐☐☐☐☐☐

End of Block: Block 5



We thank you for your time spent taking this survey.
Your response has been recorded.

APPENDIX K

IRB APPROVAL

IRB-FY2022-327 - Modification: IRB Approval Protocol Change/Modification Letter External Inbox x



do-not-reply@cayuse.com
to me, Ismael Diaz

Tue, Aug 9, 2022, 2:26 PM ☆ ↶ ⋮



August 9, 2022

CSUSB INSTITUTIONAL REVIEW BOARD
Protocol Change/Modification
IRB-FY2022-327
Status: Approved

Ismael DiazVaishnavi Waldiya
CSBS - Psychology
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ismael Diaz Vaishnavi Waldiya:

The protocol change/modification to your application to use human subjects, titled "Toxic Leadership and its effects on employee's subjective well-being" has been reviewed and approved by the Chair of the Institutional Review Board (IRB). A change in your informed consent requires resubmission of your protocol as amended. Please ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study. A lapse in your approval may result in your not being able to use the data collected during the lapse in your approval.

Approved modifications include recruitment of 200 participants for 1 SONA credit each.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following by submitting the appropriate form (modification, unanticipated/adverse event, renewal, study closure) through the online Cayuse IRB Submission System.

1. If you need to make any changes/modifications to your protocol submit a modification form as the IRB must review all changes before implementing them in your study to ensure the degree of risk has not changed.
2. If any unanticipated adverse events are experienced by subjects during your research study or project.
3. If your study has not been completed submit a renewal to the IRB.
4. If you are no longer conducting the study or project submit a study closure.

You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, Research Compliance Officer. Mr. Gillespie can be reached by phone at (909) 537-7508, by fax at (909) 537-7028, or by email at mgillespie@csusb.edu. Please include your application approval number IRB-FY2022-327 in all correspondence.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D. IRB Chair
CSUSB Institutional Review Board

ND/IMG

REFERENCES

- Abubakar, A. M. (2018). Linking work-family interference, workplace incivility, gender, and psychological distress. *Journal of Management Development*.
<https://doi.org/10.1108/JMD-06-2017-0207>
- Agars, M. D., & Cazares, E. J. (2017). A cycle or a ceiling? The cumulative effects of subtle discrimination through the lens of performance management. *Industrial and Organizational Psychology*, 10(1), 97-100.
<http://doi.org/10.1017/iop.2016.108>
- Alan Cohen, Public Relations Tactics-Current Issue | *Public Relations Tactic-April 2011 Issue: The 12 Essential Talents of Leadership (2011)*
- Angner, E. (2010). Subjective well-being. *The Journal of Socioeconomics*, 39(3), 361-368. <https://doi.org/10.1016/j.socsec.2009.12.001>
- Army, U. S. (2012). *Army Doctrinal Reference Publication 6-22, Army Leadership*.
- Ashforth, B. (1994). Petty tyranny in organizations. *Human Relations*, 47(7), 755–778. <https://doi.org/10.1177/001872679404700701>
- Basch, C. H., Hillyer, G. C., Meleo-Erwin, Z., Mohlman, J., Cosgrove, A., & Quinones, N. (2020). News coverage of the COVID-19 pandemic: Missed opportunities to promote health sustaining behaviors. *Infection, Disease & Health*, 25(3), 205-209. <https://doi.org/10.1016/j.idh.2020.05.001>
- Bass, B. M. (1995). Theory of transformational leadership redux. *The Leadership Quarterly*, 6(4), 463-478. [https://doi.org/10.1016/1048-9843\(95\)90021-7](https://doi.org/10.1016/1048-9843(95)90021-7)

- Bhandarker, A. and Rai, S. (2019), "Toxic leadership: emotional distress and coping strategy", *International Journal of Organization Theory & Behavior*, Vol. 22 No. 1, pp. 65-78. <https://doi.org/10.1108/IJOTB-03-2018-0027>.
- Blanchflower, D. G., & Bryson, A. (2022). COVID and mental health in America. *Plos one*, 17(7), e0269855.
<https://doi.org/10.1371/journal.pone.0269855>.
- Bourmistrova, N. W., Solomon, T., Braude, P., Strawbridge, R., & Carter, B. (2022). Long-term effects of COVID-19 on mental health: A systematic review. *Journal of Affective Disorders*, 299, 118-125.
<https://doi.org/10.1016/j.jad.2021.11.031>.
- Bourque, D.D. (2003). Understanding Leadership: From Great Man to Emotional Intelligence. In: Berndt, R. (eds) *Leadership in Turbulenten Zeiten. Herausforderungen an das Management, vol 10*. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-55563-3_1
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17(6), 595-616.
<https://doi.org/10.1016/j.leaqua.2006.10.004>
- Caesens, G., & Stinglhamber, F. (2019). The relationship between organizational dehumanization and outcomes: The mediating role of emotional exhaustion. *Journal of Occupational and Environmental Medicine*, 61(9), 699-703. <https://doi.org/10.1097/JOM.0000000000001638>

- Chan, M. E., & McAllister, D. J. (2014). Abusive supervision through the lens of employee state paranoia. *Academy of Management Review*, 39(1), 44-66.
<https://doi.org/10.5465/amr.2011.0419>
- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic Leadership in Organizations*. Sage Publications.
- Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace: Incidence and impact. *Journal of Occupational Health Psychology*, 6(1), 64–80. <https://doi.org/10.1037/1076-8998.6.1.64>
- Crysel, L. C., Crosier, B. S., & Webster, G. D. (2013). The Dark Triad and risk behavior. *Personality and Individual Differences*, 54(1), 35-40.
<https://doi.org/10.1016/j.paid.2012.07.029>
- Cullen, W., Gulati, G., & Kelly, B. D. (2020). Mental health in the COVID-19 pandemic. *QJM: An International Journal of Medicine*, 113(5), 311-312.
<https://doi.org/10.1093/qjmed/hcaa110>
- Cummings, T. G., & Manring, S. L. (1977). The relationship between worker alienation and work-related behavior. *Journal of Vocational Behavior*, 10(2), 167-179. [https://doi.org/10.1016/0001-8791\(77\)90053-7](https://doi.org/10.1016/0001-8791(77)90053-7)
- Diener, E. (2009). Subjective Well-Being. In: Diener, E. (eds) *The Science of Well-Being. Social Indicators Research Series, vol 37*. Springer, Dordrecht. https://doi.org/10.1007/978-90-481-2350-6_2

- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276.
<https://doi.org/10.1037/0033-2909.125.2.276>
- Do, D. P., & Frank, R. (2021). US frontline workers and COVID-19 inequities. *Preventive medicine*, 153, 106833.
<https://doi.org/10.1016/j.ypmed.2021.106833>
- Edmondson, A. C. (2002). *Managing the Risk of Learning: Psychological Safety in Work Teams* (pp. 255-275). Cambridge, MA: Division of Research, Harvard Business School.
- Einarsen, S., Aasland, M. S., & Skogstad, A. (2007). Destructive leadership behaviour: A definition and conceptual model. *The Leadership Quarterly*, 18(3), 207-216. <https://doi.org/10.1016/j.leaqua.2007.03.002>
- Estes, B., & Wang, J. (2008). Integrative literature review: Workplace incivility: Impacts on individual and organizational performance. *Human Resource Development Review*, 7(2), 218-240.
<https://doi.org/10.1177/1534484308315565>.
- Gardner, J. W. (1990). Leadership and the future. *The Futurist*, 24(3), 8.
- Goldman, A. (2009). Transforming toxic leaders. In *Transforming Toxic Leaders*. Stanford University Press.
- Goleman, D. (1995). Emotional Intelligence (Bantam, New York). Hargreaves, A & Fullan, M (2000), *Mentoring in the New Millennium in Theory into Practice*, 39(1).

- Green, J. E. (2014). Toxic Leadership in Educational Organizations. *Education Leadership Review*, 15(1), 18-33.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76-88.
<https://doi.org/10.5465/amr.1985.4277352>
- Grzywacz, J. G., & Marks, N. F. (2000). Reconceptualizing the work–family interface: An ecological perspective on the correlates of positive and negative spillover between work and family. *Journal of Occupational Health Psychology*, 5(1), 111.
<https://doi.org/10.1037/1076-8998.5.1.111>
- Gurbuz, L. C. S., Bayik, C. M. E., & Sahin, F. (2016). A conceptual model for leadership hubris in the military context. *In Pursuit of Excellence: International Perspectives of Military Leadership (2006) Strategic Leadership Development: International Perspectives (2007) Professional Ideology & Development*, 133.
- Gyensare, M., Arthur, R., Twumasi, E., & Agyapong, J. A. (2019). Leader effectiveness—the missing link in the relationship between employee voice and engagement. *Cogent Business & Management*, 6(1), 1634910.
<https://doi.org/10.1080/23311975.2019.1634910>
- Heider, F., & Weiner, B. (2002). Attribution theory. *The Motivation Handbook*, 31.
- Hershbein, B., & Holzer, H. J. (2021). The COVID-19 pandemic's evolving impacts on the labor market: Who's been hurt and what we should do. IZA Discussion Paper No. 14108, <http://dx.doi.org/10.2139/ssrn.3789375>

- Hirschfeld, R. R., Feild, H. S., & Bedeian, A. G. (2000). Work alienation as an individual-difference construct for predicting workplace adjustment: A test in two samples 1. *Journal of Applied Social Psychology*, 30(9), 1880-1902. <https://doi.org/10.1111/j.1559-1816.2000.tb02473.x>
- Horner, M., (1997), "Leadership theory: past, present and future", *Team Performance Management: An International Journal*. Vol. 3 No. 4, pp. 270-287. <https://doi.org/10.1108/13527599710195402>
- Insko, C. A., Schopler, J., Kennedy, J. F., Dahl, K. R., Graetz, K. A., & Drigotas, S. M. (1992). Individual-group discontinuity from the differing perspectives of Campbell's realistic group conflict theory and Tajfel and Turner's social identity theory. *Social Psychology Quarterly*, 272-291. <https://doi.org/10.2307/2786796>
- Jarrood M. Haar, Candice Harris. (2021) A moderated mediation study of high-performance work systems and insomnia on New Zealand employees: job burnout mediating and work-life balance moderating. *The International Journal of Human Resource Management* 0:0, pages 1-24.
- Jonason, P. K., Slomski, S., & Partyka, J. (2012). The Dark Triad at work: How toxic employees get their way. *Personality and Individual Differences*, 52(3), 449-453. <https://doi.org/10.1016/j.paid.2011.11.008>
- Judge, T. A., Fluegge Woolf, E., Hurst, C., & Livingston, B. (2006). Charismatic and transformational leadership: A review and an agenda for future

- research. *Zeitschrift für Arbeits-und Organisations Psychologie*
A&O, 50(4), 203-214. <https://doi.org/10.1026/0932-4089.50.4.203>
- Kafka, G.J., Kozma, A. The Construct Validity of Ryff's Scales of Psychological Well-Being (SPWB) and their Relationship to Measures of Subjective Well-Being. *Social Indicators Research* 57, 171–190 (2002).
<https://doi.org/10.1023/A:1014451725204>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724. <https://doi.org/10.5465/256287>
- Korman, A. K., Wittig-Berman, U., & Lang, D. (1981). Career success and personal failure: Alienation in professionals and managers. *Academy of management journal*, 24(2), 342-360. <https://doi.org/10.5465/255846>
- Koropets, O., Fedorova, A., & Dvorakova, Z. (2020, March). The Impact of Toxic Management on Staff Burnout. In *International Scientific Conference "Far East Con"(ISCFEC 2020)* (pp. 1808-1812). Atlantis Press.
<https://doi.org/10.2991/aebmr.k.200312.251>
- Krasikova, D. V., Green, S. G., & LeBreton, J. M. (2013). Destructive Leadership: A Theoretical Review, Integration, and Future Research Agenda. *Journal of Management*, 39(5), 1308–1338.
<https://doi.org/10.1177/0149206312471388>.
- Layard, R. (2010). Measuring subjective well-being. *Science*, 327(5965), 534-535.

<https://doi.org/10.1126/science.1186315>

Lee, S. Y. T., Park, M., & Shin, Y. (2021). *Hit harder, recover slower? Unequal employment effects of the COVID-19 shock* (No. w28354). National Bureau of Economic Research. <https://doi.org/0.3386/w28354>

Lee, J., Walsh, B., Jensen, J. M., McGonagle, A. K., & Samnani, A. K. (2016). Charismatic and Ethical Leadership, Norms for Respect, and Workplace Incivility. In *Academy of Management Proceedings* (Vol. 2016, No. 1, p. 10263). Briarcliff Manor, NY 10510: Academy of Management. <https://doi.org/10.5465/ambpp.2016.10263abstract>.

Lipman-Blumen, J. (2005). Toxic leadership: When grand illusions masquerade as noble visions. *Leader to Leader*, 2005(36), 29-36. https://doi.org/10.1057/9780230305335_23

Lipman-Blumen, J. (2010). Toxic leadership: A conceptual framework. In *Handbook of Top Management Teams* (pp. 214-220). Palgrave Macmillan, London. https://doi.org/10.1057/9780230305335_23

Liu, W., Zhang, P., Liao, J., Hao, P., & Mao, J. (2016). Abusive supervision and employee creativity: The mediating role of psychological safety and organizational identification. *Management Decision*, 54(1), 130–147. <https://doi.org/10.1108/MD-09-2013-0443>

- Lundqvist, D., Reineholm, C., Ståhl, C., & Wallo, A. (2022). The impact of leadership on employee well-being: on-site compared to working from home. *BMC Public Health*, 22(1), 2154.
- Mao, C., Chang, C. H., Johnson, R. E., & Sun, J. (2019). Incivility and employee performance, citizenship, and counterproductive behaviors: Implications of the social context. *Journal of Occupational Health Psychology*, 24(2), 213
<https://doi.org/10.1037/ocp0000108>
- Margolis, S., Elder, J., Hughes, B., & Lyubomirsky, S. (2021, November 11). What Are the Most Important Predictors of Subjective Well-Being? Insights From Machine Learning and Linear Regression Approaches on the MIDUS Datasets. <https://doi.org/10.31234/osf.io/ugfjs>
- Margolis, S., Schwitzgebel, E., Ozer, D. J., & Lyubomirsky, S. (2019). A new measure of life satisfaction: The Riverside Life Satisfaction Scale. *Journal of Personality Assessment*, 101(6), 621-630.
<https://doi.org/10.1080/00223891.2018.1464457>
- McCarthy, K. A. (2016). Is rudeness really that common? An exploratory study of incivility at work. *Journal of Organizational Computing and Electronic Commerce*, 26(4), 364-374.
<https://doi.org/10.1080/10919392.2016.1228362>
- Maslach, C., & Leiter, M. P. (2006). Burnout. *Stress and Quality of Working Life: Current Perspectives in Occupational Health*, 37, 42-49.

- Matthiesen, S. B., Aasen, E., Holst, G., Wie, K., & Einarsen, S. (2003). The escalation of conflict: A case study of bullying at work. *International Journal of Management and Decision Making*, 4(1), 96-112.
- Matthiesen, S. B., & Einarsen, S. (2004). Psychiatric distress and symptoms of PTSD among victims of bullying at work. *British journal of guidance & counselling*, 32(3), 335-356. <https://doi.org/10.1080/03069880410001723558>.
- Maxwell, S. M. (2015). *An exploration of Human Resource Personnel and Toxic Leadership* (Doctoral dissertation, Walden University).
- McDonald, M. G. (2020). "So Much Winning": *Michael Jordan, The Last Dance, and Intersecting Pandemic Politics*.
- Mehta, S., & Maheshwari, G. C. (2014). Toxic leadership: Tracing the destructive trail. *International Journal of Management*, 5(10), 18-24.
- Miner, K. N., Diaz, I., Wooderson, R. L., McDonald, J. N., Smittick, A. L., & Lomeli, L. C. (2018). A workplace incivility roadmap: Identifying theoretical speedbumps and alternative routes for future research. *Journal of Occupational Health Psychology*, 23(3), 320. <https://doi.org/10.1037/ocp0000093>
- Mole, M. (2020). Toxic! III. *Journal of Cell Science*, 133(16). <https://doi.org/10.1242/jcs.249912>
- Monnot, M. J., & Beehr, T. A. (2014). Subjective well-being at work: Disentangling source effects of stress and support on enthusiasm,

- contentment, and meaningfulness. *Journal of Vocational Behavior*, 85(2), 204-218. <https://doi.org/10.1016/j.jvb.2014.07.005>
- Morrow, P. C., McElroy, J. C., & Scheibe, K. P. (2011). Work unit incivility, job satisfaction, and total quality management among transportation employees. *Transportation Research part E: Logistics and Transportation Review*, 47(6), 1210-1220. <https://doi.org/10.1016/j.tre.2011.03.004>
- Nielsen, M. B., Tangen, T., Idsoe, T., Matthiesen, S. B., & Magerøy, N. (2015). Post-traumatic stress disorder as a consequence of bullying at work and at school. A literature review and meta-analysis. *Aggression and Violent Behavior*, 21, 17-24. <https://doi.org/10.1016/j.avb.2015.01.001>
- Nilsson, A., Bergquist, M., & Schultz, W. P. (2017). Spillover effects in environmental behaviors, across time and context: a review and research agenda. *Environmental Education Research*, 23(4), 573-589. <https://doi.org/10.1080/13504622.2016.1250148>
- Northouse, P. G. (2021). *Leadership: Theory and Practice*. Sage publications.
- Padilla, A., Hogan, R., & Kaiser, R. B. (2007). The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. *The Leadership Quarterly*, 18(3), 176-194. <https://doi.org/10.1016/j.leaqua.2007.03.001>
- Paulhus, D. L., & Williams, K. M. (2002). The dark triad of personality: Narcissism, Machiavellianism, and psychopathy. *Journal of Research in*

Personality, 36(6), 556-563. [https://doi.org/10.1016/S0092-6566\(02\)00505-6](https://doi.org/10.1016/S0092-6566(02)00505-6)

Pelletier, K. L. (2010). Leader toxicity: An empirical investigation of toxic behavior and rhetoric. *Leadership*, 6(4), 373-389. DOI: <http://10.1177/1742715010379308>

Pereira, H., Feher, G., Tibold, A., Costa, V., Monteiro, S., & Esgalhado, G. (2021). Mediating effect of burnout on the association between work-related quality of life and mental health symptoms. *Brain Sciences*, 11(6), 813. <https://doi.org/10.3390/brainsci11060813>

Porath, C. (2016). Chapter 1 Clueless. In *Mastering Civility, a Manifesto for the Workplace*. essay, Grand Central Publishing.

Porath, C. L., & Erez, A. (2007). Does rudeness really matter? The effects of rudeness on task performance and helpfulness. *Academy of Management Journal*, 50(5), 1181-1197. <https://doi.org/10.5465/amj.2007.20159919>

Porath, C., & Pearson, C. (2013, January 1). *The Price of Incivility*. Harvard Business Review. Retrieved October 16, 2022, from <https://hbr.org/2013/01/the-price-of-incivility>

Reed, G. E., & Olsen, R. A. (2010). Toxic leadership: Part deux. *Army Combined Arms Center Fort Leavenworth KS Military Review*.

Rosen, C. C., Koopman, J., Gabriel, A. S., & Johnson, R. E. (2016). Who strikes back? A daily investigation of when and why incivility begets incivility. *Journal of Applied Psychology*, 101(11), 1620.

Scanlon, T. (1996). The status of well-being. *The Tanner Lectures on Human Values*.

Schaubroeck, J., Walumbwa, F. O., Ganster, D. C., & Kepes, S. (2007).

Destructive leader traits and the neutralizing influence of an “enriched” job. *The Leadership Quarterly*, 18(3), 236-

251. <https://doi.org/10.1016/j.leaqua.2007.03.006>.

Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A

meta-analysis of destructive leadership and its outcomes. *The Leadership*

Quarterly, 24(1), 138-158. <https://doi.org/10.1016/j.leaqua.2012.09.001>

Seifert, T. (2005). Assessment of the Ryff scales of psychological well-

being. *Retrieved October 23, 2010*.

Shoss, M., Van Hootegem, A., Selenko, E., & De Witte, H. (2022). The job

insecurity of others: On the role of perceived national job insecurity during the COVID-19 pandemic. *Economic and Industrial Democracy*,

0143831X221076176. <https://doi.org/10.1177/0143831X221076176>

Sliter, M., Sliter, K., & Jex, S. (2012). The employee as a punching bag: The

effect of multiple sources of incivility on employee withdrawal behavior and sales performance. *Journal of Organizational Behavior*, 33(1), 121-139.

<https://doi.org/10.1002/job.767>

Spence Laschinger, H. K., & Nosko, A. (2015). Exposure to workplace bullying

and post-traumatic stress disorder symptomology: the role of protective

- psychological resources. *Journal of Nursing Management*, 23(2), 252-262. <https://doi.org/10.1111/jonm.12122>
- Strube, M. J., & Garcia, J. E. (1981). A meta-analytic investigation of Fiedler's contingency model of leadership effectiveness. *Psychological Bulletin*, 90(2), 307–321. <https://doi.org/10.1037/0033-2909.90.2.307>
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286. <https://doi.org/10.1037/0003-066X.62.4.271>
- Tepper, B. J., Moss, S. E., Lockhart, D. E., & Carr, J. C. (2007). Abusive supervision, upward maintenance communication, and subordinates' psychological distress. *Academy of Management Journal*, 50(5), 1169-1180.
- Tipa, R. O., Tudose, C., & Pucarea, V. L. (2019). Measuring burnout among psychiatric residents using the Oldenburg burnout inventory (OLBI) instrument. *Journal of Medicine and Llife*, 12(4), 354. <https://doi.org/10.25122/jml-2019-0089>
- Wang, H., & Li, J. (2015). How trait curiosity influences psychological well-being and emotional exhaustion: The mediating role of personal initiative. *Personality and Individual Differences*, 75, 135-140. <https://doi.org/10.1016/j.paid.2014.11.020>

- Wang, J., Zeng, Q., Wang, Y., Liao, X., Xie, C., Wang, G., & Zeng, Y. (2022). Workplace violence and the risk of post-traumatic stress disorder and burnout among nurses: a systematic review and meta-analysis. *Journal of Nursing Management*. <https://doi.org/10.1111/jonm.13809>
- Webster, V., Brough, P., & Daly, K. (2016). Fight, flight or freeze: Common responses for follower coping with toxic leadership. *Stress and Health*, 32(4), 346-354. <https://10.1002/smi.2626>
- Zaccaro, S. J., Green, J. P., Dubrow, S., & Kolze, M. (2018). Leader individual differences, situational parameters, and leadership outcomes: A comprehensive review and integration. *The Leadership Quarterly*, 29(1), 2-43. <https://doi.org/10.1016/j.leaqua.2017.10.003>
- Zapf, D., & Gross, C. (2001). Conflict escalation and coping with workplace bullying: A replication and extension. *European Journal of Work and Organizational Psychology*, 10(4), 497-522. <https://doi.org/10.1080/13594320143000834>