

NHH



The Impact of Authentic Leadership during Organizational Change Processes in the Restaurant Industry

A replication-extension study of followers' perception of authentic leadership, trust, and emotions, during organizational change in Norwegian restaurants.

Magnus Skogstad & Bendik Garrido Hauge

Supervisor: Professor Marcus Selart

Master Thesis, Economics and Business Administration, Strategy
and Management

NORWEGIAN SCHOOL OF ECONOMICS

This thesis was written as a part of the Master of Science in Economics and Business Administration at NHH. Please note that neither the institution nor the examiners are responsible – through the approval of this thesis – for the theories and methods used, or results and conclusions drawn in this work.

Abstract

This study is a replication-extension study of Vik and Skeie's (2021) study "The impact of authentic leadership during organizational change processes", who produced a replication-extension study of Agote, Aramburu and Lines' study from 2016. The study answers the following overall research question "How does followers' perception of authentic leadership affect followers' trust and followers' emotions during organizational change processes?".

This study is founded empirically on 12 semi-structured interviews with managers from the restaurant industry in Norway. The results indicate that followers' perception of authentic leadership is associated with higher levels of trust, that followers' perception of authentic leadership is associated with positive emotions in the workplace, and that trust can prevent negative emotions amongst followers, during organizational change. These findings are similar to the findings of Vik and Skeie (2021) and Agote et al. (2016). Our results also indicated that higher levels of trust is related to positive emotions, and that follower's perception of authentic leadership is associated with mitigating negative emotions among followers, during organizational change, something that Vik and Skeie (2021) and Agote et al. (2016) did not find. As such, this study is a contribution to the research on authentic leadership, trust, and emotions, during organizational change, and furthermore, the study may be of particular interest to leaders and managers in the restaurant industry in Norway.

Acknowledgements

We would like to thank the 12 respondents who participated in this study. We appreciate the detailed and rich descriptions and considerations they provided during the interview process. They have given us deep insights into their professional lives and thoughts regarding the thesis' subject. Without their time and effort this thesis would not have been possible.

We would also like to thank our supervisor at NHH, prof. Marcus Selart, who provided us with considerable support, feedback, and expert advice during this research. Our meetings and correspondence always inspired valuable discussions and guidance.

Table of Contents

1. Introduction	1
2. Literature review	5
2.1 Recent developments.....	5
2.1.1 Authenticity.....	5
2.1.2 Authentic leadership.....	8
2.1.3 Authentic leadership and the restaurant industry	24
3. Hypotheses and model.....	29
3.1 Followers' perception of authentic leadership during organizational change.....	29
3.1.1 Authentic leadership and trust (H1)	32
3.1.2 Authentic leadership and emotions (H2)	35
3.1.3 The relationship between the level of trust and experience of emotions (H3)	39
3.1.4 Organizational change as an arena for authentic leadership, trust, and emotions	41
3.2 How to test the theoretical framework empirically	43
3.2.1 Hypotheses.....	43
3.2.2 Research model	45
4. Methodology.....	48
4.1 Research design	48
4.1.1 Research approach	49
4.2 Research method	50
4.2.1 Primary and secondary data	50
4.2.2 Choice of methodology	51
4.2.3 Time horizon	52
4.3 Data collection.....	53
4.3.1 Semi-structured interviews	53
4.3.2 Implementation of semi-structured interviews	54

4.3.3	<i>Sample</i>	55
4.3.4	<i>Description of the restaurants</i>	57
4.4	Data analysis	58
4.4.1	<i>Reliability</i>	60
4.4.2	<i>Validity</i>	63
4.4.3	<i>Research ethics</i>	66
5.	Results	69
5.1	Hypothesis 1: Followers' perception of authentic leadership is related to their level of trust in the leader during organizational change	71
5.1.1	<i>Summary of findings relating to hypothesis 1</i>	84
5.2	Hypothesis 2: Followers' perception of authentic leadership is related to their emotions during organizational change	85
5.2.1	<i>Summary of findings relating to hypothesis 2</i>	98
5.3	Hypothesis 3: The level of trust between leader and follower affects followers' emotions during organizational change	100
5.3.1	<i>Summary of findings relating to hypothesis 3</i>	111
6.	Discussion	113
6.1	Theoretical implications	117
6.1.1	<i>Followers' perception of authentic leadership is related to their level of trust in the leader during organizational change (H1)</i>	117
6.1.2	<i>Followers' perception of authentic leadership is related to their emotions during organizational change (H2)</i>	123
6.1.3	<i>The level of trust between leader and follower affects followers' emotions during organizational change (H3)</i>	128
6.1.4	<i>Authentic leadership in the context of industry and societal cultural influences</i>	133
6.2	Practical implications	138
6.3	Study limitations	140
6.4	Conclusion	142

6.5 Suggestions for future research	144
References	146
Appendix 1: Intervjuguide.....	165
Appendix 2: Interview Guide	168
Appendix 3: Forespørsel om deltakelse i masteroppgave ved NHH.....	171
Appendix 4: Request for participation in master's thesis at NHH	175

1. Introduction

We live in a time of disruption and economic instability, as more organizations must reduce costs and find growth opportunities (Salman & Broten, 2017). Change has become an increasingly common context for many organizations (Agote et al., 2016) and at the individual level change has also been found to influence psychological well-being (Probst, 2003), job satisfaction (Amiot et al., 2006; Holt et al., 2007), and stress (Axtell et al., 2002). That being the case, organizational change is associated with a number of potentially negative outcomes for both organizations and individuals (Holten & Brenner, 2015), and many change efforts in organizations, perhaps even the majority, ultimately fail (Salman & Broten, 2017). In addition to organizations and individuals having to cope with the uncertainties of frequent organizational change, recent times have been characterized by the uncertainties and fears caused by corporate scandals such as Enron and the banking crisis (Northouse, 2021), and upheavals such as the attacks on 9/11 and Brexit (Iszatt-White & Kempster, 2019; Northouse, 2021).

In times where the environment is dramatically changing, society in general, and organizations in particular turn to leaders for optimism and direction (Luthans & Avolio, 2003). With this backdrop, it is interesting to inquire as to which leadership styles can deal with the uncertainties associated with organizational change, as well as the overall volatility and uncertainty of the contemporary world, in the most successful manner. An overarching conclusion according to literature on the success factors in change processes has been that the reactions of change recipients are an important determinant of success and failures in implementing change (Agote et al., 2016). Holten and Brenner (2015) posits that management behavior influences the well-being of followers, something that also holds true during organizational change, in which managers play important roles both as drivers of change and as role models. Furthermore, positive reactions towards change are produced if management has a participative approach and is perceived as fair (Oreg et al., 2011), and managers can influence the degree to which followers embrace change (Armenakis et al., 2007). Alas, there is not one specific leadership behavior that is superior in every situation imaginable (Derue et al., 2011).

Be that as it may, authentic leadership was explicitly positioned as a response to a troubled world and a loss of faith in previous forms of leadership, especially as a response to disillusionment with past leadership scandals (Iszatt-White & Kempster, 2019; Northouse, 2021). Authentic leadership draws from positive psychological capacities and results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development (Luthans & Avolio, 2003). Authentic leaders are often described as being confident, hopeful, optimistic, resilient, transparent, moral/ethical, future-oriented, and gives priority to developing associates to be leaders (Avolio & Gardner, 2005; Luthans & Avolio, 2003). Agote et al. (2016) assert that both emotions and trust are important when dealing with change processes, and they further proposed that authentic leadership perception among followers can influence followers' trust and emotions during change. It is now thought that emotions are a vital part of change as they guide people in adapting to new environments as organizational changes are a context for uncertainty for all involved, and this often makes employees feel vulnerable and insecure (Agote et al., 2016). In addition to the increasingly popular interest in emotions during organizational change, leadership style and level of trust in the leader have been considered as fundamental elements for the success of change processes (Agote et al., 2016). Trust in one's leader is also regarded as a fundamental component in effective leadership (Bass, 1990).

Consequently, it is believed that followers' perception of authentic leadership in their leader influences levels of trust in the leader and followers' emotions during organizational change. Levels of trust in the leader have also been thought to influence emotions (Agote et al., 2016). Hence, the dimensions of emotions, trust, how trust relates to emotions, and whether and how authentic leadership interacts with these dimensions, may be central to organizational change processes. In this regard, there also appears to be a gap in the research literature on trust, emotions, and authentic leadership, in the context of organizational change (Agote et al., 2016). Accordingly, this study will explore the relationship between authentic leadership and trust, authentic leadership and emotions, and the relationship between the level of trust and emotions, during organizational change. As such, this study will attempt to answer the following overarching research question:

How does followers' perception of authentic leadership affect followers' trust and followers' emotions during organizational change processes?

This study is a replication-extension study of Vik and Skeie (2021) and Agote et al. (2016). A replication-extension study involves two main components, that being replication and extension. Replication is the process of recreating a previous study's procedure and observing whether the prior finding recurs (Jeffreys, 1973). The aim is to see if the same results can be obtained when the study is repeated, either by the same researchers or by somebody else. If the outcomes of the replication are consistent with a prior claim it would increase the confidence in the claim, and if the outcomes of the replication are inconsistent with a prior claim would decrease the confidence in the claim (Nosek & Errington, 2020). Accordingly, successful replications increase confidence in existing theories, hypotheses, or models (Nosek & Errington, 2020). Nevertheless, it would be very difficult, or even impossible, to do an exact replication of a previous study (Nosek & Errington, 2020). However, this is not strictly necessary as replication is about identifying the conditions sufficient for assessing prior claims (Nosek & Errington, 2020). Hence, as studies are very difficult to replicate exactly, every replication study assesses generalizability to the new study's unique conditions (Nosek & Errington, 2020). If the replication is successful, it provides evidence of generalizability across the conditions that inevitably differ from the original study (Nosek & Errington, 2020).

Replication attempts can also serve as a starting point for replication-extension studies (Brandt et al., 2014). Replication-extension studies combine and compare results from one or more prior studies with results from a new study, where the new study is specifically designed to replicate and extend the results of the prior studies (Bonett, 2012). Extension refers to a modification in some way to add new conditions, variables or perspectives. A new variable in our replication-extension study is using a different set of interviewees from a different professional occupation. The studies we are replicating (Vik & Skeie, 2021; and Agote et al. 2016) used HRMs in organizations as their sample, while our study's sample is based on managers in the restaurant industry.

This study is divided into seven sections. The first section contains the introduction, the research topic, and an explanation of what a replication-extension study entails. The second

section, “Literature review”, presents a review of the literature and recent developments on authenticity, trust, and emotions, and in the following the conceptual clarity around authentic leadership and organizational change, as well as some background for the restaurant industry generally as sets the context for this study. The third section of the study, “Hypotheses and model”, reviews existing research on authentic leadership, trust, and emotions during organizational change, and formulates the hypotheses. As this study is a replication-extension study of Vik and Skeie (2021), who themselves produced a replication-extension study of Agote, Aramburu and Lines (2016), the hypotheses will be presented alongside the original hypotheses of Agote et al. (2016) in a separate table in order to illustrate the relationship between the hypotheses of this qualitative study and the hypotheses from the original quantitative study. The hypotheses, and how the different components are connected and relate to each other, will also be visualized in a research model.

In section four “Methodology” the study will present the choice of research methodology, as well as examine the reliability, validity and ethics of the study. Section five of the study “Results” will present the empirical findings from the data collection based on the 12 interviews that were conducted. These empirical findings will subsequently be discussed in section six “Discussion”, along with the practical implications and the limitations of the study. Finally, in section seven, “Conclusion”, the study will present its conclusion and recommendations for future research. A complete list of references is included in the bibliography, and the interview guide and the study’s information letter will be included in appendix I and II, respectively.

2. Literature review

2.1 Recent developments

There has been an abundance of research on the concept of authentic leadership (see e.g., Avolio & Gardner, 2005; Avolio et al., 2005; Walumbwa et al., 2008; Gardner et al., 2005). Nevertheless, the literature on authentic leadership, trust and emotions during organizational change is relatively new, and the role of trust and emotions in leadership and followership is still under-researched (Agote et al., 2016; Gooty et al., 2010). Furthermore, there is scarce research with regards to authentic leadership in the context of organizational change (Agote et al., 2016). The focus of the literature on authentic leadership has been centered around the following three dimensions: Authenticity, trust, and emotions in organizations (Agote et al., 2016). As such, this study will in the following explore these three dimensions, before moving on to provide more conceptual clarity regarding the construct of authentic leadership.

2.1.1 Authenticity

Authentic leadership is not a newly emerged phenomenon, although it is only recently that academic interest in the subject has developed (Vik & Skeie, 2021). Avolio and Walumbwa (2014) write that every era develops its own leadership theory to respond to current needs and trends. Fusco et al. (2015) write that authentic leadership is this era's leadership style. The change in interest to this type of leadership from researchers and practitioners may be due to some of the various high profile corporate scandals in the beginning of the century. These include Enron's bankruptcy and Arthur Anderson's involvement in this scandal, WorldCom's inflated assets, Tyco's fraudulent practices, as well as Lehman Brothers concealing toxic loans, eventually leading to the financial crises (Fusco et al., 2015; Vik & Skeie). Iszatt-White and Kemptster (2019) write that recent political upsets such as the 2016 UK Brexit vote and the election of President Trump in the US later that same year also suggest a more complex picture of what people expect from their leaders.

Although no clear and universally recognized definition of authenticity exists, there is an abundance of definitions examined in history of philosophy and psychology (Novivevic et

al., 2006). Authenticity in a leadership context is broadly understood as a leader's ability to take responsibility for followers' personal freedom and organizational obligations so that the leader can make choices that help them construct themselves as moral individuals (Novicevic et al., 2006). The modern origins of the construct of authentic leadership dates back to Chester Barnard (1938; Novicevic et al., 2006). Barnard was the first who wrote about the authenticity of leaders in management and organization studies, integrating the capacity of managers to balance responsibility for private freedom and public obligations. Although the concept of authenticity in management only dates back 85 years (Gardner et al., 2011), the word authenticity traces back to ancient Greek word *authentos*, meaning "to have full power" (Gardner et al., 2011; Trilling, 1972). This concept has been examined by philosophers such as Socrates and Aristotle who focused on self-enquiry and the personal pursuit of a "higher good" through self-realization where the "soul is aligned with virtue to produce a complete life" (Gardner et al., 2011; Hutchinson, 1995). Erickson (1995) writes that authenticity should not be reduced to an either/or scenario, but rather that the concept should be regarded as a spectrum. Complete authenticity or complete inauthenticity rarely or never exists (Gardner et al., 2011), therefore people should rather be described as either more or less authentic (Gardner et al., 2005). Authenticity can according to Novicevic et al. (2006) be distinguished philosophically and psychologically.

Philosophically, authenticity can be a both moral virtue and a matter of ethical choices. As a moral virtue, authenticity reveals itself through reflections of one's emotions and morals in response to the values of their surroundings, and an aspiration to rise above simply following the values of others (Novicevic et al., 2006; Baumaster, 1987; Furtak, 2003; Kirkegaard, 1996; Pianalato, 2003). As ethical choices, authenticity involves making self-motivated choices rooted in one's ethical values. This is done by balancing private interests with public responsibilities, while continually striving to align personal growth with the responsibility to encourage to foster the same in others (Novicevic et al., 2006; Heidegger, 1927/1962; Sartre, 1948; Adorno; 1953). Psychological meanings of authenticity can both be regarded as a trait or state, as well as a form of identity. As a trait or state, authenticity entails self-awareness of one's motives and unbiased cognitions, combined with autonomous behavioral and relational choices. This notion extends to embracing personal convictions with accountability, satisfying basic psychological needs for competence and self-determination while reconciling conflicting emotions and goals that drive self-growth

and focus on the complexity of one's true feelings (Novicevic et al., 2006; Kernis, 2003; Hoy et al., 1996; Ryan & Deci, 2002; Goldman & Kernis, 2002). Authenticity as identity encompasses the meanings we ascribe to our unique identities. This involves genuinely owning one's experiences and aligning actions with inner thoughts and feelings (Novicevic et al, 2006). This involves claiming viewpoints that can both be rejected or accepted by relevant others. Furthermore, it includes an individual's assessment of their social roles and on the norms that others may judge the person (Novicevic et al, 2006; Erickson, 1995; Harter, 2002; Peterson, 2005).

The "Multicomponent construct of Authenticity" by Kernis and Goldman (2006) has served as a foundation for various models of authentic leadership (Fusco et al., 2015; Vik & Skeie). Kernis and Goldmans' work is influential in the study of authentic leadership because many of the current definitions and scientifically developed models stem from this framework. Kernis and Goldman (2006, p. 294) define authenticity as "the unobstructed operation of one's true- or core-self in one's daily enterprise". However, rather than viewing authenticity as a single unitary process, they suggest it can rather be broken down into four separate and distinct, yet interrelated, components. These components are referred to as "*awareness, unbiased processing, behavior and relation orientation*" (Kernis & Goldman, 2006). Awareness refers to "one's motives, feelings, series and self-relevant cognitions" (Kernis & Goldman, 2006, p. 294). One must not only possess knowledge and trust in one's characteristics, but also be motivated to increase and develop these features. Kernis and Goldman (2006, p. 295) describes this as "knowledge and acceptance of one's multifaceted and potentially contradictory self-aspects", rather than only acknowledging and accepting those self-aspects that harmonize with one's self-concept. Unbiased processing means being able to unbiasedly process self-relevant information. Self-relevant information refers to a person's positive and negative personal traits, emotions and other internal experiences, as well as personal knowledge of yourself. Unbiased processing is important as a way of ego defense mechanism, meaning that less biased processing can lead to psychological and physical well-being (Vaillant, 1992), while biased processing can lead to reality distortion as well as a failure to resolve distressing emotions due to a lack of objective acknowledgement of interpersonal difficulties (Kernis & Goldman, 2006; Unger et al., 1997).

The aspect of behavior means acting in accord with one's values, preferences and needs, rather than acting falsely by adopting to other's opinions in order to please them or avoid backlash. One negative aspect of this can be that authenticity can result in short-term conflict. However, authenticity is not about an uncompromising urge to be one's true self, but rather the expression of one's own "core feelings, motives and inclinations" (Kernis & Goldman, 2006). Still, authenticity can at times be incompatible with the views of others or society at large, however, in such cases authenticity can rather be reflected in the awareness of this situation as well as one's needs and motives. Unbiased processing, awareness and behavior are therefore clearly separable, although they relate to one another (Kernis & Goldman, 2006). The fourth and last component of the multicomponent of authenticity is relational orientation, meaning that relational authenticity is valuing openness, honesty and sincerity in one's close relationship (Kernis & Goldman, 2006). This means being honest about both one's actions as well as motives. This includes letting your close ones see the real you, as well as facilitating for them to act reciprocally. Beddoes-Jones (2012, p. 44) offers an alternative and rather straightforward, less academically complicated definition of the concept of authenticity, namely "to be true to your own ethical standards of conduct, to live a life where what you say matches what you do, and importantly, both are consistent with what you believe, your principles and how you feel". This definition is according to Beddoes-Jones (2012) more inward looking and therefore intrinsically distinct from the concept of authentic leadership. This definition ignores one's relation to others, making it more self-centered instead of outward looking, focusing on the needs and feelings of coworkers. Being an authentic person is therefore something different than being an authentic leader. This distinction will be closer examined in the section regarding authentic leadership.

2.1.2 Authentic leadership

In the following, this paper will review different definitions of authentic leadership and associated concepts of the theoretical construct. Furthermore, we will distinguish the definitions of authentic leadership from other related leadership definitions, such as transformational leadership, charismatic leadership, and spiritual leadership. This study will on the basis of these presented definitions and distinctions present a working definition of the term authentic leadership which will be utilized throughout this study.

Authentic leadership is one of the most recent developments within leadership research and is still under development (Northouse, 2021). Early applications of the term authenticity in combination with leadership emerged within the fields of sociology and education (Hannah & Chan, 2004; Avolio & Gardner, 2005). In these early stages the focus was more aligned towards *inauthenticity* and leadership (Avolio & Gardner, 2005). In contrast to this earlier focus on inauthenticity, contemporary studies are more aligned towards authentic leadership development and its conceptual roots in positive psychology (Luthans & Avolio, 2003). In their initial framework of authentic leadership, Luthans and Avolio (2003) identified several positive psychological capacities of the authentic leader, such as confidence, hope, optimism, and resiliency. According to Gardner et al. (2005), leaders who are genuine and lead by example, who provide their followers with a healthy and ethical work climate characterized by openness, trust, integrity and high moral standards, are called authentic leaders. The interest for and publications regarding authentic leadership peaked in the early 2000s (Gardner et al., 2011). Nevertheless, as Avolio and Gardner (2005) points out, there still resides some disagreement about the definitions of the constructs of authentic leader, authentic leadership, and authentic leadership development. In the following, we will examine some of the most influential and cited definitions of authentic leadership.

Definitions from the literature. As with many leadership theories, there are an abundance of definitions of authentic leadership. Although some of the earliest definitions manifested themselves in the 1960s (Gardner, Cogliser, Davis, & Dickens, 2011), the interest peaked in the early 2000s providing most of the definitions presented in the following (Gardner et al., 2011).

Avolio et al. (2004b) defined *authentic leaders* as:

those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character. (p. 4; as cited in Avolio et al., 2004a).

The related concept of *authentic leadership* in organizations was defined by Luthans and Avolio (2003) as:

a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of the leaders and associated, fostering positive self-development. The authentic leader is confident, hopeful, optimistic, resilient, transparent, moral/ethical, future-oriented, and gives priority to developing associates into leaders themselves. The authentic leader does not try to coerce or even rationally persuade associates, but rather the leader's authentic values, beliefs, and behaviors serve to model the development of associates. (p. 243; as cited in Gardner et al., 2011).

Avolio and Gardner (2005) points out that several have taken issue with the breadth of the definitions above. Cooper et al. (2005) noted that the definition is multi-dimensional, containing elements from diverse domains, such as traits, states, behaviors, contexts, and attributions. Cooper et al. (2005) also expressed concern that the definition of authentic leadership, as defined above, pertains to operate at the individual level, team level, and organizational level, something that can result in a number of measurement difficulties. Avolio and Gardner (2005) responds to this by saying that the initial intent in defining authentic leadership as a construct was to make it multi-dimensional and multi-level, although this could pose measuring difficulties, as prior criticisms of leadership constructs have been directed towards the inadequacies in recognizing the complexity of the phenomenon or its context (Bass, 1990; Rost, 1991; Yukl, 2002).

Ilies, Morgeson and Nahrgang (2005) offers a shorter description of authentic leadership, where authentic leaders are defined as being:

deeply aware of their values and beliefs, they are self-confident, genuine, reliable and trustworthy, and they focus on building followers' strengths, broadening their thinking and creating a positive and organizational context. (p. 374; as cited in Gardner et al., 2011).

This is similar to George and Sims' (2007) definition where authentic leaders are described as:

genuine people who are true to themselves and to what they believe in. They engender trust and develop genuine connections with others. Because people trust them, they are able to motivate others to high levels of performance. Rather than letting the expectations of other people guide them, they are prepared to be their own person and go their own way. As they develop as authentic leaders, they are more concerned about serving others than they are about their own success or recognition. (p. 31; as cited in Gardner et al., 2011).

The definitions overlap in their emphasis on trust and genuine connections, and furthermore, that authentic leadership should be evaluated as a non-binary leadership style where authentic leaders exhibit a combination of leadership qualities to varying degrees (Gardner et al., 2005).

In response to the criticisms against the broad nature of the definitions of the authentic leader, Shamir and Eilam (2005) put forward a narrower focus with their definition. According to them, authentic leaders are described by four characteristics:

(1) Rather than faking their leadership, authentic leaders are true to themselves (rather than conforming to the expectations of others); (2) authentic leaders are motivated by personal convictions, rather than to attain status, honors, or other personal benefits; (3) "authentic leaders are originals, not copies"; that is they lead from their personal point of view; and (4) the actions of authentic leaders are based on their personal values and convictions. (p. 321; as cited in Avolio & Gardner, 2005).

This definition differs from Avolio and Gardner's (2005) definition and Luthans and Avolio's (2003) definition which encompass a positive moral perspective, while Shamir and Eilam (2005) refrains from describing the leader's style or the leader's values or convictions.

Furthermore, Shamir and Eilam (2005) introduce the construct of *authentic followership* which is defined as “followers who follow leaders for authentic reasons and have an authentic relationship with the leader” (p. 400-401). Gardner et al. (2005) and Avolio and Gardner (2005) also introduce the concept of authentic followership which is characterized by “heightened levels of followers’ self-awareness and self-regulation leading to positive follower development and outcomes” (Gardner et al., 2005, p. 346). Subsequently, authentic followers exhibit “internalized regulatory processes, balanced processing of information, relational transparency, and authentic behavior paralleling what we describe as characterizing authentic leaders” (Avolio & Gardner, 2005, p. 322).

The interaction between authentic leaders and authentic followers involves the development of an authentic relationship between leaders and followers, which points to the different but related concept of authentic leadership development (Avolio & Gardner, 2005). Authentic leadership development involves a complex process between leaders and followers that is unlikely to be achieved through a training program but should rather be regarded as ongoing processes where leaders and followers gain self-awareness and establish open, transparent, trusting and genuine relationships, which can partly be impacted by training and interventions (Avolio, 2005; Avolio & Gardner, 2005).

In their review of contemporary literature, Avolio and Gardner (2005) lists nine components of authentic leadership development: (1) As mentioned earlier, Luthans and Avolio (2003) identified in their initial framework of authentic leadership the positive psychological capacities of confidence, optimism, hope and resiliency, as personal resources of the authentic leader. These positive psychological states, when combined with a positive organizational context, are posited to heighten the self-awareness and self-regulatory behaviors of the leader as part of a process of self-development (Avolio & Gardner, 2005). Furthermore, positive psychological capacities can play a crucial role in developing individuals, teams, and organizations to flourish (Luthans et al., 2004; Luthans & Avolio, 2003).

(2) Authentic leadership and its development encompass an inherent positive moral perspective (Luthans & Avolio, 2003; May et al., 2003). May et al. (2003) describe this as an ethical and transparent decision-making process whereby authentic leaders develop and

draw upon reserves of moral capacity, efficacy, courage, and resiliency to address ethical issues and to achieve authentic and sustained moral actions. Avolio and Gardner (2005) believe that the inclusion of a positive moral perspective is crucial to authentic leadership development, and point to both Bruns (1978) and partly to Bass (1985) for discussing a positive moral perspective in regards to transformational leadership.

(3) Authenticity and thereby authentic leadership require heightened levels of leader self-awareness (Ilies & Nahrgang, 2005; Shamir & Eilam, 2005). Gardner et al. (2005) identifies four elements as especially relevant to the development of authentic leadership: values, cognitions regarding identity, emotions, and motives/goals.

(4) Furthermore, leader self-regulation is where leaders make their authentic selves transparent to followers (Avolio & Gardner, 2005). Consequently, leader-self regulation is a process where authentic leaders align their intentions and actions (Avolio & Gardner, 2005). This view is anchored heavily in two theoretical perspectives: (a) self-determination theory (Deci & Ryan, 1995, 2000) which contends that authenticity is achieved through internally driven regulatory processes, as opposed to external influences; and (b) that authenticity involves unbiased (balanced) processing, relational transparency/authenticity, and authentic behavior (Kernis, 2003).

(5) A number of personal and social identification processes through which leaders influence their followers have been proposed (leadership processes) (Avolio et al., 2004a; Avolio et al., 2004b, Gardner et al., 2005). Positive modeling such as self-awareness, self-regulatory processes, positive psychological states, and/or a positive moral perspective have been consistently identified as a primary mechanism through which authentic leaders influence their followers (Avolio & Gardner, 2005; Avolio et al., 2004a; Ilies et al., 2005; Luthans & Avolio, 2003; May et al., 2003; Shamir & Eilam, 2005). Avolio and Gardner (2005) point out that leaders are described as “leading by example as they demonstrate transparent decision making, confidence, optimism, hope and resilience, and consistency between their words and deeds” (p. 326). These processes go a long way in explaining how authentic leaders influence followers, and the leadership component of authentic leadership, as opposed to authentic persons who happen to occupy leader and follower roles (Avolio & Gardner, 2005).

(6) As the preceding section described how authentic leaders influence followers, Avolio and Gardner (2005) points to follower self-awareness/regulation as another component of authentic leadership development. Through the influence of the authentic leader, followers develop greater clarity about their values, identity, and emotions, and in turn, move towards internalized regulatory processes, balanced information processing, transparent relations with the leader, and authentic behavior (Gardner et al., 2005; Avolio & Gardner, 2005). As such, we expect authentic relationships to emerge between leaders and followers, which is characterized by open and positive exchanges, as leader and follower pursue shared and complementary goals that reflect overlapping values (Avolio & Gardner, 2005).

(7) The previous section points to the relationship and exchanges between leader and follower. The next component in authentic leadership development is that both leader and followers are developed over time as the relationship becomes more authentic (Gardner et al., 2005). Hence, follower development is highlighted by Avolio and Gardner (2005) as another central component of authentic leadership development. In this authentic leadership development may differ from transformational leadership theory in that the leader may not actively set out to transform the follower into a leader but may nevertheless end up doing so by being a role model for the follower, and followers can over time internalize values and beliefs espoused by the leader (Avolio & Gardner, 2005).

(8) Avolio and Gardner (2005) states that it is important to include the organizational context in authentic leadership development, as all leadership interactions occur in a dynamic and emerging context (Avolio, 2005; Day, 2000; House & Aditya, 1997; London, 2002). Hence, there is recognition of the opportunity of authentic leadership to be sustained and integrated into the organizational context by including the moderating role of a positive organizational context within the authentic leadership-performance link (Gardner et al., 2005; Luthans & Avolio, 2003). Avolio and Gardner (2005) propose four key components of the organizational context that moderate the authentic leadership-performance relationship: “uncertainty, and an inclusive, ethical and positively oriented strength based culture/climate” (p. 327). This implies that leaders must promote an inclusive organizational climate for leaders and followers to be effective (Avolio & Gardner, 2005; Gardner et al., 2005; Luthans & Avolio, 2003).

(9) The last component Avolio and Gardner (2005) propose for authentic leadership development is veritable and sustained performance beyond expectations. In strategy management and business administration literature, the terms sustainable superior performance and sustainable competitive advantage are often used interchangeably (Porter, 1985; Roberts & Dowling, 2002). The key point being the inability of competitors to duplicate the strategy that makes a competitive advantage sustainable (Avolio & Gardner, 2005). Hence, if an organization can implement a valuable strategy and another organization cannot duplicate the benefits of this strategy, the organization is said to have a sustainable competitive advantage (Barney, 1991). Sustained performance refers to an organization's ability to achieve persistently high performance over a long period of time (Roberts & Dowling, 2002). Veritable refers to the ethical values used to attain this sustained performance (Watson, 2003). Performance beyond expectations is a reference to Bass' (1985) work on transformational leadership, where Avolio and Gardner (2005) expands the framework to not only include sustained typical performance but also performance that goes beyond expectations.

More recently, and according to Attia and Hadi (2020), the most cited definition of the concept of authentic leadership is provided by Walumbwa et al. (2008). In their effort to understand and capture what constitutes authentic leadership, Walumbwa et al. (2008) used Avolio, Gardner, and colleagues (e.g., Avolio & Gardner, 2005; Gardner et al., 2005) and Iles et al.'s (2005) consolidations and conceptualizations of the construct. Walumbwa et al. (2008) provides three main reasons for basing their conceptual underpinnings on this aforementioned authors/research: (1) it is firmly rooted in the existing social psychology theory and research on authenticity (e.g., Deci & Ryan, 2000; Kernis 2003), in contrast to those who have taken a more inductive approach (Shamir & Eilam, 2005) or philosophical approach (Sparrowe, 2005) to theory development. (2) It recognizes the central role of an internalized moral perspective to authentic leadership articulated by other authors (Eigel & Kuhnert, 2005; George, 2003; May et al., 2003). (3) It focuses explicitly on the development of authentic leaders and authentic followers, something which makes it statelike, which can be developed in leaders (Avolio & Luthans, 2006; Luthans & Avolio, 2003). Consequently, Walumbwa et al. (2008) specifically define authentic leadership as:

a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development. (p. 94).

This definition reflects several assumptions that underlie Walumbwa et al.'s (2008) perspective on authentic leadership. First, positive psychological capacities and a positive ethical climate are seen as fostering the development of authentic leadership, but they are not inherent components of the construct (Walumbwa et al., 2008). Second, they see self-awareness and the self-regulatory processes as core components of authentic leadership. Third, they are consistent with Gardner et al.'s (2005) self-based model of authentic leadership and authentic followership, as they see authentic leadership as reflecting an interactive and authentic relationship that develops between the leader and followers (Walumbwa et al., 2008).

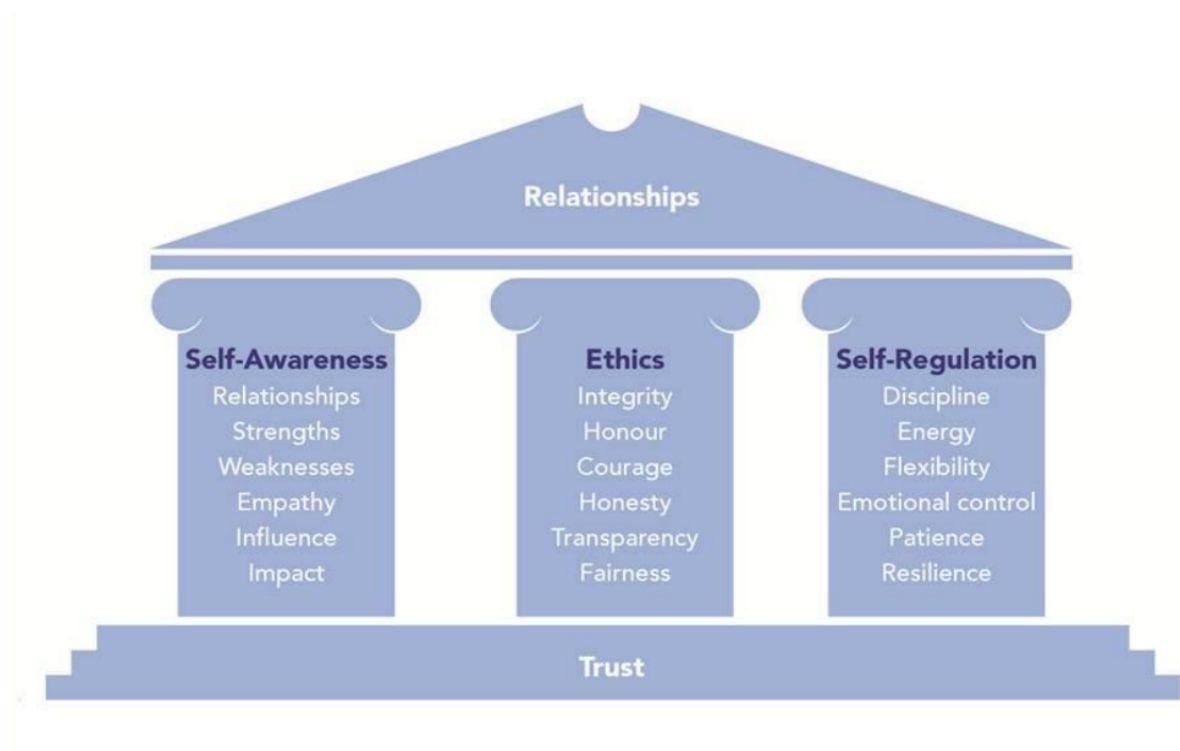
Beddoes-Jones and Swailes (2015) states that the most well-known and widely researched model of authentic leadership, as presented by Walumbwa et al. (2008) above, has attracted criticism concerning its published empirical data (Beddoes-Jones & Swailes, 2015). As such, they offer an alternative model of authentic leadership, the “three pillar model” developed from research with British organizations. This model includes the aforementioned components self-awareness and self-regulation, as well as ethics, that together constitute the three pillars of authentic leadership, as illustrated in Figure 1 below. According to Beddoes-Jones and Swailes (2015), authentic leaders usually display greater amounts of pro-social and positive attributes of good leadership, compared to other leaders. The authentic leader also has better relationships with the people around them, both followers and colleagues, compared to less authentic leaders (Beddoes-Jones & Swailes, 2015).

Consequently, the model presented by Beddoes-Jones and Swailes (2015) is a relational model, and as illustrated in the figure above, the three pillars of self-awareness, self-regulation and ethics rest on a foundation of trust. Each of the three pillars themselves include a variety of different elements in which the leader displays to a greater or lesser

extent. For instance, these elements include an awareness of one's strengths and weaknesses, empathy, influence, and impact vis-à-vis relationships with others; ethical values such as integrity, honor, courage, honesty, transparency and fairness; and regulatory mechanisms such as discipline, emotional control, patience and resilience. The core essence of the model being that different combinations of these elements is what constitutes an authentic leader individually, in his or her own way (Beddoes-Jones & Swailes, 2015; Beddoes-Jones, 2012).

Figure 1

The 3 pillars of authentic leadership



Note: The 3 pillars of authentic leadership. From *Authentic leadership: the key to Building Trust* (3rd ed., p. 94-99) by Beddoes-Jones and Swailes, 2015, *Strategic HR Review*, 14(3).

Beddoes-Jones and Swailes (2015) argue that many of the failures within leadership happen because the leader is prominently lacking in one or more of the emotional, behavioral, or cognitive elements that constitutes each pillar. It is arguably equally important to gain a better understanding of why some leaders fail as understanding why other leaders thrive (Beddoes-Jones, 2012). The three-pillar model provides a “blueprint” to help organizations

to identify, recruit, and develop leaders in order to ensure a sustainable, viable and long-lived future, and as such, can function as a useful tool for organization (Beddoes-Jones, 2012).

A different model has been presented by Gardner et al. (2005), called “a self-based model of authentic leader and follower development”, where they argue that an authentic leader must achieve authenticity (described in section 2.1.1 above) through self-awareness, self-acceptance, and authentic actions and relationships with others. Hence, Gardner et al. (2005) points out that authentic leadership extends beyond the authenticity of the leader, to encompass authentic relations with followers and associates. This is a key point because all leadership is relational at its core (Avolio & Gardner, 2005). According to Gardner et al. (2005) authentic leadership is based on two key elements: *self-awareness* and *self-regulation*, rather than the positive psychological states and moral perspective that both contribute to and are enhanced by authentic leadership. Gardner et al. (2005) view self-awareness as

in part as being linked to self-reflection; by reflecting through introspection, authentic leaders gain clarity and concordance with respect to their core values, identity, emotions, motives and goals. Gaining self-awareness means working to understand how one derives and makes meaning of the world around us based on introspective self-reflective, testing of our own hypotheses and self-schema (p. 347).

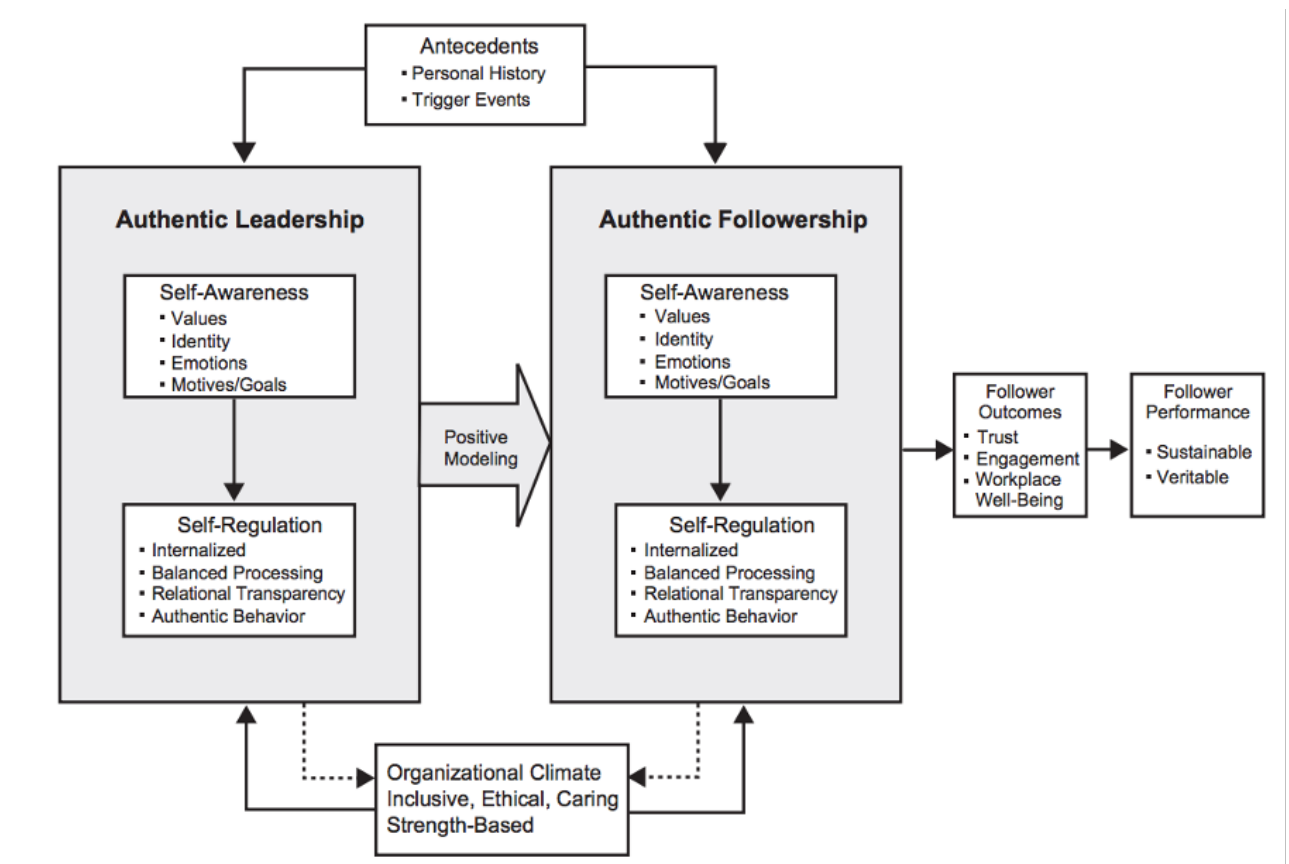
Consequently, by gaining self-awareness, authentic leaders build an understanding and a sense of self that provides a firm anchor for their decision making and action taking (Gardner et al., 2005).

The second key component of authentic leadership according to Gardner et al. (2005) is self-regulation. The authors identify several distinguishing features associated with self-regulations, such as internalized regulation, balanced processing of information, authentic behavior, and relational transparency (Gardner et al., 2005; Avolio & Gardner, 2005; Walumbwa et al., 2008). Internalized regulation is explained as the regulatory system being posited to be internally driven by the leader’s intrinsic or core self, as opposed to external forces or expectations (Gardner et al., 2005; Deci & Ryan, 1995, 2000; Avolio & Gardner,

2005). Balanced processing is defined as the unbiased collection and interpretation of self-related information, whether it is positive or negative in nature, so the leader does not distort or ignore externally based evaluations of the self, nor internal experiences and private knowledge that might foster self-development (Gardner et al., 2005; Kernis, 2003; Walumbwa et al. 2008). The authors describe authentic behavior as actions that are guided by the leader's true self as reflected by core values, beliefs, thoughts and feelings, as opposed to environmental contingencies or pressures from others (Attia & Hadi, 2020; Avolio & Gardner, 2005; Gardner et al., 2005;). Relational transparency refers to the leader's ability to display high levels of openness, self-disclosure and trust in close relationships (Gardner et al., 2005; Avolio & Gardner, 2005; Kernis, 2003; Attia & Hadi, 2020). Figure 2 below illustrates how the authentic leader impacts followers, and how this relationship affects organizational performance and outcomes.

Figure 2

The conceptual framework for authentic leader and follower development



Note: The conceptual framework for authentic leader and follower development. From *Can you see the real me? A self-based model of authentic leader and follower development* by Gardner et al. (2005, p. 346).

Hence, this theoretical framework is a representation of how authentic leadership can incorporate the leader's personal beliefs, values and emotions, and how these are aligned and implemented, through self-awareness and self-regulation (Gardner et al., 2005; Avolio et al., 2003). Follower outcomes such as trust and workplace are depicted in the model, something that corresponds to our overall research question.

Differentiating authentic leadership from other leadership theories. A central differentiation of authentic leadership development from currently popular theories is that authentic leadership is more generic and represents what Avolio and Gardner (2005) refers to as a “root construct”, with the term root construct meaning that it forms the basis for what then constitutes other forms of positive leadership (Avolio et al., 2004a; Gardner et al., 2005). Hence, authentic leadership “can incorporate transformational, charismatic, servant spiritual or other forms of positive leadership” (Avolio & Gardner, 2005, p. 329). With the description of authentic leadership as a root construct, Avolio and Gardner (2005) argue that there should be convergent validity between charismatic, visionary, servant, and/or especially transformational and authentic leadership, as well as discriminant validity. As such, there is a case for conceptual independence and construct validation for authentic leadership as there is both convergent validity and discriminant validity of authentic leadership as a root construct (Avolio & Gardner, 2005).

Firstly, there are several similarities between authentic leadership and transformational leadership. For instance, transformational leaders have been described as being optimistic, hopeful, developmentally oriented and of high moral character (Bass, 1998), which are descriptions that would also be appropriate of authentic leadership (Avolio & Gardner, 2005). Nevertheless, even if transformational leadership can be described as including authentic leadership (Avolio & Gardner, 2005), authentic leadership does not necessarily mean that the leader is transformational. For instance, authentic leaders may or may not be focused on transforming or developing their followers into leaders, even though they have a positive impact on their followers through role modeling (Avolio & Gardner, 2005).

Moreover, authentic leadership, in contrast to transformational leadership, may or may not be charismatic (George, 2003), while this has been defined as a core component of transformational leadership (Bass, 1985). Another key distinction between transformational leadership and authentic leadership, according to Avolio and Gardner (2005), is that authentic leaders are “anchored by their own deep sense of self; they know where they stand on important issues, values and beliefs” (p. 329). Furthermore, these espoused values and beliefs become aligned with their actions over time (Avolio & Gardner, 2005).

Authentic leadership also differs from charismatic leadership theories in that the attention to leader and follower self-awareness/regulation is missing from Conger and Kanungo’s (1987; 1998) behavioral theory of charismatic theory (Avolio & Gardner, 2005). As such, Avolio & Gardner (2005) expect that authentic leaders will “influence follower self-awareness of values/moral perspective, more based on their individual character, personal example, and dedication, then on inspirational appeals, dramatic presentations, or other forms of impression management (p. 330). When looking at servant and spiritual leadership, they both include recognition of the role of leader self-awareness/regulation, either explicitly or implicitly, which is similar to authentic leadership (Avolio & Gardner, 2005). Theories of servant leadership (e.g., Greenleaf, 1977; Spears, 1995, 1998; Spears et al., 2001) include discussions of leader awareness, empathy conceptualization, and foresight, but does not discuss these constructs grounded in empirical research, in contrast to the discussion of authentic leadership (Avolio & Gardner, 2005). Likewise, the explicit recognition of the mediating role of follower self-awareness and regulation, as well as positive psychological capital, and a positive organizational context is largely missing from servant leadership, but present in authentic leadership (Avolio & Gardner, 2005). Lastly, servant leadership does not articulate any need for sustainable and veritable performance, which was articulated in the definition of authentic leadership (Avolio & Gardner, 2005).

As for the theory of spiritual leadership advanced by Fry (2003), areas of overlap between authentic and spiritual leadership theories include their focus on integrity, trust, courage, hope, and perseverance (resilience), but the discussion of these topics is not well integrated with available theory and research on the self-systems of leaders and followers (Hoyle et al., 1999; Kernis, 2003), or positive psychology (Seligman & Csikszentmihalyi, 2000; Snyder &

Lopez, 2002), and the consideration of self-regulation and the moderating role of the organizational context is missing (Avolio & Gardner, 2005).

Authentic leadership defined. In regards to the history of authentic leadership, this study has briefly mentioned some of the conceptual roots (e.g., humanistic psychology) and theoretical foundations (e.g., positive psychology) for the constructs of authenticity and authentic leadership. Nevertheless, as Avolio and Gardner (2005) points out, the conceptual roots of authenticity can be traced deeper into the rich history of philosophy (Heidegger, 1962; Sartre, 1943) and psychology (Cooley, 1902; James, 1890; Maslow, 1968, 1971; Mead, 1934; Rogers, 1959; 1963).

Furthermore, as this study has explored and presented in the sections above, there is an abundance of contemporary definitions and theoretic frameworks describing authentic leadership (e.g. Avolio et al., 2004a; Avolio et al., 2004b; Avolio & Gardner, 2005; Gardner et al., 2005; Beddoes-Jones & Swailes, 2015; George & Sims, 2007; Ilies et al., 2005; Luthans & Avolio, 2003; Shamir & Eilam, 2005; and Walumbwa et al., 2008). Some of the definitions are very broad, or have attracted concerns regarding its published empirical data, and have been criticized as such. Nevertheless, as Avolio and Gardner (2005) points out, prior criticisms of leadership constructs have been directed towards the inadequacies in recognizing the complexity of the phenomenon or its context, so definitions of authentic leadership should take into account its complexity even though this makes for a broader construct. Furthermore, the core components and essence of the theoretical construct of authentic leadership are often similar or overlapping. Authenticity, for example, involves being true to oneself, not others. However, when the focus shifts to *authentic leadership* it shifts to the leader's relations with others because all leadership is relational at its core (Avolio & Gardner, 2005).

As to the purpose of authentic leadership, contemporary research has argued that authentic leadership can make a fundamental difference in organizations by helping people find meaning at work through greater self-awareness, by restoring and building optimism, confidence and hope; by promoting transparent relationships, and by promoting decision making that builds trust and commitment among followers; and by fostering inclusive structures and positive ethical climates (Avolio & Gardner, 2005). Also, it is important to

point out that authentic leadership should be evaluated as a non-binary leadership style where authentic leaders exhibit a combination of leadership qualities to varying degrees (Gardner et al., 2005). Moreover, authentic leadership can operate at multiple levels of analysis, including the individual, dyad, group and organizational levels (Avolio & Gardner, 2005; Dansereau & Yammarino, 1998; Dansereau, Yammarino, & Markham, 1995; Klein, Dansereau, & Hall, 1994). Nevertheless, as Cooper et al. (2005) warns, ambiguity remains about the levels at which authentic leadership operates, as well as the cross-level effects from the individual, to the group, to the organizational level.

This study will mainly draw from the self-based model of authentic leadership provided by Gardner et al. (2005), as presented above (Figure 2), because it is one of the most influential and generally accepted models within the research of authentic leadership. This model is based on two key components: self-awareness and self-regulation. Self-awareness relates to how authentic leaders gain clarity and concordance with respect to their core values, identity, emotions, motives and goals (Gardner et al., 2005) and self-regulation relates to internalized regulation, balanced processing of information, authentic behavior, and relational transparency (Gardner et al., 2005). The self-based model by Gardner, Avolio, Luthans, May, and Walumbwa (2005) share strong similarities to the later construct of authentic leadership provided by Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008), who defined authentic leadership as follows: “A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development” (p. 94). This definition uses four underlying dimensions of the construct of authentic leadership (i.e., balanced processing, internalized moral perspective, relational transparency, and self awareness). These dimensions have been generally accepted following its empirical validation (Agote et al., 2016), and all of these dimensions are also present in our model. The reason why we will utilize the self-based model by Gardner et al. (2005) is that this model includes follower outcomes such as trust and workplace well-being - two variables that are present in our overall research question. As Gardner et al. (2005) points out, authentic leadership extends beyond the authenticity of the leader (which involves being true to oneself). Authentic leadership includes the leader’s relations with others because all leadership is relational at its core (Avolio & Gardner,

2005), which is a key insight. Nevertheless, this study will focus on the components relating to authentic leadership specifically, and not on follower development.

2.1.3 Authentic leadership and the restaurant industry

In the following it is necessary to give some background on the organizational and leadership culture in the restaurant industry in particular. This is important because it serves as the relevant context in which this study will examine authentic leadership. The day to day restaurant work consists of time-consuming preparations, the ability to cook many different courses simultaneously, and cooperating with others in an often fast-paced, stressful, and challenging environment (Demetry, 2013; Jönsson, 2012; Wellton et al., 2016; Wellton et al., 2019). The work pressure is often very high, depending on the number of guests, and employees must be able to work at full capacity on short notice (Mathisen et al., 2008). With this context in mind, a characteristic restaurant style of organization and leadership has evolved. The organizational structure and culture of restaurants (at least in Europe) can be traced back to 18th century France when Francois Vatel introduced the *partie* system (Balazs, 2001; Giousmpasoglou et al., 2018). The core of the *partie* system is that the work is divided into sections (i.e., *partie*) and each *partie*/section is supervised by a *chef de partie*, who is in charge of both the section and the subordinates working that section (Giousmpasoglou et al., 2018). All the *partie*/sections in the kitchen come under the command of the *chef de cuisine* (head chef), who is assisted by one or more *sous chefs* (Giousmpasoglou et al., 2018). This hierarchical organizational structure, and the team of cooks working in it, is commonly known as the “brigade” (Fuller, 1981), a term that is derived from army organization (Balazs, 2002; Ferguson, 2004; Giousmpasoglou et al., 2018). It is with this background French chef (and ex-military) Escoffier is said to have developed his widely known and autocratic kitchen organization (Cooper 1998; Giousmpasoglou et al., 2018). This autocratic command-and-control brigade system, characterized by hierarchy, strict discipline, and strong solidarity within the occupational group, is evident in many chefs’ biographies (Giousmpasoglou et al., 2018). The brigade system continues today as a fundamental organizational building block and occupational identity in restaurants (Cooper et al., 2017).

This context is important as autocratic leadership is seemingly at odds with authentic leadership (Agote et al., 2016). As this study is an extension-replication study of Agote et

al.'s (2016) study, it is worth mentioning that the Agote et al. (2016) describe authentic leadership as a concept that can be *contrasted* with an autocratic, command-and-control style leadership. They argue:

Authentic Leadership is a complex leadership style that involves the enactment of several distinct types of behavior that together constitute an internally consistent gestalt. At the basic level, however, it can be contrasted with an autocratic, command-and-control style by which leaders solicit little input from their followers and show little concern for followers' well-being, focusing exclusively on organizational-level objectives without regard for how decisions affect those working in the organization. Autocratic leadership based on control-and-command has been related to negative feelings of uncertainty, anxiety, vulnerability, and general discomfort, because followers, when faced with such leadership behaviors, perceive such high levels of risk that the leader can exploit the power dependence asymmetry in ways that are harmful to followers. (p. 39-40).

The authors clearly forward the view that authentic leadership is not only distinctly different from autocratic leadership styles, but that authentic leadership is a leadership style that is strongly contrary to autocratic leadership. They bring attention to the negative feelings related to autocratic leadership, and further argue that the behavior of authentic leaders may eliminate some of the processes underlying these negative emotions. This, they argue, is related to authentic leadership eliciting perceptions of decision control amongst followers (Thibaut & Walker, 1975), which in turn would alleviate the negative emotions associated with change processes where followers experience little or no control over the decision process. As such, it will be interesting to examine to which degree authentic leadership is perceived in the restaurant industry, as it is an industry that has been described as autocratic, both in terms of leadership and in terms of the prevailing culture (Giousmpasoglou et al., 2018).

Previous studies on authentic leadership in the restaurant industry specifically are, however, scarce. Nevertheless, some studies have been conducted. For instance, Jacques et al. (2015) and Lee et al. (2016) have conducted quantitative studies on authentic leadership in the Korean restaurant industry. Jacques et al. (2015) measured 16 items from the Authentic

Leadership Questionnaire (ALQ) created by Avolio et al. (2007) that provide an estimate of four sub-constructs of authentic leadership: self-awareness, transparency, ethical/ moral, balanced processing. These sub-constructs were then measured with extra effort and leader effectiveness. Extra effort and leader effectiveness were measured with intrinsic job motivation and job satisfaction. The results showed that self-awareness and transparency correlated positively with both extra effort and leader effectiveness. Moral/ethical behavior correlated positively with extra effort, but not with leader effectiveness. Balanced processing gave no correlation with extra effort nor leader effectiveness. Furthermore, extra effort was positively correlated with both intrinsic job motivation and job satisfaction. Leader effectiveness was also positively correlated with intrinsic job motivation and job satisfaction. The results from Jacques et al. (2015) thus support the claim that authentic leaders can influence the working environment positively, also in the restaurant industry. Authentic leadership's impact on extra work effort and leadership effectiveness can in turn increase job motivation and job satisfaction (Jacques et al., 2015). Jacques et al. (2015) write that leadership is critical in the service industry as it can affect the service quality, customer satisfaction, and employee loyalty. Generally speaking, the service industry has high turnover among frontline service employees (Jacques et al., 2015; Ford & Heaton, 1999). This alongside the lack of supervisor leadership can trigger conflict between supervisors and subordinates (Jacques et al., 2015; Ford & Heaton, 1999) and create distrust and conflict. The findings regarding authentic leadership in the restaurant industry seem to support that negative workplace outcomes, like high turnover and workplace disputes, can be reduced by increasing job motivation and job satisfaction.

Lee et al. (2016) measured if authentic leadership had a positive effect on (1) leader trust, (2) organizational identification and (3) job performance. They further measured if leader trust had positive effects on (1) organizational identification, (2) job performance and (3) employee loyalty. They then measured if organizational identification has positive effects on (1) job performance and (2) employee loyalty. Their last hypothesis concerned whether job performance had a positive effect on employee loyalty. They used the same four sub-constructs as Jacques et al. (2015), however these dimensions were measured using Neider and Schriesheim (2011) "The Authentic Leadership Inventory" (ALI), which slightly differs from Jacques et al.'s (2015) method. Lee et al. (2016) found that authentic leadership positively influenced leader trust and job performance, however, it did not affect

organizational identification. Their results also show that leader trust positively influenced organizational identification and employee loyalty, but did not affect job performance. Furthermore, the authors found that organizational identification had positive influences on both job performance and employee loyalty. Lastly, they also found that job performance positively influences employee loyalty. Lee et al. (2016, p. 1) write that good leadership is viewed as a competitive value in the restaurant industry as “the value of human resources is important due to the nature of the industry”. Their study suggests that authentic leadership is a key factor to gain trust by employees and improves their job performance and loyalty. Although authentic leadership in and of itself has not shown to increase job identification, followers’ attitudes towards their leader extend to the organization (Lee et al., 2016), and authentic leadership can enhance loyalty, performance and job satisfaction through mediating factors (Lee et al., 2016). Authentic leadership can therefore be important as it can improve the reputation of the company in the job market, boosts productivity, diminish operational costs, improve customer service, which are all factors that can increase profitability (Lee et al., 2016; Silvestro, 2002; Clark et al., 2009; Mayfield & Mayfield, 2012).

Although not related to authentic leadership directly, Davis et al. (2000) conducted a quantitative study on the relationship between the level of trust general managers in restaurants have and their business unit performance. The study was conducted twice with a time span of three years on a restaurant chain consisting of 9 independent and semi-autonomous profit centers. The study focused on the financial measures of sales and net profits, as well as the more industry specific measure of firm performance, such as turnover. Davis et al. (2000; Hosmer, 1995) write that other measures than financial indicators can reflect the success of organizations. High turnover rates are common in the restaurant industry and can therefore be an effective indicator of organizational success due to costs associated with turnover such as recruiting, screening, training, and the lack of continuity in customer relationships (Davis et al., 2000; Cascio, 1991). Reducing voluntary employee turnover can therefore reduce costs and increase the level of service, which in turn will have a positive effect on the profitability of the company. As well as answering hypotheses regarding trust and performance Davis et al. (2000) also studied the antecedents of trust for the general manager. These hypotheses stated that there is a positive relationship between the perception of the general manager’s (1) ability, (2) benevolence, and (3) integrity and

the level of trust for the general manager. These hypotheses were only measured during the first study due to the results of the study showing that trust in the general manager is a significant predictor for financial performance for sales and profits. However, the evidence for trust in the general manager and lower turnover was only significant when measured the first time. With regards to the perception of the general managers' ability, benevolence and integrity, there was a statistically significant relationship, suggesting that trust can be increased by improving their employees' perception of the general manager having these attributes.

In summary, the restaurant industry has been characterized as an industry with a prevailing culture of autocratic command-and-control style leadership (Giousmpasoglou et al., 2018), it has also been argued that autocratic leadership is at odds with authentic leadership (Agote et al., 2016), and recent research has supported that authentic leadership in the restaurant industry is associated with several positive outcomes like higher job motivation, higher job satisfaction, job performance, and loyalty (Jacques et al., 2015; Lee et al., 2016). It will therefore be interesting to investigate authentic leadership, trust, and emotions, during organizational change in the restaurant industry in Norway. As such, this study will in the following present the research hypotheses and research model.

3. Hypotheses and model

In the following this study will review existing research on authentic leadership, trust and emotions during organizational change. This study is a replication-study of Vik and Skeie (2021), who produced a replication-extension study of Agote et al.'s study from 2016. Hence, this study's hypotheses are based on the hypotheses of Vik and Skeie (2021) and Agote et al. (2016). The study by Agote et al. (2016) sought to address gaps in leadership literature, in particular with regards to emotions during organizational change, whether and how authentic leaders may influence followers' emotions, how followers can build trust in their leader, and whether trust plays any role in the relationship between leaders' behavior and followers' emotions, by examining how authentic leadership may influence followers' levels of trust in their leader and emotions during organizational change (Agote et al., 2016). Agote et al. (2016) found that authentic leadership was directly and positively associated with followers' perception of trust to their leader and followers' perceptions of emotions.

Based on their approach, the following section of the study will examine existing research on authentic leadership, trust and emotions during organizational change. This will in turn be formulated into three hypotheses, which will be presented along with the original hypotheses formulated by Agote et al. (2016) in Table 1 (below) in order to clarify the relationship between this study's hypotheses and Agote et al.'s (2016) hypotheses. Moreover, this study will present a theoretical framework visualized in a research model to illustrate how authentic leadership, trust, and emotions relate to one another during organizational change, and whether and how these factors can contribute to successful organizational change implementations. This will also be discussed in greater detail in the discussion section of this study.

3.1 Followers' perception of authentic leadership during organizational change

We are living in a world where change has become the norm for organizations to sustain their success and existence (Al-Haddad & Kotnour, 2015), and organizations are constantly trying to align their operations with a changing environment (Ackoff, 2006; Al-Haddad & Kotnour, 2015; Kotter, 1996, Mintzberg, 1979). Organizational change has been described

as being an imprecise concept where there is not one general accepted definition, as the research on organizational change is a broad field characterized by diversity, complexity, and ambiguity (Karp, 2014). Nevertheless, despite widespread research on why and how organizations change, the definition of the term is often taken for granted or avoided altogether (Quattrone & Hopper, 2001; Suddaby & Foster, 2017). Researchers often fail to adequately define what is meant by the concept of change, and the term “change” lacks construct clarity in much of the literature (Suddaby & Foster, 2017; Suddaby, 2010). Critics suggest that the term change is a universal but undefined construct (Pettigrew et al., 2001; Suddaby & Foster, 2017), and its epistemological status is left unexamined (Suddaby & Foster, 2017; Quattrone & Hopper, 2001)

In relation to this, Quattrone and Hopper (2001) illustrate that change is often depicted as a situation where an entity passes from one state to another, from one specific spatio-temporal domain to another. As such, the entity, like an organization, has well defined characteristics at point A that change when the entity becomes something else at point B (Quattrone & Hopper, 2001). Nevertheless, as Quattrone and Hopper (2001) points out, this view assumes that this process of change takes place in a linear and segmented way that can be identified by managers and/or researches and is therefore trapped in a “modernist constitution” (Quattrone & Hopper, 2001; Latour, 1999). Quattrone and Hopper (2001) questions this rationale, where change is described as linear relationships in an organized world, and change from state A to state B, suggests a neat process of transformation. However, as Beeson and Davis (2000) points out, even though it may be fruitful to see organizations as non-linear systems, since the complexity, uncertainty and centrality of change processes seem much better captured in such a non-linear model, to do so would require a fundamental shift in our understanding of the role and limits of management.

Although, there is not one universally accepted definition of organization change, there are several who have provided definitions of the meaning of organizational change. For instance, Lines (2005) provided the following definition of organizational change: “A deliberately planned change in an organization’s formal structure, systems, processes, or product-market domain intended to improve the attainment of one or more organizational objectives” (p. 2). Jacobsen (2012) provides a shorter definition of organizational change, which states that an organization has gone through a change when it exhibits different

features at two, or more, different points in time. This coincides with Karp's (2014) observation that, although organizational change can be a complex and ambiguous term, it is a phenomenon that has to do with time, as well as something new gets introduced to the organization. Given the descriptions above, organizational change can be understood as a change in culture, structure, resources, system, processes, tasks, and/or knowledge within the organization, at two or more different points in time, intended to improve the attainment of one or more organizational objectives (Jacobsen, 2012; Karp, 2014; Lines, 2005). Such a change can in turn impact the individuals' norms, values, attitudes, and behavior within the organization (Jacobsen, 2012; Karp, 2014). The definition of organizational change used by Agote et al. (2016) for the purposes for their investigation was "...the process by which organizations move from their present state to some desired future state in order to foster the achievement of one or more organizational objectives" (p. 37). This study will utilize the definition of organizational change as defined by Agote et al. (2016) above, which is appropriate as this is a replication-extension study of Agote et al. (2016), as well as Vik and Skeie (2021).

As change processes have become a common context in organizations, researchers have tried to find the key success factors in change processes (Agote et al., 2016). An overall conclusion from this research has been that the reactions of change recipients are an important determinant of success and failure in implementing change in organizations (Agote et al., 2016). In relation to this, leadership style, the level of trust in the leader and emotions in the organizational context have been increasingly popular (Agote et al., 2016). As such, this study will investigate authentic leadership, emotions, and trust, during organizational change. Although there exists an abundance of research on authentic leadership (e.g., Avolio & Gardner, 2005; Walumbwa et al., 2008; Gardner et al., 2005; Luthans & Avolio, 2003; Shamir & Eilam, 2005), there is relatively little research on authentic leadership in the context of organizational change (Agote et al., 2016). An overarching conclusion according to literature on the success factors in change processes has been that the reactions of change recipients are an important determinant of success and failures in implementing change (Agote et al., 2016).

By perception of authentic leadership, this study means specifically followers' perception of authentic leadership. Existing literature stresses that for an organizational change to be

regarded as successful, the leader needs to embody or display a number of characteristics that make the followers perceive the leader as authentic (Avolio & Gardner, 2005). As previously mentioned in this study, characteristics and behaviors that are crucial to authentic leadership are self-awareness and self-regulation. Self-awareness relates to how authentic leaders gain clarity and concordance with respect to their core values, identity, emotions, motives and goals (Gardner et al., 2005) and self-regulation relates to internalized regulation, balanced processing of information, authentic behavior, and relational transparency (Gardner et al., 2005). Furthermore, authentic leadership extends beyond the authenticity of the leader himself/herself (Gardner et al., 2005). Authentic leadership includes the leader's relations with others because all leadership is relational at its core (Avolio & Gardner, 2005). As such, followers' perception of the leader is central during organizational change.

In the following, this study will further explore the relationship between authentic leadership and trust, authentic leadership and emotions, and the relationship between the level of trust and experience of emotions, during organizational change.

3.1.1 Authentic leadership and trust (H1)

Rousseau et al. (1998) defined trust as “a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another” (p. 395; as cited by Avolio et al., 2004). Trust is therefore a necessary condition for a relationship to be safe and respectful (Norman et al., 2010). Doney et al. (1998; Vik & Skeie, 2021) defined trust as “a willingness to rely on another party and to take action in circumstances where such actions makes one vulnerable to the other party” (p. 750; as cited by Hassan & Ahmed, 2011). In an organization, trust depends on the follower's willingness to rely on someone, such as their leader, as well as that the leader deserves to be trusted (Rousseau et al., 1998; Mayer et al., 1995). This relies on showing consistency between words and actions, being supportive and transparent, and not acting opportunistically (Boon & Holmes, 1991; Lines et al., 2005). An important prerequisite for trust is the dedication of a leader to follow through on the expectations of the follower. To simply mean well is not enough to be deemed authentic, unless the leader actually is committed and dedicated to retaining the trust of the follower (Agote et al., 2016). Several authors write that trust is built

through a series of relevant, yet limited, samples of experience and is accumulated over time (Agote et al, 2016; Lines et al., 2005; Rotter, 1980). A continuous role of the leader is finding and solving problems by interacting with people. Managerial and leadership effectiveness is largely dependent on followers trusting the leader so they can gain access to their followers' knowledge and creative thinking (Brockner et al., 1997; Lines et al., 2005; Zand, 1997). Organizational changes that include reengineering, downsizing and increased use of temporary employees are vital threats towards employees' trust in management (Lines et al., 2005).

Hassan and Ahmed (2011) write that there has been little attention drawn to the relationship between trust and leadership in research literature. However, this research field has gained more prominence since the early 2000s, and there now exists some evidence that trust in leaders is important in organizations where tasks are complex and require a high level of interdependence. Trust has captured the interest of both researchers and managers partly because trust has been regarded as a key contributor to a number of outcomes associated with organizational success (Lines et al., 2005), such as trust being linked to better task performance (Oldham, 1975; Robinson, 1996), openness in communication and information sharing (Boss, 1978; Dirks, 1999), organizational citizenship behavior (Konovsky & Pugh, 1994), less conflict (Porter & Lilly, 1996), and acceptance of decisions and goals (Oldham, 1975; Tyler & Degoey, 1996). Walumbwa et al. (2004) further write that demonstrating high degrees of authentic leadership traits such as respect, trust and confidence, followers tend to be more committed and loyal towards the goals of the organization.

According to Mayer et al. (1995) there are three characteristics of a trustee, for instance a leader, that determine to what extent that person is to be trusted: ability, benevolence, and integrity. Ability refers to the skills, competencies and characteristics that allows for the leader to have influence over others, such as academic qualifications, work experience or interpersonal skills (Mayer et al., 1995). Benevolence is to what extent a trustee is believed to do good for the trustor, meaning that trustee must be perceived to have a positive orientation towards the trustor, as well as good intentions and motives (Mayer et al., 1995). Another way to define this is that the trustee is caring for the trustor. The connection between integrity and trust hinges on how one party perceived the other's commitment to a certain set of values of principles (Mayer et al., 1995). If these principles are not deemed

worthy by one, the other party will not be seen as having integrity. Factors such as consistency in past actions, trustworthy feedback from others, a belief in the individual's sense of justice, and alignment between the individual's actions and words contribute to how their integrity is judged (Mayer et al., 1995).

Agote et al. (2016) write that leaders who inspire trust play an important factor for organizational change to be implemented successfully (Oreg, 2006; Sørensen & Hasle, 2009; Zhu et al., 2004) because it unites individuals to work towards a common goal in situations with high levels of uncertainty (Dirks, 2000). Trust in the leader is crucial for effective leadership and implementation of organizational changes (Agote et al., 2016). According to a meta-analysis by Dirks and Ferrin (2002) leadership style can increase trust in the leader, which in turn can affect attitudes and perceptions by employees (Agote et al., 2016). This can have important organizational outcomes such as increased job performance, job satisfaction and organizational commitment as well as decreasing turnover (Dirks & Ferrin, 2002). Authentic leadership traits such as transparency, competence, being honest and showing concern for followers, self-awareness, integrity, being receptive for feedback, values based on high moral principles, and acting according to these values give leaders credibility and fewer incentives to not openly share information and express their true thoughts and feelings (Agote et al., 2016; Avolio & Gardner, 2005; Luthans & Avolio, 2003). All these characteristics help a leader build healthy trust relationships with the followers (Agote et al., 2016). Agote et al. (2016) also write that authentic leadership influences trust directly at the individual level (eg. Hassan & Ahmed, 2011; Wong & Cummings, 2009; Wong et al., 2010; Zamahani et al., 2011), group level (Clapp-Smith et al., 2009) as well as indirectly through personal identification as a mediating factor (Wong et al., 2010). Therefore, we propose in our first hypothesis that the perception of authentic leadership is related to followers' level of trust in the leader during organizational change. This leads us to our first hypothesis:

H1: Followers' perception of authentic leadership is related to their level of trust in the leader during organizational change.

3.1.2 Authentic leadership and emotions (H2)

While a universally accepted definition of emotions remains lacking, there is a general understanding about its nature (Agote et al., 2016; Weiss & Cropanzano, 1996). In a broad sense, emotions can be divided into two categories: positive and negative, according to their valence (Agote et al., 2016). Positive emotions arise from positive evaluations of events that align with personal objectives, such as feelings of happiness, pride, and hope (Agote et al., 2016). In contrast, negative emotions, like anger, disappointment, and frustration, stem from unfavorable evaluations of events that hinder goal realization (Agote et al., 2016; Bisquerra, 2009).

Ashkanashy et al. (2002) write that emotions is a relatively new and still-developing research topic in organizational behavior, and that this study field has had increased focus due to the modern workplace, driven by four trends: Globalization, increased service economy, increased technology, and the trend of knowledge work. Globalization has led to a more geographically diversified organization, making it critical to interact more effectively with people from different cultures, where emotional nuances differ, and the service sector is becoming a greater part of the world economy (Ashkanashy et al., 2002). Competencies in emotional management are therefore important to understand how to develop and retain a customer base that is becoming more diverse and demanding (Ashkanashy et al., 2002). The trend of increased technology, especially within the communication sector, can heighten interaction between individuals, which can have implications for emotions in the workplace (Ashkanashy et al., 2002). Emotional management is important in knowledge work as skills, abilities and attitudes of employees are important for a high performance and learning culture (Ashkanashy et al., 2002; Macdonald, 1995). Glasø (2008; Vik & Skeie, 2021) writes that there has been a greater emphasis on how emotions affect organizational efficiency and increased decision making. Understanding emotions are important to increase creativity and motivation, as well as decreasing conflict (Glasø, 2008). By understanding what affects emotions, leaders can improve and better predict decision making and decrease deviant workplace behaviors (Robbins et al., 2010; Vik & Skeie, 2021).

Emotions become more pronounced during processes of change than in stable scenarios (Agote et al., 2016; Kiefer, 2002). Organizational shifts, characterized by a transition from a current state to a desired future state to meet organizational goals, are inherently emotional.

This emotional charge arises from the uncertainties and potential challenges these changes can bring (Agote et al., 2016; Kiefer, 2005). Often, the early stages of these changes can be particularly unsettling due to a lack of clear information and unpredictable outcomes, leading to feelings of insecurity among employees. Thus, studying emotional reactions during organizational changes offers a deep insight into workplace and employee sentiment. Agote et al. (2016) write that there has been an increase in studies in recent years focusing on emotional reactions during organizational shifts. These studies, employing varied methods and objectives, strive for a deeper comprehension of the topic. Some researchers concentrate on the negative emotions associated with change (e.g., Fugate et al., 2002; Giæver & Hellesø, 2010; Kiefer, 2005) while others highlight the positive aspects (e.g., Avey et al., 2008). Organizational changes are a context of uncertainty for all involved (Lines et al., 2005), and this often makes employees feel vulnerable and insecure (Agote et al., 2016). As such, organizational change seems to be an appropriate context for understanding emotions at work.

Agote et al. (2016) write that qualitative methods, primarily case studies, are mostly used in studying the phenomenon (e.g., Giæver & Hellesø, 2010; Huy, 2002; Huy, 2005; Kiefer, 2002), although quantitative studies also find mention (e.g., Avey et al., 2008, Lines et al., 2010; Seo et al. 2012). Some research focuses mostly on managerial emotions, while others examine the evolution of emotions over time. Some authors also aim to build new theories by integrating different perspectives such as psychodynamics and psychoanalytic, resulting in new concepts such as "emotional balancing" (Huy, 2002) or new theories such as the multilevel theory of emotion and change (Huy, 1999). Emotional balancing (Huy, 2002) describes the acknowledgment that negative emotions exist and to facilitate environments where these emotions can be channeled constructively. To facilitate a smoother transition, leaders need to be emotionally intelligent, and manage to facilitate environments where negative and positive emotions can coexist rather than suppressing negative emotions. The multilevel theory of emotion and change emphasizes how organizational change is shaped and influenced by the role of emotions, and how these emotions are managed.

Understanding how emotions work in a company can better facilitate the change process because leaders can better navigate and leverage its members emotions to support change (Huy, 1999; 2002). When emotions are managed in a good way, the company will have a better chance of having members that support change (Huy, 1999; 2002). In regards to

middle management, this role is crucial as they bear a big responsibility to carry out change, as well as managing the emotional feedback from their subordinates (Huy, 1999).

A common foundation for many of these studies is that they are grounded in the appraisal theories of emotions, especially those that examine the antecedents and consequences of emotions (Agote et al., 2016). Appraisal theory is a framework developed by Lazarus (1991) that describes how work events trigger emotions. Emotions happen due to an initial and immediate evaluation of an event, called primary appraisal (Lazarus, 1991). A secondary appraisal involves an evaluation of how to cope with the initial emotional response (Lazarus, 1991). The emotions to the same event can change as appraisals change. This can happen both unconsciously and consciously and can naturally be affected by the perception of leadership style. Appraisal theory has become the main theoretical focus concept in studies trying to understand how and why emotions arise (Agote et al., 2016). Agote et al. (2016) write that appraisal theory also forms the basis of other theories such as the “affective events theory” by Weiss and Cropanzano (1996). Appraisal theory explains how the work environment, either through events such as organizational changes, or stable features that are particularly salient, activates emotional reactions (Agote et al., 2016; Elfenbein, 2007). These include interactions with coworkers and customers, however, the leader’s behavior is identified as particularly important (Agote et al., 2016; Elfenbein, 2007). A positive or motivating leadership style can create work events that shape how an individual perceives certain events, and this individual perception or appraisal, can influence job satisfaction and performance (Weiss & Cropanzano, 1996). An example would be an employee getting recognition for a project. The recognition being the event that triggers the emotion of excitement (Weiss & Cropanzano, 1996). Affective events theory (Weiss & Cropanzano, 1996) describes how incidents, as a consequence of the interaction between coworkers and their work environment stimulate individual assessments of the situation that are emotional in nature (Agote et al., 2016; Basch & Fisher, 2000; Bisquerra, 2009). Although there is limited literature on specific work events triggering emotions during transitions, three categories of events have been identified to potentially evoke negative emotions: work conditions, personal status, and broader organizational matters such as managerial actions or organizational fairness (Agote et al., 2016, Kiefer, 2005). Agote et al. (2016) further writes that research on organizational issues has shown that actions by change agents and transformational leadership can influence emotional reactions during

change processes (Huy, 2005). Seo et al. (2012) write how leadership shapes how employees initially react to organizational change and therefore how they behave in the later phase.

As mentioned in section 2.2.2, authentic leadership and the restaurant industry, authentic leadership is contrasted with autocratic leadership. As opposed to authentic leadership, this managerial style seeks little input from followers and is led by command-and-control, showing little interest in followers well-being and without concern for how their decisions and behavior affect people in the organization, but rather focuses on organizational-level objectives exclusively. Autocratic leadership leads to perceived high levels of risk by followers that the leader can exploit power discrepancy that are harmful to followers, giving rise to negative feelings such as uncertainty, anxiety, vulnerability, and general discomfort (Agote et al., 2016; Konovsky, 2000; Lind et al., 1993). On the other hand, Agote et al. (2016) argue that the behaviors that constitute an authentic leadership style may alleviate negative emotions even when followers' interests do not have an impact on the final decision (Agote et al., 2016; Konovsky, 2000). Authentic leadership can also elicit positive emotions from followers if their interests are being considered and used as input for decision making if they are solicited prior to making the decision. Followers' emotions are also affected by how they perceive a leader's internalized moral perspective. When leaders are perceived as honest and trustworthy, followers perceive that leaders will act according to their moral perspective, even when external pressures are high (Agote et al., 2016). When external pressures become too strong, followers' negative emotions are alleviated by leaders' relational transparency (Agote et al., 2016). Being open about deviating from their moral perspective and giving well-grounded reasons for it help to justify the need to deviate from previously exhibited moral perspectives and can elicit less negative and more positive emotions, even when the consequences of the decisions are harmful to the followers (Agote et al., 2016; Brockner et al., 1994). Based on the aforementioned factors and the proposed relationship between authentic leadership and emotions, we argue that it is reasonable to expect that the perception of authentic leadership can impact followers' emotion during organizational change. This leads us to our second hypothesis:

H2: Followers' perception of authentic leadership is related to their emotions during organizational change.

3.1.3 The relationship between the level of trust and experience of emotions (H3)

It is believed that not only can authentic leadership impact followers' trust and emotions, respectively, but that the two variables trust and emotions can also impact one another (Agote et al., 2016). Bennis and Nanus (1985) write that trust is the emotional glue that binds leaders and followers together and is therefore a fundamental factor for cooperative relationships. Jones and George (1998) argue that positive emotions such as interpersonal warmth, calm and home can be evoked simply by interaction with a trusted leader. These positive feelings likely arise because there is less perceived risk in the presence of highly trusted individuals (Agote et al., 2016). Oppositely, in the presence of someone deemed untrustworthy, feelings of anxiety are likely to arise, in particular in dependent relationships such as a leader-follower relationship (Agote et al., 2016). The presence and absence of perceived threat are fundamental in our understanding of emotional responses in all situations (Agote et al., 2016; Lazarus, 1991). As organizational changes can bring about high levels of uncertainty, trust can play a pivotal role in shaping follower's emotional responses (Agote et al., 2016; Lazarus, 1991; Lines et al., 2005). As trust can be viewed as a positive expectation of future behavior based on previous actions, past behaviors of leaders are particularly important when exploring the relationship between trust and authentic leadership (Agote et al., 2016). The trustworthiness of a leader stems from the follower's anticipation about the leader's future actions, specifically that the leader will not act against their interests (Rousseau et al., 1998). The expectation of future behavior is based on previous experiences of the leader's attributes of ability, integrity and benevolence (Agote et al., 2016). In the context of organizational change, where there is a high level of uncertainty, the trustworthiness of a leader can steer the emotional reaction of followers. Leaders who are deemed trustworthy and are believed to be follower oriented are perceived as unlikely to make decisions that go against their followers' important values (Agote et al., 2016). Because values play a role in shaping emotional responses, leaders who are trusted are in a better position to ensure a more positive emotional experience and avoid a negative experience for followers during change (Agote et al., 2016; Lazarus, 1991) as the emotional reactions can be mediated by perceived levels of threats the leader's values carry.

Trust can be divided into cognitive and affective components, in which affective trust is related to psychological and emotional aspects, such as people's willingness and wish to share their inner feelings, hopes and personal beliefs (Bulatova, 2015; McAllister, 1995). Cognitive trust is concerned about assessments of performance, decision-making and behavioral consistency (Bulatova, 2015; McAllister, 1995). While cognition-based trust in organizations is effective in the short run, an affect-based trust is required to sustain a trustful relationship in the long run (Bulatova, 2015). Affect-based trust relationships are described as reliable, mutually rewarding and effective (Bulatova, 2015; Gulati & Sytch, 2008; Lamsa & Pucetaite, 2006). Williams (2007) posits that threats or harm that others anticipate during cooperation can lead to negative emotions, defensiveness and avoidance, which makes securing their trust and cooperation more difficult. In situations where counterparts anticipate or perceive threats or harm, such as during organizational change, Williams (2007) highlights the need to actively seek to gain the trust of their counterparts. Minimizing this perceived threat is described by Williams (2007) as a social cognitive process that can increase their well-being and decrease their concerns. This includes being able to imagine others' thoughts and feelings from their point of view, so that the perceived threats can actually be addressed (Blumer, 1969; Davis, 1996; Mead, 1934). Still, Williams (2007) writes that the type of negative emotional appraisals depend on the threat being perceived as caused by uncontrollable circumstances of which no one is responsible, or if the perceived threat derives from decisions made by the manager.

Ballinger et al. (2009) argue that followers' affective responses to organizational change are partially shaped by the nature of their relationship with their leader, and that these affective responses are often influenced by the followers' assessments of the leader's abilities and characteristics. Ballinger et al. (2009) also showed that showed that the emotional responses to the departure of a leader are partly based on the relationship group members had with the leader, and that the quality of the relationship between employees and a departing leader even influenced their trust judgment of any subsequent leader, demonstrating a form of transferability of trust within the managerial positions in the company, meaning that a leader's behavior and characteristics are of great importance to organizations. Still, Gooty et al. (2010) claim that the relationship of trust and emotions between leaders and employees is underresearched. Nevertheless, the preceding theories suggest that high levels of trust can evoke positive emotions and mitigate negative emotions as well as that organizational

change often brings with it negative emotions due to uncertainty. The trustworthiness of a leader is described as being crucial in shaping followers' emotions and is based on past behavior and perceived attributes. Based on this, we believe it is reasonable to believe that the level of followers' trust in their leader will affect followers' emotion during organizational change. This leads us to our third hypothesis:

H3: The level of trust between leader and follower affects followers' emotions during organizational change.

3.1.4 Organizational change as an arena for authentic leadership, trust, and emotions

In the following this study will specifically look at organizational change as an arena for the aforementioned variables of authentic leadership, trust, and emotions. It is now thought that emotions are a vital part of change as they guide people in adapting to new environments (Agote et al., 2016). Organizational changes are a context for uncertainty for all involved, and this often makes employees feel vulnerable and insecure (Agote et al., 2016). In addition to the increasingly popular interest in emotions during organizational change, leadership style and level of trust in the leader have been considered as fundamental elements for the success of change processes (Agote et al., 2016). Although trust and emotions are considered important elements in the effectiveness of leadership, the role of trust and emotions in leading and following is still an under researched topic, especially in the context of organizational change (Agote et al., 2016). Hence, because organizational changes are a context for uncertainty for followers in the workplace, organizational change can be an interesting arena to study authentic leadership, trust, and emotions.

Furthermore, organizational change can be seen as a critical trust building or trust destroying episode in a long term and ongoing relationship between the organization, represented by its leaders and other staff members (Lines et al., 2005; Korsgaard et al., 2002). As Lines et al. (2005) points out, organizational change can contribute positively or negatively to the evolution of trust in management, and the benefits of organizational change may be strengthened or offset by alterations in trust. The level of uncertainty and vulnerability experienced by the members of the organization during organizational change

can lead to active processing of trust relevant information, and this information can be used by organizational members to reassess their trust in management (Lines et al., 2005). As such, organizational change is an interesting arena to study trust. Furthermore, authentic leaders are expected to build trust with their followers by virtue of their supportive leadership style and trust in the leader is considered a relevant factor for the successful implementation of organizational changes (Agote et al., 2016). As such, the context of organizational change seems appropriate to study the degree of authentic leadership and how this relates to trust. The relationship between authentic leadership and levels of trust will be addressed by hypothesis 1 in this study.

Agote et al. (2016) posits that both trust and emotions are important when dealing with change processes and they further proposed that authentic leadership perception among followers can influence followers' trust and emotions during change. Emotions become more pronounced during processes of change than in stable scenarios (Agote et al., 2016; Kiefer, 2002). Organizational changes are inherently emotional because of the uncertainties and potential challenges these changes can bring (Agote et al., 2016; Kiefer, 2005). Often, these changes can be particularly unsettling due to a lack of clear information and unpredictable outcomes, leading to feelings of insecurity among employees. Agote et al. (2016) argue that authentic leadership may eliminate some of the negative emotions associated with organizational change (Agote et al., 2016). Thus, studying emotional reactions during organizational changes offers a deep insight into workplace and employee sentiment. Hence, the context of organizational change seems appropriate to study the degree of authentic leadership and how this relates to followers' emotions. The relationship between authentic leadership and emotions will be addressed by hypothesis 2 in this study.

Additionally, levels of trust in the leader have also been thought to influence emotions (Agote et al., 2016). Jones and George (1998) write that interactions with a trusted leader can generate positive emotions, likely due to less perceived risk in the presence of highly trusted individuals (Agote et al., 2016). Thus, organizational change is a context for uncertainty for all involved, and this often makes employees feel vulnerable and insecure (Agote et al., 2016), and leaders who are trusted are in a better position to ensure a more positive emotional experience and avoid a negative experience during change (Agote et al., 2016; Lazarus, 1991). As such, organizational change seems to be an appropriate context to

study the relationship between trust and emotions, something that is addressed by hypothesis 3 in this study. In the following, this study will present these hypotheses and the corresponding research model.

3.2 How to test the theoretical framework empirically

In the succeeding section, this study will present the study's theoretical framework based on the existing and aforementioned theory on authentic leadership, trust, emotions, and organizational change. In order to examine the research question, the three hypotheses will be presented and related to the framework. The framework will function as the theoretical basis for this study, and the methodological approach will be based on this framework and its hypothesis.

3.2.1 Hypotheses

Through this chapter this study has developed three hypotheses in order to answer the research question "*How does followers' perception of authentic leadership affect followers' trust and followers' emotions during organizational change processes?*". The hypotheses are listed and summarized below.

H1: Followers' perception of authentic leadership is related to their level of trust in the leader during organizational change.

H2: Followers' perception of authentic leadership is related to their emotions during organizational change.

H3: The level of trust between leader and follower affects followers' emotions during organizational change.

As this is a replication study of Vik and Skeie's (2021), the hypotheses are based on their propositions. Vik and Skeie's (2021) replication-extension study of Agote et al. (2016) modified the hypotheses from Agote et al. (2016), which was a quantitative study, in order to fit their qualitative methodology. Vik and Skeie's (2021) propositions used a "softer" and less technical language as they did not conduct statistical testing to find positive or negative

relationships between the various research components of their study. Vik and Skeie’s (2021) propositions are formulated as more open and unspecified questions compared to the hypotheses formulated by Agote et al. (2016), so as to be more compatible with their qualitative methodology and Grounded Theory approach. This methodology in combination with the Grounded Theory approach is not the most suitable for mediating variables (Saunders et al., 2019). This study’s hypotheses are based on Vik and Skeie’s (2021) propositions and use the same methodology in view of the fact that this is a replication-extension study.

For a better overview and for comparing purposes, this study will in the following present a table depicting the propositions posed by Vik and Skeie (2021) paired with the corresponding hypotheses presented by Agote et al. (2016).

Table 1

The relationship between this study’s hypotheses as originally formulated by Vik and Skeie (2021) and Agote et al.’ (2016) hypotheses.

Hypotheses	Agote et al.’s (2016) hypotheses
<p>H1 <i>How is followers’ perception of authentic leadership related to their level of trust in the leader during organizational change?</i></p>	<p>Hypothesis 3 The perception of AL behavior is positively related to the level of trust in the leader during organizational change.</p>
<p>H2 <i>How is followers’ perception of authentic leadership related to their emotions during organizational change?</i></p>	<p>Hypothesis 1a The perception of AL behavior is positively related to the experience of positive emotions during organizational change.</p>

H3

How does the level of trust between leader and followers affect followers' emotions during organizational change?

Hypothesis 1b

The perception of AL behavior is Negatively related to the experience of Negative emotions during organizational Change.

Hypothesis 2a

Trust in the leader is positively related to the experience of positive emotions during organizational change.

Hypothesis 2b

Trust in the leader is negatively related to the experience of negative emotions during organizational change.

Note. The table illustrates how this study's hypotheses (based on Vik & Skeie's propositions) are connected to Agote et al.'s (2016) hypotheses.

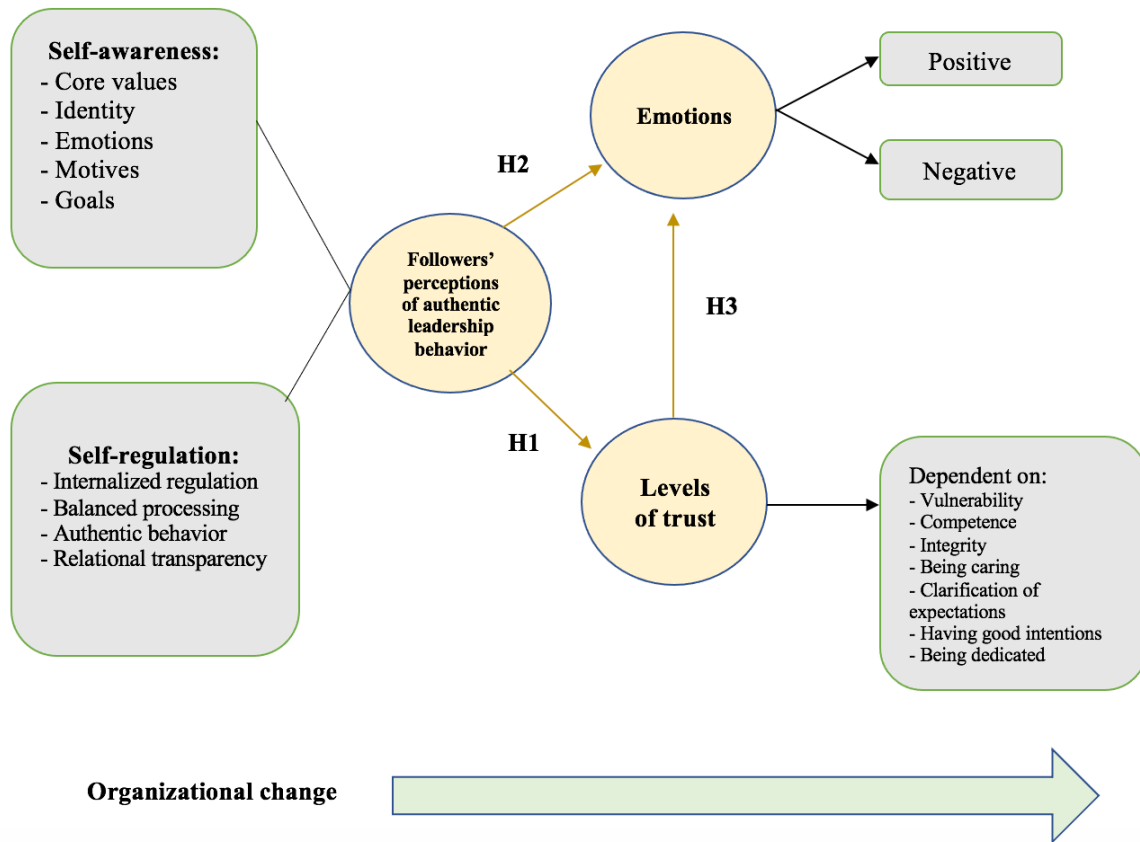
3.2.2 Research model

In order to be able to identify the relationship between authentic leadership, trust, and emotions during organizational change, this study will in the following present a research model based on Gardner, Avolio, Luthans, May, and Walumbwa's (2005, p. 346) self-based model of authentic leadership, and it is similar to the model used by Vik and Skeie (2021). However, the model used by Vik and Skeie did not directly include the dimensions of authentic leadership that were later empirically validated by Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008), so we have modified Vik and Skeie's model to include these dimensions. The self-based model of authentic leadership is also similar to the model used by Agote et al.'s (2016) study "*Authentic leadership Perception, Trust in the Leader, and Followers' Emotions in Organizational Change Processes*", which served as the source article for the replication-extension study conducted by Vik and Skeie (2021). The self-

based model that we employ, and the model used by Agote et al. (2016) share a considerable amount of the four underlying dimensions of the construct of authentic leadership (i.e., balanced processing, internalized moral perspective, relational transparency, and self awareness) that have been generally accepted following its empirical validation (Agote et al., 2016). Be that as it may, as Agote et al. (2016) adopted a causal design with mediator effects using a quantitative research methodology, we have developed a research model that is more appropriate for a qualitative research design. The self-based model for authentic leadership provided by Gardner et al. (2005) also includes follower outcomes such as trust and workplace wellbeing, something that corresponds well with our overall research question. Hence, we believe the model that we present in the following incorporates the material components that are used by both Vik & Skeie (2021) and Agote et al. (2016), and that have been empirically validated by Walumbwa et al. (2008), in a qualitative research design, to serve as what we believe is a reasonable foundation for this replication-extension study. Our research model is based on existing theory and research, and as such, does not visualize this study's findings and results. Nevertheless, the model does give a general overview of how the different components and hypotheses are related to each other. The model will be used as a point of departure for the discussion section later in this study.

Figure 3

Research model: Authentic leadership, trust, and emotions during organizational change



Note: This is a representation of the theoretical framework: Authentic leadership, trust, and emotions during organizational change. Based on the conceptual framework for authentic leader and follower development from “*Can you see the real me? A self-based model of authentic leader and follower development*” by Gardner, Avolio, Luthans, May and Walumbwa (2005, p. 346). This is similar to Vik and Skeie’s (2021) model (p. 31).

The theoretical framework presented above in figure 3 suggests that followers’ perception of their leader’s authentic leadership will impact followers’ levels of trust in their leader and followers’ emotions during organizational change. Figure 3 visualizes the relationship between how followers’ perception of authentic leadership affect followers’ levels of trust during organizational change (H1), how followers’ perception of authentic leadership affect followers’ emotions during organizational change (H2), and how followers’ levels of trust in in their leader can affect followers’ emotions during organizational change (H3).

4. Methodology

In the following the study will describe the methodological approach employed to answer the research question and the three hypotheses. We start by presenting the research design and explain the research approach that has been applied. Next, we review our research method, including sources of data and argue for our choice of methodology. We review the methods used for data collection, explain how we proceeded to collect the data material and give an overview of our data sample. We then present how we analyzed the data, before discussing the reliability and validity of our research. We conclude the chapter by discussing ethical dilemmas and considerations we were faced with while conducting the project.

4.1 Research design

Research design is defined by Saunders et al. (2019, p. 173) “as the general plan on how to go about answering our research question(s)”. This includes clear objectives and hypotheses derived from our research question, a clear specification of how we intend to collect and analyze data, as well as a discussion of ethical issues and the reliability and validity of our findings. This allows us to create a framework specifically developed for the context from which we answer our research question and hypotheses. Saunders et al. (2019) distinguish between descriptive, exploratory and explanatory research designs in academic studies. Due to the limited amount of research on the topic of how authentic leadership affects trust and emotions during organizational change, our research design is exploratory in nature. An exploratory approach can be valuable when the purpose is to discover how and what is happening and to gain further insights into a subject matter and to clarify the understanding of the underlying mechanism of a topic (Saunders et al., 2019).

Elements from grounded theory form the basis of our research design, although our procedures deviate somewhat from all the steps in grounded theory. Grounded theory is a method used in social sciences for the development of theory, or in our case, interpretation of theory, where data is systematically gathered and analyzed (Charmaz, 2006). Using grounded theory as a research design involves a set of steps and procedures to follow from start to end of a research study (Charmaz, 2006). It starts with a literature review, as presented above, to give an overview of the basic understanding of the research subject. This helps to form the basics of the concepts and understanding of the subject we are

exploring. Our study differs from a strict grounded theory framework as we have formed a theory and hypothesis that we wanted to test or explain (Charmaz, 2006). The next step is collecting data through qualitative methods, like by conducting semi-structured interviews, as we did in our case. Following the data collection, we transcribed the interviews and coded the interviews, a process that will be elaborated on in section 4.4 “Data analysis”. The next step will be theorizing the use of relationships between the categories to develop a grounded theory. We did not follow this step as we compared our findings with the existing theory rather than developing our own theory. However, our findings will be elaborated on in both section 5 “Results” and section 6 “Discussion”. Grounded theory is described as an iterative process, meaning that there is a possibility that one needs to collect more data or reanalyse the data to make sure that our results show an accurate representation (Charmaz, 2006). We did not collect more data than we had gathered from our initial data collection period of three weeks, however we continuously revisited and reanalyzed as our understanding of the subject increased.

4.1.1 Research approach

Saunders et al. (2019) write that research can have inductive, deductive and abductive approaches to theory development. A deductive approach is when research starts with theory developed from academic literature and the aim is to test the theory. The use of existing theory or theoretical frameworks that shape the qualitative research process and data analysis is therefore deductive (Saunders et al., 2019). Oppositely, when research starts by collecting data to explore a topic, and this data is used to build theory, the approach is inductive. An abductive approach is to collect data to explore a phenomenon and identify concepts and explain patterns to generate new theories or modify existing theories, which then can be tested by additional data collection. Saunders et al. (2019) write that an abductive approach is associated with the use of both inductive and deductive approaches. For instance, an exploratory study might start out with exploring certain theoretically derived themes in an inductive approach, but later on modify or add to these themes as the data is analyzed (Saunders et al., 2019), thus making the approach abductive.

Our research approach has both inductive as well as deductive characteristics and can therefore be defined as abductive. Abductive reasoning differs from deductive and inductive

reasoning as it focuses on generating the most reasonable explanation for a phenomenon, rather than proving or disproving a hypothesis through deduction, or generating a theory from the data itself through induction. One argument for the inductive reasoning for this project is the scarcity of strong theories in our context. We will aim to explain and elaborate on the mechanisms of the theories that we use, with the findings that we find in our data. This will be done by looking at patterns and themes and making generalizations that can explain and give nuances of the existing theories that might or might not already be present in literature. Still, the approach is also deductive as this is a replication-extension study, meaning that our research model and hypotheses derive from a previously developed theoretical framework. Thus, we are applying prior knowledge and an existing theoretical framework to a new instance, assuming the general applicability of that theory. If we find that the hypotheses are confirmed, the theory is strengthened, and if not, it means the theory is weakened. Moreover, abduction allows us flexibility when analyzing our data (Sætre & Vande de Ven, 2021). This approach focuses on finding explanations that make the most sense from our own data, meaning that we need to remain open to other alternative hypotheses that also can explain our observations.

4.2 Research method

The research method is a strategy to investigate our research question. More specifically, it considers which sources to gather data from, and how to collect and analyze this data. In the following sections we will discuss our choice of doing a qualitative study, as compared to a quantitative one, and the reason for the choice of how to gather primary data. We will also discuss what makes this method an abductive approach, and why we chose this methodology.

4.2.1 Primary and secondary data

For our research we use two types of data, primary and secondary data (Saunders et al., 2019). The primary data that we use in this project is qualitative and is derived from the recorded answers from our interviewees collected through semi-structured interviews of middle management personnel in the restaurant industry in Bergen, and the transcripts of these interviews. This data is neither processed nor considered by other researchers and is therefore primary data by definition (Saunders et al., 2019). The secondary data we use is

also qualitative, however, this data has been used and processed by others before us. This data derives from research articles, and academic books (Saunders et al., 2019). This consists of vital information to our project with regards to the literature review and theory, as well as to create a methodological framework to structure our project with regards to the collection of the primary data and the accompanying analytical approach.

The interviews are customized to gather a rich and specific data set to answer our research question and our hypotheses. To collect primary data is vital for us to explore this topic, as the literature within this field is limited (Agote et al., 2016). Hence, the use of primary data is therefore critical due to the specificity of our project. It allows us to gather data that is directly relevant to our objectives and ensures an extraction of information that is tailored to understand the exact phenomena and context we are investigating. Primary data is also valuable in exploratory research, as gathering often is the first step due to the lack of information about a phenomenon. The secondary data that we use include former research articles and academic books used throughout the thesis. The use of secondary data has been vital to develop a methodological framework through the literature review, research model, research question and hypotheses.

4.2.2 Choice of methodology

The choice of doing a qualitative study rather than a quantitative study is due to a number of reasons. A qualitative study can be broadly defined as “any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification” (Strauss and Corbin, 1990, p. 17). Qualitative research can enable a more in-depth understanding of experiences and perspectives and provide more contextual information that can be used to illuminate and give extrapolation to similar situations (Hoepfl, 1997). This is different from quantitative researchers, who seek causal determination, prediction and generalization of findings (Hoepfl, 1997). However, personal, cultural and contextual factors are also potentially lost when reduced to numbers (Saunders et al., 2019). This is relevant in an exploratory study, where the existence of previous data on our research topic is scarce. A qualitative study can identify and explore new phenomena, whereas quantitative research often is confirmatory and therefore constrained to measuring whether hypotheses hold true or not, and thus not allow for the same amount of flexibility with regards to

unexpected findings (Saunders et al., 2019; Sofaer, 1999). Qualitative analysis, therefore, results in a different type of knowledge than does quantitative inquiry (Glesne & Peshkin, 1992).

As this study seeks to explore interpersonal dynamics, an inductive approach allows us to generate theories based on the data we collect, rather than testing pre-existing theories. Still, there already exists some research on the topic, and there have been some theses at NHH answering similar hypotheses. An abductive approach can therefore be useful due to the context of organizational change. The organizational change processes that each respondent has elaborated on are different, and each have multiple factors that vary due to the nature of the different companies. As we already have an existing framework that we base our hypotheses from, we deploy abductive reasoning as this allows us more flexibility as we can adapt to the data and may lead to modifications of our research model. Lastly, as this is a replication-extension study of Vik and Skeie (2021), we are somewhat bound to their research methodology, and the authors in that study utilized a qualitative methodology and semi-structured interviews. As such, it is appropriate that our study adheres to this approach.

4.2.3 Time horizon

The time horizon for the project is approximately four months, from the middle of August 2023 to the middle of December 2023. Our primary data was collected over a period of three weeks from the start of October. Due to the time constraint of the project, the interviews were carried out once, meaning the research is cross-sectional (Saunders et al., 2019). The context of the study is organizational change processes, which can differ greatly in duration depending on the type of processes, the implementation and each individual organization's structure and nature. However, even if the organizational change period lasted over a sustained period of time, and if the data was collected during the entirety of this time span, it does not make the study longitudinal because the gathering of the data was not collected over a longer period of time (Saunders et al., 2019). Instead, the study describes the phenomenon through data collected at a given point in time, rather than over a period of time. One drawback of this approach is that the study is retrospective, and the participants' experiences may be coloured by the outcome and conclusion of the event and does not give insight into how they perceived the process as it unfolded (Saunders et al.,

2019). Instead, due to the conclusion of the specific organizational change processes the participants have been involved in, the retrospective perception of the event may be less nuanced due to the participants' general feeling toward the period. Thus, the data set might be less nuanced and less acute than would have been the case if the study was longitudinal and covered the change process while it unfolded.

4.3 Data collection

Saunders et al. (2019) explains that interviews for data collection can be divided into structured, semi-structured, and unstructured interviews. As a way of collecting primary data, we have chosen to use semi-structured interviews. This means we are doing a mono-method qualitative study as semi-structured interviews will be our single data collection technique (Saunders et al., 2019). As there can be several factors that determine how emotions and trust are affected by leadership, we believe that structured interviews could limit our data gathering as a consequence of the interviewing process being too rigid. We wanted our interviewees to more freely explain and to elaborate on answers in order to collect a richer and more detailed dataset. Likewise, we find that unstructured interviews are not appropriate in this setting because we are aiming to find out specifically how emotions and trust are affected by authentic leadership in an organizational change setting. Given that our research questions are specific, we needed to steer the interview in the direction of what we wanted to research.

4.3.1 Semi-structured interviews

Semi-structured interviews employ a set of pre-established themes and questions connected to our research question (Saunders et al., 2019). This allows for a more structured and consistent interview process which can enable a deeper exploration of the themes we are analyzing. The pre-established questions should, however, not be considered a script, but rather a guiding tool as the flow of the conversation can vary greatly between different interviews. This also allows for more flexibility to explore certain topics that we find particularly important. Thus, given the existing literature on the topic, our goal is to explore a wide variety of these themes that we find relevant to our hypotheses. Because the interviews will mainly consist of open-ended and rather complex questions, semi-structured

interviews will be the most beneficial approach (Saunders et al., 2019). This allows for the participants to explain and elaborate rather freely, so that our data set becomes more detailed. Because we know what is relevant for this topic, we can guide the interview towards what we feel is needed to answer our research question and hypotheses. Although we have a set of predetermined questions in order to keep the interview focused on the topics we want to research, it is important to allow the participants to elaborate and explain freely on the mechanisms that they believe are of the greatest importance to them, even if their answers might meander somewhat (Saunders et al., 2019). Charmaz and Thornberg (2021) write that if researchers only ask the same questions to each participant, the participants are likely to elicit the same stories about the topic, meaning that data saturation will occur with relatively few interviews. However, this will not contribute to the analytical power of the study. Semi-structured interviews allow for deviating from the pre-established question to gather a deeper understanding of the interviewee's experiences and perspectives by following up with undetermined questions. Such an approach is crucial to construct rich and comprehensive data (Charmaz, 2014; Charmaz & Thornberg, 2021). The use of semi-structured interviews enables an exploration of the contextual factors that influence leadership, trust, and emotions, and allows for insights that quantitative or secondary sources do not allow, such as personal experiences and nuanced understandings of how trust, emotions, and leadership dynamics interact in the restaurant industry in Norway. This makes it possible to gather a more accurate and nuanced picture on how the organizational change was perceived by the interviewees.

4.3.2 Implementation of semi-structured interviews

The interviews were conducted physically in the workplace of the participants, in a private and separate room. Before the interviews we gave the participants information on the topic of the research project, as well as an opportunity to read the interview guide beforehand. Ahead of the interview, the interviewees were also informed about how their data, and the information they shared, was to be used, and the participants were given the request form for participation in a master's thesis at NHH (Appendix 4) and a declaration of consent was signed by the participants before the interviews. The day before each individual interview took place, the participants also received a request to decide which organizational change they wanted to discuss, as well as to think of which leader they worked closest with during

that organizational change. The request was sent to the participants to make sure that each participant would meet mentally prepared to discuss a specific organizational change and their relationship with their leader during that change. This allowed for the interviews to be more topical, as the participants had thought of the context of the organizational change prior to the interview. This allowed for a more thorough and in-depth investigation into the research question and hypotheses.

4.3.3 Sample

Non-probability sampling, also called non-random sampling, is a collective term for techniques to select samples where random sampling from a sampling frame is not possible (Saunders et al., 2019). Many of these methods have in common that they constitute subjective judgment on how to select a sample. The nature of a research project, such as the choice of research strategy as well as the population can dictate non-probability sampling (Saunders et al., 2019). Although using non-probability sampling makes it impossible to answer a research question that requires making a statistical inference about the population, it is still possible to generalize from non-probability samples (Saunders et al., 2019).

When choosing our sample technique, we followed the decision tree for choosing a non-probability sampling technique provided by Saunders et al. (2019). The process that followed was made up by criterias of the population, sampling frame, statistical inferences, proportional representation of the population, the availability of relevant quota variables, and the difficulty of accessing participants. Following this decision tree, we knew that (1) data could not be collected from the entire population, (2) no sampling frame was available, (3) we did not need statistical inferences to be made from the sample, (4) the sample did not need to represent the population, although this was a criteria we wanted to meet, (5) access to potential participants was easy, and at last (6) that the focus when collecting the data was to gain in-depth knowledge regarding our hypotheses. Due to these criterias we ended up using homogeneous purposive sampling. This implies that we had to focus “on one particular subgroup in which all the sample members are similar, such as a particular occupation or level in an organization’s hierarchy” (Saunders et al., 2019, p. 321). Due to the minor differences of the level in the hierarchy and occupation, we decided to select a sample of employees in middle management positions in restaurants in Bergen. See table 2 below.

Table 2*Overview of participants, workplace, position, age, gender and duration of the interviews*

Respondent	Restaurant	Position	Age	Gender	Interview duration
R1	RES1	Head chef	42	M	35:31
R2	RES2	General manager	26	M	41:29
R3	RES3	Restaurant manager	28	F	41:28
R4	RES4	Head chef	32	M	29:23
R5	RES5	Head chef	44	M	34:18
R6	RES6	Head chef	33	M	28:59
R7	RES4	Head chef	28	M	32:49
R8	RES3	Restaurant manager	26	F	31:04
R9	RES7	Operations manager	33	M	55:51
R10	RES8	Exec. souschef	28	M	47:25
R11	RES8	Exec. souschef	24	M	41:18
R12	RES9	General manager	33	F	43:56

The sample consisted of 12 different respondents, working at nine different restaurants. Eight respondents were Norwegian nationals, and four respondents were of other nationalities. The youngest respondent was 24 years old, and the oldest was 44 years old. It is worth noting that the sample skews towards males, with 75% of the respondents being male and 25% of the respondents being female. According to Statistical research at Statistic Norway (SSB) the gender representation at leadership level in hospitality, restaurants, and retail in Norway is approximately 60% male and 40% women (Statistics Norway, 2023), something that suggests that our sample skews more heavily towards men compared to the national average. However, as the statistic includes both hospitality and the retail industry, in addition to the restaurant industry, it is difficult to conclude whether this skewness is representative or not for the restaurant industry in particular. However, our methodological approach does not rely on, nor claim, statistical representativeness. Although the sample

consisted of employees in rather similar levels of hierarchy, their occupational roles were different, varying from head chef, sous chef, restaurant manager, bar manager, operations manager, or even having shared general manager responsibilities. The most common job title/position was head chef, representing almost half the sample. Still, we argue that it is a homogeneous sample because each of the participants had a middle managerial role in the same industry in the same city. Middle management in this context means that the participants had at least one leader/manager above them in the organization, as well as being a leader/manager for other employees at lower levels in the organization.

4.3.4 Description of the restaurants

When collecting our sample, we interviewed 12 respondents from nine different restaurants/companies in Bergen. Three of the restaurants were what we would characterize as “fine-dining”-restaurants, typically in a high price range with high quality food and more formal service, some of them with international acclaim. Four of the restaurants were what we choose to label as “mid-scale”-restaurants, which can be described as catering to a customer segment between fine-dining and casual dining, often with a-la-carte menus at a price point in between fine-dining and casual dining. The remaining two restaurants can be described as casual dining concepts, with more informal seating, simpler menus and faster service, at a relatively lower price point. All the restaurants are located in central Bergen, and as such, are in close proximity to one another.

Eight of the restaurants belonged to three different restaurant groups with operations in Bergen, while one restaurant was an independent company. Although most of the restaurants belonged to a restaurant group, none of the restaurants were franchises. Rather, the three restaurant groups own and manage different subsidiary restaurants, that are independent restaurant concepts, with a shared corporate management company that handle top management, accounting, HR-functions, quality control, and other corporate functions. This type of multi-unit group structure can help to reduce overheads, develop new concepts, share staff, and streamline standards. The smallest restaurant had approximately 15 staff members and a yearly revenue of NOK 8.6 million in 2022, while the biggest restaurant had approx. 44 staff and a yearly revenue of NOK 29.3 million in 2022. The largest restaurant group had approximately 70 employees altogether.

4.4 Data analysis

The purpose of data analysis is to organize, structure and provide the data with valid meanings (Saunders et al., 2019). A qualitative methodology uses non-numerical data as the basis for its analysis (Saunders et al., 2019) and qualitative methods help provide rich descriptions of phenomena and they can enhance the understanding of events and the contexts of these events (Sofaer, 1999). Qualitative methods are often described as interpretive because researchers need to make sense of the subjective and socially constructed meanings expressed about the phenomenon being studied (Saunders et al., 2019). The qualitative approach in this study is based on analyzing words which can be challenging since words can have multiple meanings as well as unclear meanings. As such, it is often necessary to explore and clarify these with participants (Saunders et al., 2019). Furthermore, in order to analyze the data, the data from the interviews would first have to be transcribed to ensure that no information was lost (Saunders et al., 2019). This was accomplished by audio-recording the interviews with the consent of the participants, and on the basis of these recordings, transcribing the interviews into text format. Hence, all the information could be organized and analyzed as precisely as possible.

Transcribing audio-recorded interviews was very time-consuming even though we used a computer programme (Office 365) to assist with the transcription. This is because everything had to be recorded meticulously and because we tried to give a description of which things were explicitly communicated, as well as the participants' non-verbal and/or contextual communications. As such, the amount of data becomes extensive as qualitative data collected are rich in both verbal details and contextual details (Saunders et al., 2019). The work of ensuring that the transcriptions were accurate by correcting any transcription errors (i.e., data cleaning) was substantial. The topic headings were put in capital letters, the questions in bold, and responses in normal font. Furthermore, we offered to send the finished individual transcriptions to the corresponding interviewees for final approval. The transcriptions of the semi-structured interviews amounted to 156 pages of transcribed data. This data was organized, systemized and reduced by using coding. Initially, each transcribed interview was reviewed individually to acquire a basic understanding of whether or to what extent the interviews perceived their leaders as authentic leaders. The coding process was organized so that specific words describing how respondents perceived their leaders were

highlighted and evaluated vis-a-vis this study's definition of authentic leadership. This provided a better overview and familiarity of the data material.

Subsequently, and in correspondence to grounded theory and in accordance with the approach used by Vik and Skeie (2021), we used open coding on our transcribed data in order to divide it into discrete sections, based on highlighted words, phrases or citations we found relevant to the research question (Clarke & Friese, 2015). Specifically, the data was divided into discrete parts that corresponded to each of the separate hypotheses (i.e., H1, H2, and H3). After the initial coding, the data was further examined to integrate related data together, a process which is called axial coding (Clarke & Friese, 2015). After the axial coding, we located central themes and patterns that were associated with the hypotheses, a process which is called selective coding (Clarke & Friese, 2015). This contributed to the formation of an overall understanding of the findings, as well as an opportunity to capture the essence of the collected data. Refining themes and the relationships between them was an important part of the analytical process, and the coherency that these themes and relationships provided gave us a well-structured analytical framework for the data analysis.

As to the reliability and validity of the study, Patton (2002) states that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study and analyzing the results. Others, however, have pointed out that although reliability and validity are treated separately in quantitative studies, the terms are not always viewed separately in qualitative research (Golafshani, 2003). Instead, terminology such as credibility, transferability, and trustworthiness can be used (Lincoln & Guba, 1985; Golafshani, 2003). Although many researches (e.g., Davies & Dodd, 2002; Lincoln & Guba, 1985; Stenbacka, 2001) have generated or adopted what they consider to be more appropriate terms for qualitative studies (Golafshani, 2003), this study will use the terminology of reliability and validity. Guba & Lincoln (1982) stated themselves that the criteria they developed should be used as a set of guidelines rather than another orthodoxy. Morse et al. (2002) argue in relation to this that the terms reliability and validity remain pertinent in qualitative inquiry and should be maintained. As such, this study will rely on the terminology and methodology of reliability and validity, which will be explored further in the following.

4.4.1 Reliability

Reliability is the extent to which data collection techniques will yield consistent findings (Saunders et al., 2019). As such, reliability refers to replication and consistency. Research is generally seen as being reliable if one is able to replicate an earlier research design and achieve the same findings (Saunders et al., 2019). In light of this study being a replication-extension study, if the findings from this study correspond to the findings in the previous studies, it increases the reliability of the study. The lack of standardization in semi-structured interviews can lead to concerns about reliability (Saunders et al., 2019). In relation to qualitative research, there is a concern with whether alternative researchers would reveal similar information, and this reliability concern is also related to issues of bias (Saunders et al., 2019). Broadly speaking, there are three types of potential bias to consider: interviewer bias, interviewee bias (responder bias), and participation bias (Saunders et al., 2019).

Interviewer bias is where the comments, tone, or non-verbal behavior of the interviewer creates bias in the way that interviewees respond to the questions being asked (Saunders et al., 2019). This may be the case because the interviewer attempts to impose their own beliefs and frame of reference through the questions they ask, in the way the interviewer interprets responses (Saunders et al., 2019). Furthermore, to the extent that interviewers are unable to gain the trust of the interviewees, or even where the interviewer's personal credibility is seen to be lacking, the value of the data given may also be limited (Saunders et al., 2019). Accordingly, interviewer bias raises doubts about the validity and reliability of the research (Saunders et al., 2019). The prevalence of this type of bias was addressed in this study by developing an interview guide, using professional and accurate wordings, while avoiding leading and/or prejudiced questions. The interview guide structured the question in a particular order, from general questions to more specific questions, in order to engage the participants and obtain the most honest and accurate answers. The interview guide also increased the consistency between the different interviews. All participants were given the option to review the interview guide by email.

Interviewee bias, or response bias, can be caused by interviewees' perceptions about the interviewer, or perceived interviewer bias (Saunders et al., 2019). However, the cause of this type of bias may also be associated with the nature of the interview-process itself, as taking

part in an interview can be an intrusive process (Saunders et al., 2019). An interviewee may be willing to participate in the interview, but may still be sensitive to the unstructured exploration of certain themes and topics (Saunders et al., 2019). Therefore, interviewees may choose not to reveal and discuss an aspect of a topic, as this could intrude on sensitive information that they do not wish, or do not have the authority, to discuss with the interviewer (Saunders et al., 2019). A consequence of this may be that the interviewee only reveals a partial answer or picture of the situation, that casts himself/herself/the organization in a positive or negative light (Saunders et al., 2019). This type of bias may be pronounced if the participant is worried that the study will not sufficiently ensure their anonymity, as the interviewee may choose to withhold or distort information. Subsequently, the presence of interviewee bias can reduce the reliability of the study. In order to reduce this type of bias, every participant was informed in advance of the interview that the interview was anonymous, how their anonymity would be safeguarded, how the data would be processed, who had access to the data, and when and what data would be deleted. In addition, all participants were given the option to verify and alter the transcribed data. The participants were also informed that they could withdraw their consent to participate in the study at any time.

Participation bias is a result of the nature of the participants who agreed to be interviewed (Saunders et al., 2019). There are a number of factors that can impact the willingness to take part in a research process, and that may subsequently bias the sample from which data is collected (Saunders et al., 2019). For instance, the participant that chose to participate can have their own motives to put the industry in a particular light, be that positive or negative, and could therefore have been more willing to participate. This participation bias should be considered carefully (Saunders et al., 2019). Nevertheless, all the participants who were contacted directly consented to participate in the study, suggesting that the participants did not represent a particular interest group that was significantly different from any other groups within the industry.

Moreover, researcher and participant error(s) can also pose a threat to reliability, especially in regard to semi-structured interviews (Saunders et al., 2019). Participant error is any factor which adversely alters the way in which a participant performs (Saunders et al., 2019). Examples of such factors can be the surrounding environment in which the interviews were

conducted and the timing of the interviews (Saunders et al., 2019). To reduce these types of errors, the participant chose the time and date for the interviews themselves (within a two week timeframe), and steps were taken to ensure that the interviews took place in a venue where the participants could speak in relative anonymity and without too many distractions - often times in an office or private room of their choosing. Nevertheless, it is impossible for us to know whether the participants were under any sort of undue time pressure, or pressure from the environment. As these interviews are not laboratory interviews, it may be the case that the context in which the interviews were conducted may have impacted the way the participants responded and the content of their responses.

Researcher error is any factor which alters the researcher's interpretation, for instance where the researcher misunderstands the meaning conveyed by the interviewees (Saunders et al., 2019). Such researcher errors may be the consequence of the researcher not being adequately prepared for the interview or insufficiently attentive during the interview (Saunders et al., 2019). We developed and reviewed an interview guide to make sure the questions being asked were appropriate and understandable. Additionally, the interviews were transcribed, and the participants were given the option to alter any information in the transcriptions that they perceived as inaccurate. This increases the accuracy of the transcribed data. Moreover, as we are two researchers conducting this study, and as both researchers review the same collected data, this reduces the risk of something being overseen or misinterpreted. In other words, for a researcher error to occur in this study it would mean that both researchers would have to make the same mistake.

A further concern regarding data quality associated with interviews is the cultural context of the interview (Saunders et al., 2019). For instance, there may be issues that arise from cultural differences between the interviewer and interviewees. Gobo (2011) refers to societies where there may be a tendency to respond to an interviewer's questions by only being positive or by agreeing. Furthermore, some topics may be culturally sensitive, where detracting from the established consensus, or taking oppositional views, may lead to fears of retribution or ostracism, particularly in an organizational context. As such, cultural differences may affect what the interviewee is willing to say, and also how the researcher interprets the interviewee's words and meanings (Saunders et al., 2019). Researchers need to ensure that they minimize any form of bias or threat to reliability. Cultural reflexivity

involves reflecting critically on the role of researchers and evaluating how the study can be conducted in an unbiased and meaningful way, as well as how the interviewers interact with the participants, in light of a cultural context (Saunders et al., 2019). Lastly, it can be pointed out that one way to address reliability issues in relation to findings from semi-structured interviews is that these findings are not necessarily intended to be repeatable since they reflect reality at the time they were collected, in a situation which may be subject to change (Saunders et al., 2019).

4.4.2 Validity

When considering validity, one often makes a distinction between internal and external validity. Internal validity refers to the extent the findings can be attributed to the intervention that is being researched (Saunders et al., 2019). External validity can be described as to what extent the results can be generalized outside the context of the study (Saunders et al., 2019). In the following, this study will go through both the internal and external validity in further detail.

Internal validity. In the context of qualitative interviews, internal validity refers to the extent to which the researchers gained access to the participants' knowledge and experience, and whether the interviewer is able to infer the meanings that the participants intended from the language used by that interviewee/participant (Saunders et al., 2019). As such, internal validity is an expression of the study's credibility. Semi-structured interviews can achieve a high level of internal validity when conducted using clarifying questions, probing meanings and by exploring responses from a variety of angles or perspectives (Saunders et al., 2019). Internal validity may also be achieved by accounting for negative cases (those that are counter to other cases) during analysis in the explanations that are developed and being reflective about the research (Saunders et al., 2019). Furthermore, the scope to explore meanings during a semi-structured interview may help to enhance the internal validity of the data collected, although the forms of bias and cultural differences mentioned earlier in this section may impair this outcome (Saunders et al., 2019). It is therefore important that the data is not contaminated by misinterpretations or preconceived expectations, and that the respondents can speak freely (Guba & Lincoln, 1989; Lincoln & Guba, 1985)

Moreover, both construct validity and content validity can serve as important components of internal validity. Construct validity can be defined as the extent to which the measurement questions actually measure the presence of those constructs you intended them to measure (Saunders et al., 2019). Construct validity consists of both convergent validity and discriminant validity, and both must be present (Saunders et al., 2019). Content validity can be defined as an agreement that a question, scale, or measure appears logically to reflect accurately what it was intended to measure (Saunders et al., 2019). As we do not employ a quantitative research design, we cannot directly substantiate the construct and content validity of authentic leadership by statistical testing, as we do not perform the statistical analyses necessary for construct validity, nor do we use a test or questionnaire to test content validity. However, we can highlight that other quantitative studies have validated both the construct validity and the content validity of authentic leadership. Firstly, in regard to the construct validity of authentic leadership, Avolio & Gardner (2005) argue that there should be convergent validity between charismatic, visionary, servant, and/or especially transformational and authentic leadership as a root construct, as well as discriminant validity. As such, there is a case for conceptual independence and construct validation for authentic leadership as there is both convergent validity and discriminant validity of authentic leadership as a root construct, according to Avolio & Gardner (2005). Furthermore, Walumbwa et al. (2005) confirmed the empirical validation of the authentic leadership construct (comprising leader self-awareness, relational transparency, internalized moral perspective, and balanced processing) by using factor analyses. We employ these dimensions in our qualitative research model. Neider and Schriesheim (2011) also found support for the construct and content validity of authentic leadership using a more rigorous quantitative validity assessment process in regards to the Authentic Leadership Inventory (ALI). As such, it could be argued that these studies strengthen the internal validity of our research, indirectly. However, we do not use any statistical tests in the present study, rather the analyses conducted in this qualitative study are dependent on the respondents' and authors' assessments. Hence, we cannot assert any statistical significance of our findings.

External validity. As mentioned above, external validity is concerned with the generalizability of the findings. Generalizability refers to the extent the findings of a study can be transferred or applied to other settings (Saunders et al., 2019). In regards to

qualitative research interviews, the issue of generalizability is often mentioned, even though the internal validity or credibility of the data is generally seen to be less of an issue (Saunders et al., 2019). The criticism is often in relation to the statistical generalizability of qualitative research studies that are based on a small sample (Saunders et al., 2019). This study is based on interviews of twelve respondents from a number of organizations, but they were not randomly chosen. It is important to recognise that qualitative studies based on a small non-probability sample cannot be used to make statistical generalizations about an entire population (Saunders et al., 2019).

Nevertheless, this should not be understood as meaning that a qualitative study is inherently less valuable compared to a quantitative study (Saunders et al., 2019). Qualitative studies are more likely to be used to explore, explain, and provide insights that can be used to develop theory rather than to provide statistical generalizations (Saunders et al., 2019). Furthermore, the sample represents some variation in regards to the respondents demographic backgrounds, such as gender, age, experience, education, and managerial roles. Be that as it may, this study cannot generalize the findings beyond the respondents and the organizations they work for at a societal level. For instance, the findings may not translate to other industries, situations, countries or cultural contexts as there may be significant differences in culture, conventions, traditions, laws and regulations. However, the results may give insights into the particular industry from which the respondents were employed, i.e., the restaurant industry in Bergen, Norway. The sample size of twelve respondents may also give a higher validity compared to a study with fewer respondents.

Moreover, the external validity of a study can increase if it is related to existing theory and theoretical framework (Ferguson, 2004). In this regard, as this study is a replication-extension study of two previous studies, this is something that can strengthen the study's external validity. Replications can be essential for theoretical development through confirmation and disconfirmation of results (Brandt et al., 2014) and replication studies are key to assessing the proposed external validity of the original research findings (Ferguson, 2004). However, there seems to be little agreement as to what constitutes a convincing or appropriate replication (Brandt et al., 2014). Nevertheless, in so far that this study is in congruence with the findings of the previous studies, it could be argued that such consistency across studies can strengthen the study's generalizability and external validity -

as the same findings can be observed and replicated to several study populations (Ferguson, 2004). If the same or similar findings can be found in different settings, populations, and at different times, the generalizability of the findings can be said to be strengthened and it increases the confidence of the validity of those findings for other circumstances (Ferguson, 2004). In this way, replication studies, even smaller ones, can contribute to theory and generalizability in that they have been applied and evaluated in other settings (Ferguson, 2004). Additionally, replication studies can correct limitations and add evidence to protect against errors (Ferguson, 2004). Nonetheless, it should be underlined that external validity is often regarded as being limited for qualitative research.

4.4.3 Research ethics

Research ethics are a critical part of a study's research design and research ethics can be defined as the standards of behavior that guide the conduct in relation to the rights of those who become the subject of the research or are affected by it (Saunders et al., 2019). The appropriateness of a researcher's conduct is influenced by broader social norms of behavior, which indicate the type of behavior that a person ought to adopt in a particular situation (Saunders et al., 2019). As such, what is regarded as appropriate conduct may vary from country to country.

There are a number of ethical issues to consider in relation to the semi-structured interviews that were conducted and the following data analysis. Firstly, the quality of the research depends in part on the integrity, fairness and open-mindedness of the researcher(s) (Saunders et al., 2019). This entails acting openly, being truthful and promoting accuracy, as well as avoiding deception, misrepresentation, and partiality (Saunders et al., 2019). Furthermore, a researcher's position is based on the development of trust and respect, and the rights of all persons should be recognized and respected (Saunders et al., 2019). In particular, any harm to participants must be avoided (non-maleficence), be that harm to emotional well-being, mental, and/or physical health, which can occur through embarrassment, stress, and/or conflict (Saunders et al., 2019). Harm may also be a consequence of violating assurances about confidentiality and anonymity.

Privacy is a key principle in research ethics that also forms the basis for other ethical principles, such as respect for others, confidentiality, the avoidance of harm, to mention a

few (Saunders et al., 2019). Especially important is ensuring the confidentiality of the research data and the maintenance of anonymity of the respondents (Saunders et al., 2019). Confidentiality was ensured in this study by following the guidelines provided by Sikt, the Norwegian Agency for Shared Services in Education and Research (Sikt, n.d.). Our application to Sikt to conduct the study and the study's declaration of consent were also approved by Sikt. The study participants were informed before participating in the study how the data would be handled, who had access to the data, and what data and when this data would be deleted, in order to assure the participants of the confidentiality in processing the data. Accordingly, the study is in compliance with the legal requirements governing such research in Norway.

Moreover, the voluntary nature of participation and the right to withdraw from a research project is a crucial part in research ethics (Saunders et al., 2019). The participants took part in the current study on a voluntary basis, and all the participants were told that they could withdraw from the study at any time. The participants were also informed that they could withdraw data they had provided, if they so wanted to. Additionally, ensuring the informed consent to participate is central to research ethics. The principle of informed consent entails providing sufficient information and assurances about what the research is about so the participants can understand the implications of participation (Saunders et al., 2019). In respect to this, all the participants were given information about the study before the interview started, both in written form and verbally. All the respondents signed a consent form that included information about the study and how the data would be handled (see appendix 3 and 4). This consent included an agreement and acceptance of the use of audio recordings of the semi-structured interviews, and the participants were informed that the audio recordings would only be used for transcribing purposes. The participants were also informed who had access to the audio-recordings, and when they were to be deleted.

In respect to the transcriptions themselves, the participants were informed before the interviews started that we would send the transcripts to each participant if they so wanted, so that they could correct any statements that they found to be erroneous or misrepresentative of their opinions. The participants were informed that statements made by them in the interviews could be cited in the paper, albeit in an anonymous manner, making the data non-attributable to any identifiable person(s). In order to ensure the anonymity of the data, the

transcribed data material was coded, where each participant was given a number (i.e., R1, R2, R3,..., R12). This prevented the names of the participants from appearing in the transcribed data material. Only the two authors of the study had access to the password protected data material. After the completion of the study, the confidential information will be deleted.

5. Results

In the following section, this study will present the findings from the semi-structured interviews. The structure of this section follows the hypotheses, starting with hypothesis 1, continuing with hypothesis 2, and finishing with hypothesis 3. The study will make efforts to provide answers to the respective hypotheses by presenting what we believe is the most relevant data, in the form of quotations from the respondents, in order to provide relevant insights. The empirical findings will be accompanied by relevant commentary throughout this section in order to give the appropriate context for the data presented and to provide necessary analysis with regards to the research model.

As a part of the methodological approach, we coded the interviews by themes that corresponded to the hypotheses respectively. We also used coding to identify and organize which of the respondents' leaders that were perceived as the most authentic, by using the aforementioned self-based model of authentic leadership provided by Gardner et al. (2005) as presented in figure 2, which corresponds to our research model presented in section 3.2.2. This is very similar to the authentic leadership construct utilized by Agote et al. (2016). To summarize the self-based model provided by Gardner et al. (2005), it is founded on two key components: self-awareness and self-regulation. Self-awareness relates to how authentic leaders gain clarity and concordance with respect to their core values, identity, emotions, motives and goals (Gardner et al., 2005) and self-regulation relates to internalized regulation, balanced processing of information, authentic behavior, and relational transparency (Gardner et al., 2005). As Gardner et al. (2005) points out, authentic leadership extends beyond the authenticity of the leader (which involves being true to oneself). Authentic leadership includes the leader's relations with others because all leadership is relational at its core (Avolio & Gardner, 2005).

The variables trust and emotions were identified by utilizing the aforementioned theory, but also relied on the respondents' subjective understanding of these concepts. We identified five of the respondents' leaders as being the most authentic (respondent 2, 5, 8, 9, 10), while six of the respondent's leaders showed some authentic leadership characteristics, but to a lesser degree (respondent 3, 4, 6, 7, 11 and 12). There was also one leader (respondent 1) who demonstrated much lower degrees of authentic leadership traits than all the others. There were also instances where respondents described their leader exhibiting some of the

behaviors associated with authentic leadership, while also describing their leader as exhibiting non-authentic leadership behaviors, several times explicitly describing their leaders as being distinctly autocratic/authoritarian - a type of behavior that is according to Agote et al. (2016) at odds with authentic leadership.

It was difficult to decisively determine which leaders that could be characterized as authentic leaders or not. We will therefore use quotations describing degrees of traits and behaviors that coincide with authentic leadership. As authentic leadership consists of various traits, we find it more appropriate to elaborate on how the quotations can indicate behavior coinciding with authentic leadership and how these quotations relate to our research question and hypotheses. Be that as it may, as presented in the literature review section previously in this study, authentic leadership is not to be understood as a binary concept, but rather as a scale where the leader can demonstrate more, or less, authentic leadership behavior (Gardner et al., 2011).

The respondents' answers will be presented by providing quotations from the interviews, where we begin with the quotations that we find the most salient to the study, and we add additional quotations as supplements where this is appropriate. The overall objective of this approach is to provide a comprehensive description of the respondents' perceived level of authentic leadership, trust, and emotion during organizational change - in accordance with the overall research question "How does followers' perception of authentic leadership affect followers' trust and followers' emotions during organizational change processes?".

Following the presentation of data, accompanied by context and commentary, the study will summarize a short subsection of preliminary findings, for each hypothesis respectively. The intention of this is to structure the information in a more accessible manner for the reader. The findings are explorative, accentuating similarities and differences in the empirical findings, which will form the basis for further in-depth discussion that will be provided in the next section, "Discussion".

5.1 Hypothesis 1: Followers' perception of authentic leadership is related to their level of trust in the leader during organizational change

Hypothesis 1 revolves around trust, and specifically that “*followers' perception of authentic leadership is related to their level of trust in the leader during organizational change*”.

During the interview process the respondents were asked to describe the level of trust between themselves and their immediate superior/leader during a specific organizational change that the respondents had chosen before the interview. Following this, the respondents were asked how this trust was maintained during the organization change, how they themselves build trust with their subordinates, whether and/or how the organizational change impacted the trust relationship with their immediate superior, and whether trust levels can impact how staff members perceive an organizational change process (see appendix 1 and 2 for the complete interview guide). We will in the following present the empirical findings relating to hypothesis 1. The quotations are provided with a contextual preamble to better convey the respondents' answers.

Respondent 2 described the leader as a role model, indicating that the leader inspired the followers to emulate their behavior, described by Avolio and Gardner (2005) as a one of the traits of authentic leadership. Authentic leaders who manage to inspire followers to perform beyond expectations are described by Avolio and Gardner (2005) as an important factor for organizational success. The respondent's leader was engaging and facilitated and contributed to reaching the organizational goals by leading through example. This leader had a strong focus on making sure that the needs of the employees were met so that they could perform well. The leader achieved this by seeking information and input from followers as a means to increase the foundation for making good decisions. The respondent explained that this fostered a fundamental trust in the leader.

(R2): *He/she is a role model in many ways. Both when it comes to leading as an example, yes, as a role model, simply put. In terms of quality, he/she is incredibly skilled in his/her field... and in how he/she sees people and treats them with respect, and I appreciate that...when he/she is present, he/she is very present. And when needed, he/she is always here. So, I have a kind of very fundamental trust that he/she is there*

when needed. And he/she is a leader who engages and contributes; he/she seeks and gives us what we have expressed that we need. So, he/she seeks and facilitates so that we can do our job, and that is in a way, the number one focus. It is that the relationships should facilitate everyone to perform at their best.

Good communication was highlighted by the respondent as the most important factor for trust. This included the respondent receiving all relevant information for him to perform well. Being open is described by Avolio and Gardner (2005) as an important factor for authentic leadership and trust. Avolio and Gardner (2005) describe authentic leaders as having a clear vision for the company which provide followers with the impetus to be engaged about the direction of the organization. The respondent explained that being involved in the vision for the company was important for trust and it motivated the respondent to reciprocate loyalty. Sharing information beyond what is necessary shows both dedication from the leader and a genuine wish for the respondent to feel ownership to the organization. This also made it easier to have greater role clarification.

(R2): [Trust is built, ed.] *first and foremost through good, honest, direct communication. That is undoubtedly the most important, and I receive confirmation regularly from him/her that he/she trusts that I am doing the job I am currently assigned to. Also, he/she outlines his/her vision for the future, expressing a desire to have me continue in my role. I receive information beyond what is absolutely necessary. I think that is important for the role, and I believe I can reflect and reciprocate both loyalty to what we are currently engaged in and working on, as well as what we aim to create in the future. I think it's crucial that it goes beyond just a minimum requirement. One should actually feel that there is genuine trust and respect flowing both ways.*

Respondent 2 thought that the leadership style was important for the positive outcomes of the organizational change, and that it helped maintain trust. It was key in maintaining the trust of all the employees during the organizational change, especially during a troubling time for the industry due to the Covid pandemic. The leadership style also had a positive effect on the industry specific indicator turnover (as discussed by Davis et al., 2000), as expressed in the following.

(R2): *This is an industry with high turnover, and Covid has definitely not changed that, regarding how people change jobs and enter other industries. However, we have managed to keep key personnel, and I genuinely feel that the employees who are here now, both the ones who have been here a long time, and the ones who have started working here during the last year, have a desire to continue to work with us. We stand firm in a very uncertain situation... And we have managed to maintain the trust from our coworkers.*

Respondent 9 mentioned that it was important to match the expectations between leader and follower to maintain trust during the organizational change process. Clear expectations also made it easier to establish and perform in their roles, which according to the respondent was important to maintaining trust. Although literature on authentic leadership (e.g., Avolio & Gardner, 2005; Gardner et al., 2005; Walumbwa et al., 2008) elaborates on the concept of performing beyond expectations, we believe “matching the expectations” falls in the same category as this is a restaurant that sets extremely high expectations to the products and service they deliver. The leader showing dedication and passion made respondent 9 feel that the leader actually cared about the ideas that were put forth which was important for job motivation and effort, in accordance with the findings in literature (e.g., Avolio & Gardner, 2005; Gardner et al., 2005; Walumbwa et al., 2008). The respondent also exemplified through previous experiences how trust breaks down when expectations are not met.

(R9): *Matching the expectations we had for each other within our roles. If I sat back and sat quiet during meetings where we are discussing and bringing anything forward, that would be a probable breach in trust... Like why are you even here again? If he/she didn't care in the same way, like you know, the passion. Again, well, why are you even here? Or, why am I here? I have worked for a fair amount of people where they do not care. When they do not care, why should I care? I think that starts the breakdown of trust. Even if there are different expectations where I am just bringing ideas and he/she is not even responding or reading any of them. Well, then I do not trust you to make the right decision. But I do not think any of that happened. It did not happen.*

Respondent 9 further elaborated on the outcome of the decision, and the trust relationship between him and the leader. Although the outcome of the organizational change process was not what they had wished for, the respondent felt that trust was maintained during the change process. Authentic leadership traits such as the leader being listening, open and dedicated to discussing ideas (Walumbwa et al., 2008) was key to maintaining trust.

(R9): *Trust is the base for any relationship, but employee-employer relationship as well. If there is no trust on either end, there is not going to be a positive relationship. If we put up an amazing idea that was backed and everyone was like “hell yeah” and he was like “I’m going to close the restaurant” and we are all like “huh?”, you know? It would be a break in trust. But I think how this happened, we put up ideas, we came forth, nothing clicked, nothing sat. As much as we dived into what we could do there, in the end, it was no spark. So, when he/she came to us and said we are going to move on from this one [close the restaurant, ed.], I think that is fine. We came to that decision together, you know.*

R9 describes the leader as someone who is present and that being present in the workplace urges a lot of respect from the team. The mere presence of the leader, if only working on his/her laptop, seems to make a difference in the relationship with the employees. This shows that the leader believes it is important to set a personal example and show dedication, which according to Avolio and Gardner (2005) can energize followers by creating meaning for themselves and followers. The respect that the respondent speaks of can also be interpreted as the leader going beyond expectations and leading by example, showing the followers that he/she is available even if it is not required or demanded by the followers.

(R9): *I respect him/her a lot because he/she will be in the kitchen if he/she is in town more nights than not. And I think that urges a lot of respect from the team because, he/she might not be cooking or doing anything. He/she might just work on the laptop, but still be present there. I think that puts an impact as much as showing up can. It matters when they’re actually there.*

Respondent 10 describes the trust relationship with his leader as very important for the change to be successful, and this hinged on continuous communication and reciprocal

availability. This was crucial for success, because the respondent and his leader needed creative input from each other to meet the ambitious goals and expectations they set for the organizational change as well from each other. Being dependent on each other for ideas shows that the leader actively uses balanced processing by involving and urging viewpoints and discussions (Walumbwa et al., 2008). Being open and honest during this process gave the employees a big motivational boost. Setting a clear goal and having big expectations from one another was important for success in this period and is described by Avolio et al. (2005) and Gardner et al. (2005) as important for both trust and motivation. The leader also displayed the personal resources of confidence, optimism, hope and resiliency identified by Luthans and Avolio (2003) as authentic leadership traits.

(R10): *Trust was crucial, and there was 100% trust both ways because I was the closest [to the leader, ed.] and the highest-ranking position in the kitchen. So, he/she was 100% dependent on me to be a part of this. He/she was very good at asking me what I thought and involving me in all the suggestions and food experiments. And I did that with my leader as well. If I did an experiment, the first person I shared it with was my leader. I reported [yesterday, ed.] I did a test using this and that, and then that was OK. We were very dependent on each other... You think that there is only one important thing now, and that is this thing [winning the award, ed.], and we do not stop [working, ed.] before we have achieved it... You just know you can trust the other 100%. You make a call on a Sunday, it doesn't matter, saying "I just came up with this, or what about this [idea, ed.]?". You send a text at 4 o'clock in the middle of the night because you can't sleep and you get a reply saying "Yes, cool"... If it's good [the food, ed.], it's not good enough. If it's really good, it's not good enough. It has to be great. Then you actually need to listen to everyone. He/she showed character traits that corresponded with that. It was a big boost to our motivation, because he/she demonstrated a good leadership mentality. And he/she was the big boss... He/she motivated people... and everyone was in on it. It was leadership 101 in my opinion. It was a good leader, who led us [to winning the award, ed.]*

How respondent 10 describes his leader's leadership style largely corresponds with what he thinks are the most important characteristics for good leadership, as well as with authentic

leadership traits described by Avolio and Gardner (2005). The leader's actions during the organizational change included high degrees of balanced processing by seeking input and listening, and high degrees of relational transparency. The leader also managed to motivate the employees to perform well.

(R10): *There's a significant difference between a manager and a leader. You can be a good manager but a poor leader, or a good leader but a poor manager. It's a delicate balance. I believe a good leader is someone who motivates, lifts up all their employees, can take self-criticism, is transparent, and understands, listens to what others have to say. Even though the leader is the one making most decisions, I think the best leader is the one who listens. What are your employees saying? How are they, really? What are they thinking? Those who don't talk much, just doing their job, and suddenly they quit. But you haven't listened, because it's not relevant, because "my word is the law"... I have an understanding of what a good leader is, and that is listening to and asking the employees when making difficult decisions.*

In contrast to the other respondents, respondent 1 described the relationship with his leader as initially being a trustful relationship, but that the relationship turned for the worse during the organizational change. When the leadership style deviates from the leader's moral perspective due to external pressures, Agote et al. (2016; Brockner et al., 1994) write that followers' negative emotions can be mitigated by relational transparency. In this case, external pressures were high and relational transparency was low, breaking the trust the respondent had in his leader. The leader was not interested in input from the employees and withheld important information, which the respondent describes as a breach of trust.

(R1): *The behavior, well, you saw that person who was closest to me, they always appeared very, very confident and authoritative, speaking well for themselves. And yes, you believed in it, you had trust, trust in the way they presented themselves and the way things were done in the company. But as soon as there was a bit of adversity, you quickly saw that this person wasn't very accustomed to it. That they weren't very used to facing challenges... It [communication, ed.] wasn't very extensive. So, I see it a bit as a breach of trust. It shows that when you're not asked for your opinion in any decisions, it indicates that the leader doesn't trust that you*

have something valuable to contribute... Holding back information if there are organizational changes. And to rather be open from the start, be open about the possibilities of the implications, and how to solve this in our department, having a good dialog...It appeared fairly quickly that the leaders did not have trust in the managers under them. His/her closest leaders, in a big organization, were not listened to... These are decisions that affect everybody.

Respondent 1 explained what he feels is important to build trust between a leader and subordinate and elaborates that the lack of relational transparency was something that breached the trust. Respondent 1 explained that the absence of the leader made it difficult to perform well, as the consequences of the organizational change required new systems and routines, however that these requirements were not in place for him to perform his job in a satisfactory manner. This combined with an absent leader who did not manage to communicate well nor show enthusiasm and resilience, and these were important factors for the breach of trust (Gardner et al. (2005). The leader did not perform or show dedication on a level that is not only expected, but needed, for the followers to do their job.

(R1): *It's about showing that when, like now, for example, when things go wrong, I'm not at home on the couch watching TV. I'm here with them, participating. And showing that, not that I'm a world champion, but that it can be done, even if it's tough. Setting up the right systems and routines that make the job function efficiently... So, yeah, basically, just showing that you actually do care. Caring about food. It's that simple, if you have happy chefs, they make better food. Better food means more satisfied guests. More satisfied guests make the business more money, and the more money you make, the more salary I can ask for in a couple of months. So, it's that simple. It's psychology. It's important that the employees enjoy their work.*

Respondent 3 felt that she could talk to her leader about the challenges in the organization and trust that these conversations were confidential. The respondent described her leader as someone who valued showing emotions and giving positive encouragement, even creating a friendly atmosphere outside of work, giving the respondent a sense of the leader treating her as an equal. Trusting that their conversation about the organizational changes was kept confidential indicates high relational transparency. Avolio and Gardner (2005; Luthans et

al., 2004) write that authentic leaders make it clear to their associates exactly what they need from them in order to achieve organizational performance, and that the leaders recognize their weaknesses which they work on by surrounding themselves with “capable followers and building an inclusive and engaged positive organizational context”. Building this context supports followers to engage in their job roles and responsibilities. In this case, the leader and the follower showed vulnerability by discussing things they found challenging during the organizational change.

(R3): *Being able to trust that you can talk to them and that it won't be spread around. And trusting that they will do what they've said they will do. That must be fundamental. If there's no trust, I don't think you'll have respect for your leader... I think what was good was that we were quite open with each other. We could talk about things happening in the organization and trust that it stayed between us, in a way. I also felt that he/she had a lot of trust in me to talk about things she found challenging. And then, I was there as a support, much like he/she did for me in a way... We kind of viewed each other as friends. That helped a lot in our relationship. We told each other that we liked each other, and sometimes socialized outside of work, that it was not only professional.*

Although respondent 3 had a trustful relationship with her leader, she felt that neither of them had a clear overview of what was going on in the organization. However, during this period, the owners were also involved in the organizational change, meaning that respondent 3's leader was receiving instruction from the owners. According to the respondent, the owners and the leader did not know what was practically feasible to implement at that time. This indicates that the leader did not use a sufficient degree of balanced processing as described by Gardner et al. (2005), as not sufficient information was collected to make good decisions. Subsequently, confusion arose, and the goals of the organizations become unclear. The respondent previously described her leader as not being sufficiently present during service, which contributed to the leader enforcing unwise decisions. This indicates that trust levels could have been higher, if the owners and the leaders were better at collecting and processing information from the employees.

(R3): *The leader should have the responsibility of pulling the strings and delegating and informing the people under them. I felt that the people on top did not have a clear overview of the situation and this created confusion... I think some of the things that we were being told were not practically feasible... When the person responsible is not in touch with what is actually going on, you can receive an instruction and not follow up on it.*

Respondent 4 replied when asked if there was any reluctance about the organizational change, that there were disagreements about the competencies of a new hire, who would act as the respondent's leader. However, the respondent explained that trust was maintained by allowing him more freedom and less creative input from the new corporate head chef. The respondent thought that leading by example is important to maintain trust and feels that this is a trait that chefs often lack. He also emphasizes that competence is the most important aspect to trust, a factor specified by Mayer et al. (1995), however that finding competent people is the most difficult part of the job.

(R4): *I felt some reluctance about having a chef above me who I didn't think was very skilled. It turned out that the head chef didn't have much to do with the food... It's never fun to be a head chef, and then you find out you're getting another chef above you. But at the same time, I never saw him as my boss. He was just a person I could use for certain things. More administrative... My leader explained and said that, for example, the position of the new corporate head chef would have less say in my kitchen compared to the other restaurants. That I was a bit freer than them. That he had trust in me there... When I'm at work, I do my job. Some chefs only do parts of their job, so I try to lead by example when I'm at work. "This is how we do it, and this is how it should be done". I try to have good contact with the staff, but not too personal. Lead by example... It's important that I trust those who are at work when I'm not there. That the product delivered is as good as when I am there. That's probably the most difficult thing, to find skilled people to maintain that level. There must be competence there.*

Respondent 6 answered that the relationship between him and his CEO became closer during the organizational change, which made the respondent trust his leader more. This

was largely due to high degrees of relational transparency and balanced processing, exemplified through a relationship based on openness and cooperating extensively to find good solutions, described by Walumbwa et al. (2008) and Gardner et al. (2005) as being important. The leader is also described as a person he has learned a lot from, and a person who sets clear goals, such as doing everything to keep the restaurant open. Moral values such as understanding and taking care of their employees were important for the respondent's motivation.

(R6): *There was no huge change in the behavior. I mean, we were very open about the situation. So, there was no hiding anything. No one talking behind the back. No "maybe we should just close and leave". We were doing everything to try to stay open. I think I have more respect now and I trust the CEO more now because we've been through everything, literally. I can trust him/her more for sure... I was learning a lot from her in general, we learned a lot from each other... We started to understand each other, where we're going to... The expectations were just to understand us, all of the people... we had to take care of the people who were laid off. Because we are looking in the long run, so we want them back, so we need to do everything to get them back. So that was my expectation, to treat them good enough to be able to get them back. The expectations were actually achieved, let's say 95%. I'm not sure what could have been done better.*

Respondent 7 described the initial period of the organizational change process being characterized by feelings of uncertainty. Nevertheless, when he had any questions, the leader was always available for both professional and private conversations. The leader was also goal oriented, and someone who lead by example, showcasing a person who illustrated consistency between words and deeds. This is described by Avolio and Gardener (2005) and Lines et al. (2005) as important for building trust.

(R7): *I had a lot of support from the company and my leader. They were always there in the background. If I had any questions or anything, I could just come to them and ask... My leader is firm and decisive, goal oriented. A strong personality who is available for any type of questions, whether they be work related or private, always there, following up...If instructions are given and they are not follow up, you will be*

told to fix it... [building trust, ed.] is about doing the job. Show up at work, do the job. Clean up with them, reach the finish line, start together, finish together. Of course, everyone makes mistakes. Orders that didn't arrive, small things like that. As long as you go from A to B and do it well together with them, there is mutual understanding.

Respondent 11 describes his leader as a good listener and someone he can discuss ideas with to enable them to pull in the same direction, which makes it easier to reach their goals. The high degree of openness goes beyond the professional relationship which shows that they have trust in one another. Being a good listener and discussing ideas show a high degree of balanced processing (Gardner et al., 2005), and a high degree of openness that goes beyond a professional relationship, shows that the leader posits a high degree of self-awareness, as outlined by Gardner et al. (2005). Conversing with the leader led to the respondent improving his job performance as he learned a lot from his leader.

(R11): *They [two other kitchen managers, ed.] were more like a burden for me than of help. I asked for help many times [from them, ed.], it wasn't good enough. So, I just taught myself to be autonomous and to ask a lot from my team... I talked to my leader about my difficulties here. He gave me advice on how to delegate to others... I've always respected him very much. He's one of the persons I respect the most, ever. He taught me a lot. Not only about cooking, but about life as well... We talked about it very much, and very openly. We have conversations about anything. I need him to make things happen.*

Respondent 5 elaborates on the necessity of establishing new roles for himself and another manager due to lacking role clarification and bad cooperation between the two. The respondent appreciated the behavior of his leader and trusted the leader to make a decision that would benefit all parties. Relational transparency was demonstrated by resolving the issue through open and honest dialog and seeking input and information from both managers to find a satisfactory solution. Internalized regulation was demonstrated by the leader explaining what he believes is right and standing by it, as described by Walumbwa et al. (2008). The situation also demonstrated the moral values of the leader, good motives and

a clear goal, namely, to resolve the issue so that both managers can be comfortable at work and create a better environment.

(R5): *He/she listened, had understanding for both parties, and I feel he specially understood me, because he also has a professional culinary background. He/she really understood the frustrations I had, with regards to micro-managing. We talked, and he/she addressed his/her points of view and said “remember that the two of you are born on completely different continents, with completely different backgrounds, and can be provoked by wrong things.” And he/she underlined that many times. “Most likely you both agree, and you both want the exact same thing, you just have different ways to get there”... It confirmed that I trust him/her... There was no trust between me and the other middle manager. In that respect, it was important in relation to how this situation arose. It arose because there was a lack of trust... [expectations during the organizational change were, ed.] clear intentions about what we are going to end up with, and an understanding of why the measures are taken. That gives us more substance and makes it easier to implement downwards.*

Respondent 8's leader showed high degrees of relational transparency by involving the respondent in the decision making, as well as supporting the respondent in her leadership role, as described by Avolio and Gardner (2005) as authentic leadership behavior. Good and open communication, competence and dedication was emphasized as important for trust during the organizational change period.

(R8): *[The leadership style is, ed.] Very positive. He/she is a person who is very hands-on. Good dialogues. I trust him/her a lot. Very structured so you know things get done. You get good information about what is being done and such things. He/she has the competence to do just that, so he/she is extremely skilled. So, you are in safe hands. If there is something I myself am wondering about, since this is my first official leadership position, she is always there to help and support. So, I learn a lot from him/her... There is nothing that has made us lose trust during this process. We have had just as much trust as before. As I said, we have worked together for a while now, and we work very well together. So, it hasn't changed much. I know that I will be*

informed if there is something that should include me. The rest, they manage themselves in a way, so there is full trust.

The leader also demonstrated internalized regulation and role clarification by allowing the team led by the respondent to do the things they knew best, without interference from others. Balanced processing is also demonstrated in the decision-making process where they have an open dialog. The quote is the answer to whether or not her leader's leadership style is something she wishes to emulate, showing that the leader inspires the respondent to act in similar fashion.

(R8): *I think her leadership style is very good. Of course, there are some things I would do differently, but we have completely different managerial positions. I have much closer contact with the servers and am involved in the actual service, so his/her leadership style doesn't quite fit in that situation. But in the future, and if I go higher up, then I think a lot about wanting to become that type of leader. He/she trusts us a lot, we have good relationships. We are allowed to do the things we do best in the way we think is best. If there are any discussions that come up, we discuss both the positive and negative sides.*

Respondent 12's leader showed authentic leadership traits such as relational transparency and balanced processing by always being available, open to talk about anything and listening to what others had to say, and this was important for the trust relationship.

(R12): *I don't think he/she wants me to become more like him as a leader. I think he wants me to continue being the way I am. Both yes and no [if she has learned anything from the leader's leadership style, ed.], because he/she is open to talk about everything. If I have any questions, he/she provides me with an answer, he/she is always available if I need to talk to him/her. Although we disagree on things, he/she is very open to hear what I think as well as the other way around... The trust is maintained by talking with each other before making big decisions... When I started working here, there were some ongoing problems between some of the employees. And I had a meeting with the owner and talked to him/her, and said that we need to resolve this, and he/she let me do it the way I wanted. I think he thought it was good*

to see that someone actually actively went in to solve it. He/she doesn't want there to be any conflicts, but I don't think he feels it's right for him to go in and mediate... I think he appreciates that I do it my way. People are happy, I think it's going well.

5.1.1 Summary of findings relating to hypothesis 1

To summarize the findings above, the results indicate that leaders who demonstrate authentic leadership characteristics are trusted by their followers during organizational change. A key theme is the importance of reciprocal trust in the leader-follower relationship. The effectiveness of authentic leadership on trust are illustrated through examples of leaders maintaining open, honest communication. Two-way communication where leaders and followers share information and feedback was pivotal for creating a healthy trust relationship and good organizational change outcomes. The findings showed that the respondents trusted their leader in all of the change processes except for one. This respondent's leader was also the leader who was described as being least authentic. The absence of authentic leadership traits led to a complete absence of trust.

The authentic leadership characteristics related to self-awareness that were most frequently mentioned by the respondents to generate trust were demonstration of core values through their actions, displaying good motives in the relationship with the follower and having a clear and defined goal of the change. Some of the respondents explained the trust level with the identity, although some of the leaders were depicted as strong personalities. Displays of emotions were not highlighted as important for trust in the leader, although some mentioned the importance of their leader displaying satisfaction regarding the respondents' work. The authentic traits related to self-regulation were relational transparency, balanced processing and authentic behavior. Examples of internalized regulation and authentic behavior were mentioned by some, but relational transparency and balanced processing were nearly always highlighted as the most important, even by those mentioning internalized regulation, authentic behavior or self-awareness. The leaders exhibiting all of the traits were perceived as having more trust than those who did not, as well as displaying a greater sense of confidence. Central factors for trust from our research model were expressed by the respondents as of importance during the organizational change. Particularly competence, integrity, dedication, being caring, and clarification of expectations were of importance.

Although having good intentions was mentioned by various respondents as important, this either came secondary to the other factors, or were simply taken for granted. Vulnerability was seldom mentioned, although indicated through the fact that the leader and follower were dependent on each other for the organizational change to be a success.

5.2 Hypothesis 2: Followers' perception of authentic leadership is related to their emotions during organizational change

The second hypothesis revolves around emotions, and specifically that "*followers' perception of authentic leadership is related to their emotions during organizational change*". During the interview process the respondents were asked whether the leader did anything during the organizational change to foster positive emotions, prevent negative emotions, whether emotions were discussed at all during the organizational change, and whether emotions were taken into consideration during the organizational change. The respondents were also asked whether they thought the organization could achieve any benefits by talking about emotional concerns during the organizational change. We will in the following present the empirical findings relating to hypothesis 2.

Respondent 1 felt that the leader had done many things incorrectly during the organizational change, such as keeping information from the employees, and not being involved sufficiently in daily operations to understand the extent of his/her actions. This made the respondent doubt the intentions and ethical standpoints of his leader as he felt that the actions were not sufficiently justified nor explained, described by Gardner et al. (2005) as a lack of internalized moral perspective, because external pressure caused inconsistency in the leader's behavior. Due to the lack of relational transparency, the respondent described the situation as unpleasant because the lack of information provided to him made him look like an amateur in the eyes of his subordinates. Avolio et al. (2004a) and Walumbwa et al. (2008) write that authentic behavior includes encouraging diverse viewpoints and building collaborative relationships with followers. This case shows the opposite of authentic behavior, and the respondent describes the situation as challenging.

(R1): *Yes, I'm of the opinion that if you're going to lead and teach someone, especially in our field, teaching someone, you must first and foremost show that you can do the*

job yourself, not just tell them how to do it. Especially in the culinary profession, if you reach a point where you feel too good to wash a pan, you've misunderstood. So, a good leader must primarily be a source of confidence for the employees. They must constantly feel that if there's something, they can come to a leader. Yes, and you must have a professional backbone to stand for what you're teaching them. You must be able to justify why things are done in a certain way... plus, you must simply have your heart is in the right place. And be genuinely human, which is a pretty significant oversight, at least in this industry... I felt it was very challenging. We constantly had to chase information instead of receiving it. It took a lot of time and energy to constantly chase the information. Many were very, very good at just sending out layoff notices without informing us leaders that they were coming. So, you're left with a whole bunch of employees, and they say, "Hey, I got one of those layoff notices." Well, damn, I got one too. Shit. Maybe we should know about that. Then, as the closest leaders to the employees, we end up looking like amateurs. Yeah, and that wasn't very pleasant... Many became selfish during that period, thinking primarily about themselves. Instead of, as leaders, forgetting that they have a responsibility for the employees below them.

Respondent 2's leader was dedicated to his/her professional identity and is perceived to have strong ethical values. Treating employees with respect and being honest about their role in the company was important to create positive emotions. It was also important that the leader sees more than just an employee, but also focused on who the person is outside of a professional setting. The leader facilitating an environment where followers are encouraged to be their true self is in line with authentic leadership behavior (e.g., Gardner et al., 2005), and this largely coincides with the definitions of relational transparency by Kernis (2003) and Walumbwa et al. (2008).

(R2): *Now, I touched upon what, for me personally, I believe is important - the aspect of feeling that both owners and leaders treat one with respect and honesty, and that one is acknowledged and seen both as a person and in their professional role. I think it's extremely important not to feel deceived, at least not to be led astray. Rather, one should feel like a crucial part of the product we deliver and the work we do.*

Respondent 2 elaborated that they did indeed discuss emotions as work, however, that for some it could be a bit overwhelming, as the leader dedicated much time and attention to this topic in particular. Not everyone is comfortable discussing their private life and feelings in a professional setting, and that doing so can even be provoking for some. If the focus is too strongly centered on emotions, it can get in the way of other more urgent issues. At the same time, the respondent believed that discussing and validating emotions could help to better understand the employees' needs, which in turn could be good for performance. Self-awareness demonstrates that one is aware of one's strengths and one's weaknesses as well as being cognizant of one's impact on others (Walumbwa et al., 2008; Kernis, 2003). In this case, it seems that a cognizant discrepancy with regards to the leader's effect on others, meaning that the leader sometimes might think that he/she was eliciting positive emotions by having a focus on the emotions, when in reality he/she elicited negative ones.

(R2): *Yes, that's right. Not only in terms of changes, but generally speaking. The leader is attending an EQ [Emotional Intelligence, ed.] school, so there is a focus on emotions, and sometimes it can be a bit overwhelming for some. We are quite different, after all. The members of our leadership team come from diverse backgrounds; some have a strong professional, specifically restaurant-related background, while others come from a more academic background. We are different as individuals too. Some enjoy discussing emotions, while others are less inclined to articulate their thoughts and feelings at all times. So, sometimes, it becomes too much for some. It can shift the focus away from the actual, tangible challenges we are facing here and now. If you've set aside two hours in a busy day and end up discussing how you feel about things, which might not feel very relevant for the week ahead, it can be somewhat provoking for some. It's interesting, but perhaps it's a bit too much... But it's crucial to be able to take care of people in both this change process and for the job, the type of work we are engaged in. Being seen and meeting individual needs, I believe, is very important to retain high-skilled-personnel in a type of job where we often see many people leaving. Validating emotions, I think, can be a tool to understand what the employees need, and this, in turn, is important for them to perform well. Ultimately, their performance is crucial to the product we deliver.*

In the previous section 5.1, respondent 10 described his leader with various authentic traits and that he had complete trust in his leader. In the following, respondent 10 describes the negative sides of his leader's leadership style. The leader in question demonstrated traits of both authentic leadership and authoritarian leadership. For instance, when the leader was having a bad day, it negatively affected the atmosphere in the workplace and could elicit negative emotions from other subordinates. With regards to behavior that goes against authentic leadership behavior there are various explanations from literature (e.g., Avolio & Gardner, 2005; Gardner et al., 2005; Walumbwa et al., 2008). For instance, it shows that the leader might have lacked self-awareness with regards to how others viewed the leader's behavior. Another explanation could be that the leader lacked internalized regulation and did not manage to self-regulate in a way that the leader was guided by the internal moral standards that the leader has. Another example that goes against authentic leadership is when presenting his/her true self (relational transparency), the leader did not manage to minimize the display of inappropriate emotions. However, the leader is described as being tough, but not unfair, although the respondent stressed that there is a fine balance between the two. In spite of the leader's mood swings affecting the work environment, the respondent appreciated spending time with the leader as the leader is a good motivator. The presence of the leader helped the respondent in a professionally demanding situation, which increased motivation as well as easing negative emotions like "being lost".

(R10): *Yes, he/she is very authoritarian. You can feel the temperature drop a bit as soon as he/she enters the room. And it goes up when you know what mood he/she is in... Because you never know if he/she has had a meeting with an accountant or whatever. There's always something; it's not easy to run restaurants. Not many understand it, and I don't fully understand it either, but I do understand that I've worked here for so long. I grasp how it actually is. You sit on a lot of money, and then you need a lot of money coming in. So, I understand that he/she can be a bit up and down in mood. It's a bit stressful at times; you become, well, you become a bit like, okay, the boss is the boss, but if the cook is having a good day, it can quickly turn if the boss is having a bad day...it's easy to fall into a sort of black hole when the person at the top isn't having a good day, and you get pulled down. But it happens a bit too often... I agree with his/her idea that one needs to be here for things to be right, and I generally agree with that, but there's a fine balance between*

being tough and unfair, scolding just for the sake of it, and taking it out on people just because you're having a bad day. So, there's a lot I've learned from him/her, and there's a lot I've learned not to do. I appreciate him/ her and all, but he/she has his/her methods, and what he/she has taught me over the years. He/she is indeed tough... What we got, which in a way we didn't know we needed, was the constant presence of everyone. He and I often arrived very early together, just talking about little things here and there before the others came. We found that nice, rather than just arriving alone and feeling a bit lost. But then you have someone who motivates and tosses the ball back and forth.

Respondent 10 continues to describe mixed emotions in regards to the change process and that he had to make big sacrifices because of the heavy workload. He explains how his leader helped him deal with negative emotions related to this. The leader actively approached him to deal with his emotional state as the leader easily picked up on it and gave him support and advice on how to process these negative emotions. The leader said that in order to avoid negative emotions, the respondent had to tell the leader what was bothering him so that the issues actually could be dealt with. Because the leader had successfully helped him overcome negative emotions, the respondent started to reach out to his leader for advice on how to handle other negative emotions. This is in accordance with Gardner et al. (2005) description of relational transparency which involves achieving openness and truthfulness in one's close relationships, and that authentic leaders also strive for the same from followers.

(R10): *So, one thing I found a bit negative is that you think too little about yourself and too much about something else that doesn't really matter. I've started to think lately, okay, but is it really worth it for yourself? So, it's like, yes, you walk away with a good experience, and it was fun and cool. But still, you have to move on in life. And then it's important to be happy, not to exhaust yourself psychologically and physically. So, you get a bit scarred by it... Otherwise, the extra positive thing is the camaraderie. You learn better and get to know the people you work with. The team suddenly becomes a bit bigger. You are more than just colleagues. You become like brothers and sisters standing together in the field... For me, if he/she saw that I was getting angry and frustrated for various reasons, like when a chef was having a bad*

day, and I got upset about it. He/she wonders why I'm upset, and then I get annoyed. And he quickly notices and asks, "What's going on? What's wrong with you?" So, I say, "No, I'm upset about this and that." Then he/she says, "Okay, that's fine. You're allowed to be upset, but you just need to let it out now, get it over with, and that's it. Don't keep dwelling on it because it will just snap. Snap now, and then get over it. But tell me why you're snapping". Because it's something I've learned, that you have to explain why you're upset. Let people understand why you're upset. And then everything becomes much easier... So, I started asking him how to handle certain situations to avoid getting upset and grumpy, always being the one who is a bit irritated. Because that's how I've been labeled now, a bit passive-aggressive. So, he/she was really good at telling me how I should handle situations because he/she has dealt with people for 15 years.

Respondent 9 described that always being on top of things and making big demands from the employees were important for the continued survival of the restaurant(s). He believes that this mentality is what has created the stereotypical image of angry chefs in the media, however that his leader has developed to become better at discussing what the problems are, rather than acting out. This development can indicate that the leader has developed both a greater sense of self-awareness as well as self-regulation (Walumbwa et al., 2008).

(R9): *I think that's where all the restaurants sort of fade away. They think they've made it and then they don't. So, he/she [the leader] is always kind of on it, like he/she will call out anything. And I kind of respect that, but he/she has learned to dial back from being there, and again, like in this industry, there is a stigma, if not a generalization, ... you have the stereotype, an angry chef who's yelling and screaming and stuff. And it's played off in the media so hardcore. And stuff like that is real in some ways. But also, like working with him/her, you know, maybe in the very early days there were some days like that, but right now, you'll have some hardcore moments that are kind of like "OK, like now we breathe, and we actually talk about what the problems are".*

Respondent 9 talked about issues related to emotion in the industry in general, his thoughts and experiences, as well as emotions in regards to his leader. The following quotation

illustrates the respondent's perception of a prevailing culture in the restaurant industry where talking about emotions can be difficult in a work setting. The respondent also explains that the industry attracts what he describes as "hardcore people", which makes it more difficult to deal with emotions, and that negative emotions often arise due to misperceived expectations. The respondent says that everybody in the organization strives to build a culture where one can have both a friendly atmosphere as well as difficult discussion without eliciting negative emotions. Gardner et al. (2005) write that when followers observe the leader displaying self-awareness and self-regulation, this can over time develop to group norms for an ethical culture.

(R9): *I think with this business, there's already so many emotions, I don't take anything personally. So, it always kind of lives in that neutral realm of: "Am I happy that we ended where we are [with the result of the organizational change, ed.]? Meh. Or sad? Meh. Like it just happened, you know"... I think that's one of the hardest things to do as a restaurant group, is to create a broad culture of what the baseline is, kind of joy, like, preventing negative emotions, you know? We all push to be professionals and have each other's backs and joke and have a good enough culture where you can have pretty hardcore discussions and feel OK. But I mean, that might be the restaurant industry in general, like, "how are you feeling today?" is a yes or no question. Should that change? Yeah, probably. But will it? Probably not. You know, this industry attracts a lot of pretty hardcore people. The hardest thing in restaurants is dealing with human emotions. The last restaurant I worked at, I felt like I was a guidance counselor... A lot of perceived emotion comes from miscommunication of expectations. And so, the people would just be so, like, crying, upset, and it's just like, over and over, like a misperceived expectation of "what" and you got to like kind of lay it out for them. Which, fair, but you know, we're chefs, we're not trained for that... I did hear of a restaurant, like a fine dining restaurant where the chef had, you know, very famous, but also had a medical disease, that was then exacerbated by alcoholism, and like a lot of really dark moments. He put in a guidance counselor and a soundproof wall in the restaurant, to have, kinda stuff like that. Maybe it's working, or maybe it was kind of a mothball. I think a fair amount of my job is dealing with the chef's emotions, of like, he/she is upset about something and that the whole kitchen is going to feel it, you know.*

When respondent 8 responded to a question regarding qualities and personality traits that a good leader should have, he highlighted being open to discuss feelings as important. By being open one can talk about feelings related to how the employees are doing. Discussing emotions is important to gain an overview of how things are going with the employees, not only professionally, but also privately. The respondent also makes a connection between having empathy with the subordinates and thus gaining information that is useful to keep on top of things in an operational sense, as described by Huy (2002) to be important in change processes to avoid either organizational inertia or emotional chaos. She further discussed the risk of losing authority as a consequence of this, because colleagues often become friends in the restaurant industry, and this can impair the leader-follower relationship.

(R8): *Experience itself is important. I have had several leaders already, so I have seen both good and bad qualities where I have thought that I don't want to be like that. I think it's important to be an open leader, but at the same time have the experience to know how it should be done. In our industry, there are often people in leadership positions who may not have that much experience... It is important for me to be able to have an open dialogue with my employees, to be able to talk about feelings and how they are doing, how the shift went. It's important to put yourself in their situation to have control over how things are going. At the same time, you have to be stricter, because in this industry you often become good friends.*

Respondent 8 also elaborated that the organizational change has been an emotionally positive experience, in spite of sometimes being nervous about the outcome. With the organizational change came greater responsibility, which gave her a sense of accomplishment. In spite of there being some nervousness regarding the change outcome, the respondent explains that this feeling of nervousness has been mitigated and transformed into confidence due to the leader being open and sharing information about the organizational change process.

(R8): *It's nice. Now that I have been here for so many years, where I started as a server and worked my way up. And since I have been here for so many years, you get a small sense that now it's time to move a bit further. It's a new challenge that makes it*

interesting again... So personally, I think it's super fun, a new twist on the workday, but at the same time, you're always a bit nervous of how it's going to work out... But I'm mostly positive towards it. There has been such an open dialog that I believe most people here are confident that the result will be very positive.

Respondent 3 describes a good relationship with her leader which made it possible to discuss things that she found challenging during the organizational change. However, respondent 3 explains that close personal relationships are something she responds to with positive emotions. However, the relationship with her leader during this period was not sufficiently personal, according to her own preferences, and that she did not know who her leader was on a deeper personal level, something she found to be limiting to the leader-follower relationship. Avolio et al. (2004a) write that authentic leaders lead by example, or role modeling, causing followers to personally identify with them. However, in this instance, the respondent felt that she did not have a comprehensive understanding of who her leader really was, indicating that the leader did not fully demonstrate self-awareness as described by Walumbwa et al. (2008). In this instance, as self-awareness refers to demonstrating and understanding of one's true self, a high degree of relational transparency might be difficult, as the leader did not present her true authentic self. This can indicate that the relational transparency was not sufficiently high to know whether or not the leader exhibited authentic behavior, making the respondent feel fewer positive emotions.

(R3): *Yes, I felt that I could talk to him/her about what I found challenging and ask for help. That was because we had a good relationship. I might not have been able to do that if I felt there was a distance and there wasn't mutual respect and trust there... I just want all the information I can get, how they feel, because that allows us to be a team. But I understand that a professional setting sets limitations on a close personal relationship, however, close relationships are something that gives me positive emotions. I want to know why you do the things you do, what motivates you for this job, for example, what motivates you to work in this industry. I need to know that, or else I feel like I can't really bother listening to what they have to say... Understanding why your leader has the job, what motivates them. Having a sense that they have an ideology behind what they're doing, whether they are*

idealists or have a strong belief system. I missed that in general. I think one must have that.

Respondent 4 believes that if the organization had considered employees' emotions to a larger extent, that the company could have benefitted by having lower turnover. He describes that emotions and mental health issues do not have enough focus in the industry, especially considering many in this industry struggle with mental health issues, as outlined by The National Institute of Occupational Health in Norway (Statens arbeidsmiljøinstitutt, 2017). Although the causes of mental health issues were not directed towards the behavior or characteristics of the leader, the organizational change or the workplace, it shows that a stronger focus on this can counter what the respondent describes as tough working conditions in the industry. However, this form of accommodation might have more in common with transformational leadership, for instance through the factor of individual consideration (Walumbwa et al. 2008). Still, authentic leadership also overlaps with ethical and transformational leadership on the dimensions *moral person* and *moral manager*, involving ethics as an integral part of their leadership, meaning that the leaders care about people and broader society (Walumbwa et al., 2008), and as such, being aware and facilitating mental health issues should be part of the leaders' internalized moral perspectives, balanced processing and relational transparency. However, as respondent 9 previously stated, kitchen managers are not trained for that.

(R4): *I think we could have retained employees longer than we do in our corporation, which has quite a high turnover of people. It's kind of how it's operated. It's quite tough in a way. If there had been more talk about feelings, how we are doing, emotions and mental health, taking more care and being more accommodating, then I think we could still have retained skilled people, which the company has lost... I think we should have much more focus on mental health in our industry. There are many people who struggle a lot mentally and for many it quickly turns to alcohol or drugs.*

Respondent 5 believes being heard and understood was important for him to feel positive emotions during the organizational change. Listening and being understanding shows relational transparency, and that the leader is genuine is a key element in authentic

leadership (Gardner et al., 2005). Respondent 5 underlined the importance of being listened to and being taken seriously. He believes that emotions are discussed more in the industry now than 30 years ago. The respondent also elaborated that his leader views emotions as a factor to consider when making decisions.

(R5): *Just being heard... He/she also has a lot of understanding for me. If he/she didn't have a kitchen background, I don't think I would have gotten the same understanding. In that sense, I am very grateful that there is a competent chef at the top of the system... It created a positive feeling of being understood and heard. I think it was genuinely felt by him/her... I have often felt overruled [in dealing with the other middle managers, ed.] and then received understanding from other leaders that it affects your feelings. If you run into the door enough times, it becomes difficult in the end. One is aware that it is part of everyday life. 30 years ago, there might have been more of a macho culture in kitchens, but now there is more awareness that this is something to consider in order to be well-run. We all really want to go in the same direction.*

Respondent 6 felt that the organizational change process overall was a positive experience due to everything he learned from it. The respondent also pointed out that the leader and the organization value the employees' emotional wellbeing, and that they have managed to create an environment where employees are not afraid to express their emotions. Building an environment and culture where people can speak freely, that is inclusive, caring and ethical, is described by Gardner et al. (2005) as important in authentic leadership.

(R6): *Overall it's a positive experience. Because now we know how to act in these kinds of situations. Of course [each, ed.] situation is always different, but at least now we know how to act. We know what to expect from people, we know what to do, how to act, how not to act, what not to do in a situation, so overall it's positive... Many times, I've been asked "what do you think about it?", "how do you feel about it?", so I guess it's important to them to keep their employees emotionally happy. We're in this relationship here where employees are not afraid to tell when they are not doing well.*

Respondent 7 described what characterizes a good leader, and the benefits of taking emotions into consideration during organizational change largely coincides with the description of his own leader. In authentic leadership, understanding personal strengths and weaknesses goes beyond the self-awareness and self-regulation of the leader to also include the leader understanding the followers (Gardner et al., 2005). By having this in mind, the respondent believes that the leader can more easily react to situations where negative emotions can arise and take action before the situation escalates.

(R7): *A good leader is someone who can see everyone for who they are, understand their qualities, and recognize what they can contribute. I feel that if one falters in this aspect, if there's a lapse in the overview of one's employees it can result in a very one-dimensional leadership role where you don't truly connect with those around you... The benefits of understanding the emotions of the employees are a closer, stronger bond. You also have better responsiveness in situations where you can see that things are evolving, trying to address it before it escalates, and the frying pan goes flying through the restaurant or you have to go out and lie in the backyard for five minutes. If you notice these small things, you've come a long way.*

Furthermore, respondent 7 expressed feeling negative emotions after the organizational change, because the financial situation worsened. The leader he had during the organizational change period transferred to another company and respondent 7 replaced his leader's position in the organization. However, this was a new role for him, and when faced with difficulties, he felt a lack of support from the rest of the organization, making it difficult for him both professionally and personally. The support he previously had from the leader disappeared, giving rise to negative emotions. This corresponds with Agote et al. (2016) description of how negative emotions stem from unfavorable evaluations of events that hinder goals realization.

(R7): *And then the numbers started to trend in the wrong direction... and at that point, I felt a bit abandoned, trying to come up with a new three-course menu every day. I did receive some assistance, but I felt like the restaurant was left somewhat on its own, lacking the support that we should have had. It was a very tough and challenging time for both the restaurant and myself, and probably for the company*

as well. Trying to figure out what we could do, we experimented with a lot of things, but nothing seemed to hit the nail on the head... It was a difficult period.

Respondent 12 answered what the organization can achieve by considering employees' feelings and explained how the organizational change period affected her on an emotional level. She was promoted, which naturally gives a sense of acknowledgement and accomplishment, however, the promotion/restructuring was her own idea, and it was welcomed by the leader. The fact that the organizational structure had been the same for a long time, made it an even better experience, as it proved that the leader believed in her abilities and suggestions. The respondent explained that the restaurant had been operating with the same organizational structure for a long time, however, that the leader was very open to discuss potential changes, something that is in accordance with balanced processing (Gardner et al., 2005). The leader also showed relational transparency by expressing that he/she believed in the respondent's abilities and explicitly saying that he/she trusted the respondent (Gardner et al., 2005).

(R12): If people feel taken care of or appreciated after a day at work, then you get a return on that by them doing a better job, or wanting to contribute more and be a positive addition to the workplace. That's how I experience working myself. If I know that my job takes care of me if I need anything, they'll fix it for me... The fact that it [the organizational change, ed.] happened gives a sense of mastery in that I think I can work my way up. And it's super positive that he/she trusts me enough to say, "We're doing this, because I believe you're absolutely right about how it should be." Especially after they've been operating the same way for so long. It's absolutely very positive, I was very happy...I know he/she trusts me, and I trust him too.

Respondent 11 answered that in spite of some difficulties, the overall emotional experience was eventually good. The negative emotions had been alleviated by talking with another leader about these negative emotions. He further describes that the other leader has not only helped him in dealing with frustrations in the workplace but also been a form of mentor for him, guiding him in his personal life. This leader's behavior shows similarities to Luthans and Avolio's (2003) description of authentic leadership traits that include transparency,

hopefulness, being future-oriented and giving priority to developing associates into leaders themselves.

(R11): *The entire year has been positive. Sometimes it was stressful with projects outside the restaurant, but the outcome and the result of it was great, memories for life. Many projects with my boss have been very cool this year... I talk to him about my frustrations or anger regarding the other kitchen managers [during the organizational change, ed.]. Talking about all those emotions have helped me a lot and made me learn a lot. I don't talk much about it, but he taught me so much about cooking, behaving, being me, finding myself. He has been a leader and a shepherd in that way.*

5.2.1 Summary of findings relating to hypothesis 2

Our findings show that being able to talk and discuss emotions was something the respondents valued and appreciated, indicating that merely talking about emotions and being part of an environment where emotions could be discussed was something that fostered positive emotions in and by itself. Facilitating such an environment can be described as authentic leadership behavior because it shows the active use of balanced processing by welcoming emotional input, whether they are negative or positive in nature, and discussing these to make better decisions for both the employee and the leader. It shows that the workplace welcomes authentic behavior as followers and leaders are allowed to be themselves and to reveal their true inner feelings, thoughts and beliefs, rather than having to conform to an environmental pressure where negative feelings are suppressed. Such leadership demonstrates relational transparency as the followers have the possibility to display high levels of openness and self-disclosure and trusting the leader they share their emotions with. It also shows the value of internalized regulation because by being honest about emotions the followers and leaders can more easily understand which intrinsic values and beliefs drive them when making decisions, which is an important outcome of authentic leadership.

Nevertheless, we found that there is an abundance of factors, other than the perception of authentic leadership among followers, that affect emotions during organizational change.

We found that every respondent who was either promoted or gained increased responsibilities during the organizational change experienced positive emotions during the organizational change. Similarly, we found that respondents who were either demoted or lost responsibilities or self-perceived status experienced the organizational change negatively. We also found that when organizational change was caused by unfavorable external factors, in this case primarily the Covid pandemic, the respondents felt less positively about the organizational change. Other respondents felt positive emotions because of what they learned, either professionally or about themselves as persons, during the process. All these examples show that the emotional responses can be significantly impacted by the nature and context of the organizational change, and not the leadership style of the leader.

Still, our findings also show that being able to talk about and discuss emotions during the organizational change period was something that fostered positive emotions and relieved negative emotions. The respondents who had leaders that acknowledged emotional input from their employees during the organizational process were in a larger extent more emotionally positive to the organizational change. This was especially true when the leader took an active role in guiding and mentoring the respondents in how to deal with negative emotions such as stress, fatigue, personal problems with other members of the organization, anxieties or nervousness. All the followers who had leaders that took such an active mentoring role experienced overall positive positions (e.g., R5, R6, R7, R8, R10, R11). However, in most of these cases the organizational change process involved increased responsibilities or promotions for the followers, which all of the respondents in question were inherently positive to, in spite of the negative emotions that also followed. However, this also holds true for organizational change processes that were both caused by external factors as, or strictly internally driven, showing that authentic leadership traits help overcome negative emotional responses.

We also found that the respondents who had leaders who did not focus on emotions during the organizational change process were more emotionally neutral to the organizational change process (e.g., R4, R3, R9). This also holds true independently of the reasons for the organizational change, as well as the outcome of the change. The findings showed that the followers whose emotional input were irrelevant for the decision making also cared less

about the outcome of the change process. However, this only holds true where the organizational change only involved minor changes in the positions of the respondents, independently of how big of a change it was for the organization as a whole. Our findings also show that the one respondent who described their leader as directly inauthentic and authoritarian exclusively described negative emotions in their dealings with the leader, Another respondent, whose leader showed low degrees of relational transparency said that higher degrees of authentic leadership behavior could have helped her develop more positive emotions in relation to the organizational change, because the basis for the decision making would have been more comprehensible. On the other end of the authentic leadership spectrum, the follower whose leader showcased high degrees of authentic leadership traits, a leader who had an overt and strong focus on emotions during the organizational change, proved to be too much for some managers. Although there was an understanding that focus on emotions can increase employee performance, discussing emotions could overshadow more urgent practical issues, which some people in the organization even found provoking. However, it can be argued that this showed lower degrees of balanced processing, as the leader did not pick up on this.

Overall, we found that authentic leadership could impact emotions both by eliciting positive emotions as well as mitigating negative emotions. However, there were also other factors that impacted emotions, possibly even to a greater extent, such as what the organizational change entailed. Especially when it came to positive emotions, respondents' emotions were closely connected to rewards and responsibility, possibly even more than to authentic leadership. Nevertheless, it seems that authentic leadership played a greater role in reducing negative emotional appraisals when the organizational change process involved high levels of uncertainty or caused anxieties related to the respondents' new roles.

5.3 Hypothesis 3: The level of trust between leader and follower affects followers' emotions during organizational change.

The third hypothesis revolves around how trust can impact emotions, specifically that “*the level of trust between leader and follower affects followers' emotions during organizational change*”. During the interview process the respondents were asked whether the level of trust

between themselves and their leader had any influence on how they experienced the organizational change, if the change process created any negative or positive emotions, and questions on how the level of trust between them influenced this. We will in the following present the empirical findings relating to hypothesis 3.

Respondent 2 explained how he wanted to emulate his leader and this leadership style, in regards to demonstrating trust. He believed that trust can be achieved by involving followers in the decision-making process, and that this can elicit positive emotions and alleviate negative emotions. Positive emotions are created by involving the followers in the decision-making process. This can give rise to positive feelings of ownership, rather than feeling that decisions are forced upon them. Trust is also created through honesty, and by showing that the people who make the organizational change decisions understand the outcome of their actions, and that these changes also can complicate their work. Being supportive and transparent is described by Boon and Holmes (1991) and Lines et al. (2005) as important for trust, and that trust can be a way to reduce perceived threats.

(R2): *I mentioned earlier the desire to replicate, in a way, the leader and his/her leadership style, and that is definitely something I am working on. I want to demonstrate the same signs of trust downward on the service side, with honesty as well. I want them [the employees, ed.] to be in the loop [be a part of what is happening, ed.] and feel ownership of the changes we are undergoing, something they feel a part of, not something imposed on them. They see that I am pulling my weight and standing together with them [during service, ed.], understanding that many of the change processes affect quite simple tasks here and now, possibly making the work more complicated at times. Still, it is crucial for us, in order to achieve our goals, implement the changes we desire, and move forward.*

Respondent 2 explained how trust in his leader prevented negative emotions during the organizational change, even when things did not go as planned. However, the respondent viewed the organizational change as positive overall, as he deemed the changes necessary. He goes on to describe that the trust he has in his leader impacted his view on the change process in a positive manner, especially when faced with uncertainties. Trust gave rise to a sense of security that they were pulling in the same direction.

(R2): *I trust him/her a lot, and it has made the whole change process much easier. Even when you feel like you're in a bit of a tough spot, and things aren't going exactly as planned, in a change process, you don't get affected. Many things don't happen the way you envisioned or planned. I believe that the fundamental trust here has been absolutely crucial ... It [the level of trust, ed.] was crucial, I believe, to safeguard my own experience in the change processes. As I mentioned, I view the change we are going through very positively and think it's absolutely necessary for us to move forward and achieve the goals we've set. There has been a lot of uncertainty along the way, with some back and forth. We try one thing, see that it's not working, then shift in a slightly different direction. At times, it has felt more spontaneous than other times, where it's been more guided by our wishes. That trust, that sense of security, that we, I feel, are working towards aligned goals in a way, working to pull in the same direction. It has addressed the uncertainty and made it much easier and more positive to be in the change process.*

Respondent 10 explained how in the early period in his managerial role, he received a lot of help from his leader. However, when the leader was absent and not available, this became a source for conflict because the respondent had to make decisions without discussing it with the leader, which could end up with results the leader had not envisioned. The respondent described expectations as important for trust, and the leader did not show as much presence as expected or needed by the follower, and the follower did not meet the leader's expectations of him. Porter and Lilly (1996) write that trust creates less conflict, while in this case, the leader could become upset or offended when decisions were made that went against his/her wishes. Tyler and Degoe (1996) write that trust is important for acceptance of decisions, and it seems that the leader did not accept all of the follower's decisions in this case.

(R10): *I had just stepped into my leadership position and all that, and he/she was very much there to help. But he/she is very busy, and has other things to do, like lots of traveling. Suddenly, he/she is away a lot. And then you feel like, okay, now it's just me making decisions, so let's just handle things. And he/she might get a bit offended because we're doing things without his/her approval... And we just had to make a*

decision. And when the leader is not here, we can send a message, but the leader is abroad or wherever. It's very difficult not to make a decision; you have to make a decision. So, when he/she comes back, and he/she gets upset or offended because it's not how he/she would have envisioned it. And then you're like, well, what should we do? It's either that or nothing.

Respondent 10 explained that the leader became more present during the organizational change period and that this created trust, as presence played a critical role during this organizational change. The level of trust was central in eliciting positive emotions and fostered stronger inter-collegiate relations. The trust the leader had in him led to positive emotions, such as feeling a sense of security and a sense of ownership, which gave the respondent motivation to work harder.

(R10): *That means it [the trust, ed.] was critical and 100% trust both ways because I was the closest and highest in his position in the kitchen. So, he/she was completely dependent on me, that I would be part of this... we were very dependent on each other... we won't stop until we've achieved it. So, it's like, you just know that you can trust the other person 100%... So, everyone was very involved in this. It wasn't like, why haven't you thought about it or something. We just gave instructions, and they followed and nailed it. It was actually really nice. The camaraderie, it's almost a bit emotional because we were so few, and there was such a strong bond, and they were kind of on standby. They were ready for instructions. When they got them, they followed through... Even though I know he/she has a lot of trust in me, he also has a sense of security, knowing that he/she could rely on me. And in a way, I can't think of much more that one needs. Just knowing that okay, he/she trusts me. Then I trust him/her. And then I want to give more of myself to him/her and contribute to his/her success.*

Respondent 11 said that the leader he worked with and that their relationship, which was very much founded on trust, was important to his own leadership style and behavior during the change process. The leader's behavior was important for how he himself wanted to appear to his colleagues. Although the respondent felt frustrated during this period, the leader helped him overcome this, and gave advice on how to behave in front of the other

employees. The respondent trusting the leader's advice created a friendly atmosphere in the workplace. The respondent believes this is important for task performance, in accordance with the findings of Robinson (1996).

(R11): *The fact that it was him/her and not someone else was perfect and the best way to do it. If I took over for someone else, I would not try to follow his/her example in the beginning. I would probably not have been able to not show my excess of emotions and frustrations in the period. I think you can show emotions, but not frustration, because it can lead to being angry with people. You need people to be in a good mood in the kitchen. I decided to become more like a friend, where we can make fun of each other and not care about hierarchy.*

Respondent 12 said that the trust between her and the leader was important for the organizational change to be a positive experience. She also explained that she believed that trust is built through the actions and decisions that one makes, and that autocratic leadership behavior leads to negative emotions by followers. Rather, to create positive emotions one should engage in showing empathy and engaging followers to express their opinion. Such behavior coincides with authentic leadership behavior (Gardner et al., 2005).

(R12): *The trust was really important. If he/she had been skeptical of me suggesting this change, I am sure I'd always think he/she would have an ulterior motive waiting for this to go to hell. But no, it was really important [to have the trust, ed.], and luckily, he/she knows that I'm relatively attentive... It has only been a very positive experience. I'm very happy that I'm competent enough in my job to suggest something like this for an owner, and they tell me "great", no, it's only positive... I don't think it's a good idea to come in and expect people to trust you. You can expect respect, of course, for having a leadership position, but you still have to earn people's trust in the decisions you make. It's not something that is given just because you have a position on paper. Having the attitude of "now I'm the boss, so now everyone should listen to me" is probably not the best approach, I think. I have experienced people doing it that way, and it leads to quite negative reactions from the other employees... It's very positive to ask employees for their opinion on things if you're going to make changes. Just completely overriding and pushing through*

regardless is not always the best approach. And then I think it's very important to be able to show empathy or have an understanding that people are in different life situations at any given time.

Respondent 1 had a strained relationship with this leader and other members of the upper management and the respondent lost trust in his leader during the organizational change process. Examples of negative emotions he experienced were that he felt looked down upon, abandoned, and that the leader(s) exhibited self-preferential behaviors during the organizational change. This was during the Covid-pandemic and the organizational change involved temporary lay-offs and huge amounts of uncertainty. The level of trust this respondent had in his leader was very low, as compared to the other respondents who also elaborated on organizational changes during this period. Rather than to actively seek and gain trust to minimize perceived threats as described by Williams (2007), the leader's behavior increased perceived threats, which then gave rise to negative emotions.

(R1): *And it was difficult, you feel a bit like, even though you're a leader, you're looked down upon by the others [upper management, ed.]. And they primarily think about themselves and their closest ones. What happened was that those who were in charge wanted to lay off everyone else, everyone except their closest leaders, sub-leaders, who could then work from home, get paid, and not be laid off, having a good time. It's not so fun when you're sitting there and you don't know if you'll get paid or what will happen, dealing with the bureaucracy of the welfare office, and then you see someone you know isn't laid off and actually has a higher salary than you, but they're suddenly working from home at their cabin... It was quite a scandal. What happened with that change was that the person who was appointed as the top leader eventually got fired. He/she turned out to be incompetent. And that should have been called out earlier, a better background check on certain individuals should have definitely been done... The changes were very negative. Yes, that was the reason why I eventually quit.*

Mayer et al. (1995) describes competence as factor that can inspire trust. Respondent 1 explains that the lack of competence was one of the reasons he could not trust his leader.

Because there was no trust, the respondent felt that he could no longer stay in the company and decided to resign from the job.

(R1): *It showed pretty quickly that the leaders didn't have trust in their subordinate leaders. It may have been a calculated move, but again, his closest associates and others in a large organization weren't listened to. We have to consider that this was a large organization, right? It still is, and decisions involve everyone, from hotels to restaurants and everything in between. So, it primarily shows that you can't strictly hire someone who knows restaurants but doesn't understand hotels, if you get what I mean. It turned out that the person hired didn't understand restaurants either... And within that, there was talk about running a couple of hotels... as I mentioned, it became clear that there was no trust when such things happened... It ended with me resigning.*

Respondent 3 explained how the level of trust between her and her leader elicited positive emotions. The trust was built on discussing organizational matters, making respondent 3 feel involved in decision making. This also allowed her to create a closer personal connection as discussing the organizational matters also revealed how the organizational change impacted them both on a personal level, which the respondent describes as a good feeling. Being transparent and supportive is described by Boon and Holmes (1991) and Lines et al. (2015) as important to create trust.

(R3): *The trust that I had, which involved being able to speak up about things and discuss matters openly, made me feel that we were in it together, in a way. The fact that we could openly talk about things allowed him/her to understand what I was going through, and I could understand what he/she was dealing with. It was a good feeling, compared to if there had been someone distant just giving orders, saying this is how it should be now, and I couldn't have expressed my thoughts.*

Respondent 9 elaborated on the outcome and consequences of the organizational change, and how the core values and motives of the CEO were important for the employees to mitigate negative emotions. The values and motives were demonstrated by the leader reassuring the employees that they were guaranteed continued work regardless of the

outcome of the situation. In this case, trust mitigated negative emotions, because the followers knew they were taken care of. As such, this is in accordance with Rousseau et al. (1998) description that the trustworthiness of a leader stems from the follower's anticipation about the leader's future actions, specifically that the leader will not act against their interests. Although the organizational change could result in closing the restaurant, the followers' interest would still be taken into consideration through employment in some of the other restaurants owned by the company.

(R9): *I think it is a very unique outlook here. We moved a lot of the employees out, but essentially moved them, our full-time employees, to all the other restaurants, and those who wanted to stay employed essentially. And I do not think they really cared what happened to the restaurant... So, there were some of the sous chefs and the chefs that had a big influential role in it... They were just popping between [the other, ed.] restaurants... They knew they were taken care of.*

Respondent 4 answered “no” when asked if there was anything the leader did to prevent negative feelings or create positive ones. The respondent also believed that the trust between him and his leader had no impact on how he experienced the organizational change, and that the level of trust was maintained despite disagreements. The answer by the respondent can indicate that because the level of trust was high, the respondent did not feel negative emotions despite not being consulted. Trust mitigating negative emotions would in that case be in accordance with the findings of Agote et al. (2016).

(R4): *The only thing that I was asked was what I thought about the new appointment of the corporate head chef, and I said that I thought it wasn't a good idea. But I was not listened to.*

Respondent 5 described his leader's conduct in handling a work-related conflict that led to the organizational change. This reinforced the level of trust and elicited positive emotions. He also expressed how the level of trust was important to avoid uncertainty during the organizational change. He described that his leader being genuine and honest was key to the level of trust and how he experienced it emotionally.

(R5): *He/she listened, had an understanding of both parties, and felt that he/she especially understood me, since he/she has a kitchen background himself. He/she understood the frustration I was left with... He/she presented his/her viewpoints and said, "Remember that you two were born on completely different continents with very different backgrounds and can be provoked by the wrong things. Most likely, you are in complete agreement, and want the same thing, but you just have different ways of getting there." It ended up with him/her clarifying the interface we work in... We came out much stronger afterwards. It confirmed that I had trust in him/her. I think he/she resolved it very nicely. I know he/she is not afraid to speak up if he disagrees... Yes, of course, that [level of trust, ed.] positively influenced it, that I perceived it as genuine. He wasn't just speaking to smooth things over. He/she took action... If you receive instructions to do things that you don't understand [e.g., the situation with the other middle manager, ed.], it's much easier to do it with good spirit if you have trust in those you get it from. With a lack of trust, you immediately question whether this is the right way to do it. If you feel that it's not the smartest way to do it, you can spread uncertainty down the organization. Therefore, trust is important.*

Respondent 6 described that he perceived no big changes in the leader's behavior in spite of the organizational changes being caused by strong external factors. The communication was very open and the level of trust between them was high. In spite of the organization having significant financial difficulties due to the Covid pandemic, he described his relationship with his leader as being very positive. The leader's behavior showed consistency between words and actions, transparency and not acting opportunistically, as described by Boon and Holmes (1991) being important for trust. The respondent and the leader worked very closely towards a common goal, which can inspire trust in situations with high levels of uncertainty (Dirks, 2000). Hence, the actions of the leader gave the respondent a sense of security.

(R6): *There was no huge change in the behavior. I mean, we were very open about the situation, so there was nothing hidden. Like there was no talking behind the back, no "maybe we should just close and leave". We were doing everything to try to stay open. We were very open [with each other, ed.]. No matter how angry I was, or he/she was, we were still having a chat. There was an agreement between us to try*

one more time. Because I know my limits and he/she knows his/her limits, so we met in the middle. We sat down and we communicated and then the decision was made. It was in general very, very positive, in the most negative environment you can get... As I've said many times, we were open with each other. So of course, that would affect me if he/she would hide something or if he/she wouldn't feel that he/she wanted to share something with me. So of course, then I wouldn't feel secure. I'm very secure because I knew everything that was going on".

Respondent 8 explained how the trust level between her, and her leader affected her feelings during the change process. The respondent also expressed some nervousness regarding the change process, however sharing these negative emotions with the leader helped to maintain the trust level between them. She further emphasized that trust is important in facilitating communication about their emotions. The respondent felt that the trust in the leader mitigated negative emotions.

(R8): *Yes, trust has influenced a lot. If I had a problem with my leader, it could affect those below me. If I didn't have that trust, that relationship, and that openness with my leaders, I would have dreaded it much more. If I hadn't been informed about it [the changes, ed.], I would have been a big question mark. So, it has influenced me. Until now, it has only influenced positively. Since he/she knows me very well and knows that we share our worries and that we will always manage to be OK, I don't think it [negative emotions have influenced the relationship, ed.], no. It could have influenced if we hadn't worked together for so long before. But now we know each other well enough that we know it will work out. The trust was maintained because we had a good relationship from before... If someone has a suggestion or something they want to say, it's important that we can trust each other and actually take it into consideration. I think that's very important for creating good job trust. Now we are a team that gets along well and is not afraid to speak up if they're having a bad day or if they feel it's tough to be here sometimes, but they know they should still perform well when they are at work.*

Respondent 8 continued to explain that she believed that trust between the leader and employees is important in order to achieve job satisfaction, and that it is important that

leaders and followers get to know each other in order to feel safe and secure. This is in accordance with Weiss and Cropanzano (1996) who write that a positive or motivating leadership style can create work events that shape how individuals perceive certain events, and that this individual's appraisal can influence job satisfaction and performance.

(R8): *I think trust is very important... And it starts from the owners who want a good work environment so that one can do a good job. You have to enjoy your work to do a good job. And then we have a lot of social activities. We try to get people to know each other, to feel safe with each other. It's important for all our leaders that everyone is happy and trusts each other and feels secure.*

Respondent 7 said that there were both negative and positive emotions with regards to the organizational change process. He explained that he was thrown into a new role, however that his leader did a good job facilitating and supporting him during the process, making it easier for him to deal with the change process. The trust he had in his leader was important to handle the pressure of the new role, and the trust the leader showed helped boost his self-esteem when he saw that he could actually fill the position successfully. Thus, the trust helped both generate positive emotions as well as mitigate negative ones. Agote et al. (2016) write that the variables trust and emotions are believed to impact one another. In this case, being promoted created a positive appraisal which led to even greater trust between the respondent and the leader.

(R7): *There was a fear, or an awe, of taking over something I didn't know how to do at all. The sense of achievement I later had, was naturally very big... I felt they took a big chance hiring me, but I feel that created an even greater trust between myself and the company. Here is a job that needs to be done and someone has to do it. The trust I had from my leader helped a lot to handle it.*

Respondent 9 and his leader had a strong trust relationship. During the organizational change the respondent and his leader has a hard time finding the right solution for the restaurant. However, he did not experience negative emotions in spite of things not going quite as planned, nor when his ideas were rejected. In spite of professional challenges, the relationship was still founded on trust.

(R9): *I think working in so many kitchens and so many restaurants, you realize that in these walls you can be pretty hardcore, but none of it is ever taken personally, you know. You can have like five hours of being shot down with ideas and then go grab a beer, you know, and not even talk about it. I think working for so long in the industry, like, being able to compartmentalize and my leader said no to the 50 ideas I brought, like “he/she must hate my ideas and like I’m not good at my job”. I don’t really have that kind of fear, if you will, of approval or not.*

5.3.1 Summary of findings relating to hypothesis 3

To summarize our findings above, the responses highlight trust as a significant factor in influencing emotions during organizational change. Of the respondents who described their relationship with their leader as being a trustful relationship, 10 out of 11 answered that this trust either elicited positive emotions or helped mitigate negative ones. Some respondents explained how trust helped foster positive emotions, while others described trust to mitigate negative emotions. The positive emotions elicited by trust were varied, ranging from broader organizational attributes such as the emotional benefits of having a good work environment (R5, R8, R11) to more individual attributes such as increased self-esteem (R7) and intrinsic motivation (R10). How trust mitigated negative emotions was primarily through relational transparency, allowing the respondents to express their emotions and discussing these with the leader (R2, R3, R5, R6, R8, R9, R10, R11). For instance, follower trust in the leader seemed to give rise to a sense of security. Trust and interdependence seemed to create a strong bond within the organizations, which was viewed positively. Trust in the leader enabled the opportunity to speak up and discuss organizational matters openly which created positive feelings of group belonging and ownership. This was positive as it allowed the leader and the followers to develop an understanding of the negative emotions which then could be processed. Leader transparency was important to create a feeling of having a genuine leader and this was described by some of the respondents as being important for both trust and positive emotions. Leader openness gave followers a sense of security, and this could mitigate negative emotions in ambiguous situations (R6, R8). Leader transparency was also associated with a better work environment. Trust in the leader also helped mitigate followers’ fears of failing to do an adequate job during the

organizational change. As organizational changes have uncertain outcomes, trust in the leader could also help to mitigate followers' negative feelings, even when the outcome was negative for the organization. One respondent claimed that the level of trust in his leader had no effect on how he perceived the organizational change emotionally, even if the organizational change was a success for the company, both administratively and financially (R4).

Our findings suggest that the respondents who had trust in their leaders experienced positive emotions due to this level of trust, and that the level of trust was important for mitigating negative emotions. However, similar to the results from hypothesis 2, the respondents who described positive emotions and higher levels of trust were also to a larger extent those respondents who had received promotions during the organizational change. This may indicate that these positive emotions may have been associated to other factors rather than to authentic leadership behavior. Nevertheless, whether or not the trust was related directly to authentic leadership behavior or not, trust seemed to be important for all of the respondents to overcome anxieties and negative emotions that was associated to the organizational change.

6. Discussion

This study has in the previous sections examined some of the central literature on authentic leadership as a construct. We will in the following discuss the results in the context of this literature review. Firstly, the study will summarize some of the central and relevant themes revolving around authentic leadership. Secondly, the key variables in the overall research question of trust and emotions in the context of organizational change will be briefly presented and reviewed, before discussing the findings in hypothesis one, two, and three in light of this literature. The structure of this will follow the structure of the respective hypotheses, i.e., H1, H2, H3. Following this, the findings and the construct of authentic leadership, will be discussed in the context of the restaurant industry in Bergen in particular, and in the context of Norwegian culture in general. Importantly, the apparent conflict between the prevailing culture of autocratic leadership in the restaurant industry and authentic leadership (Agote et al., 2016; and as presented earlier in section 2.2.2) will be discussed. This will also be discussed in the context of the high degree of egalitarianism in Norwegian culture. Subsequently, this study will briefly summarize the theoretical implications of these findings, before continuing to elaborate on some of the possible practical implications these findings may entail. Further on, the limitations of this study will be examined. Lastly, this study will provide a brief and concise conclusion that will address the overall research question, and suggestions for future research will be provided as a final remark. In the upcoming segment, authentic leadership will be discussed in light of some of the central leadership literature on the topic.

In a leadership context, authenticity can broadly be understood as a leader's ability to take responsibility for personal freedom and organizational obligations so that the leader can make choices that help them construct themselves as moral individuals (Novicevic et al., 2006). According to Gardner et al. (2005), authentic leaders are leaders who are genuine and lead by example, who provide their followers with a healthy and ethical work climate characterized by openness, trust, integrity and high moral standards. The much-cited definition provided by Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) describes authentic leadership as "A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers,

fostering positive self-development” (p. 94). This definition reflects the four underlying dimensions of the construct of authentic leadership (i.e., balanced processing, internalized moral perspective, relational transparency, and self-awareness) that have been generally accepted following its empirical validation (Walumbwa et al., 2008).

Nevertheless, this study will mainly draw from the self-based model of authentic leadership provided by Gardner, Avolio, Luthans, May, and Walumbwa (2005, p. 346), as presented earlier (in Figure 2), because it is one of the most influential and generally accepted models within the research of authentic leadership. This is also the same model that was used by Vik and Skeie (2021) and closely related to the model utilized by Agote et al.’s (2016) study “Authentic leadership Perception, Trust in the Leader, and Followers’ Emotions in Organizational Change Processes”. Agote et al. (2016) use a similar model provided by many of the same authors (Walumbwa et al., 2008). We believe the self-based model of authentic leadership provided by Gardner et al. (2005) serves as the most appropriate model as it is the model that most closely resembles and incorporates elements from both Vik & Skeie (2021) and Agote et al. (2016), the studies we intend to replicate, and it includes follower outcomes such as trust and workplace wellbeing. We want to bring attention to the empirical validation that was later provided by Walumbwa et al. (2008) in regards to the four underlying dimensions of the construct of authentic leadership (i.e., balanced processing, internalized moral perspective, relational transparency, and self-awareness), and the self-based model of authentic leadership (Gardner et al., 2005) is based on these key components, albeit expressed through two overarching constructs, self-awareness and self-regulation. Self-awareness relates to how authentic leaders gain clarity and concordance with respect to their core values, identity, emotions, motives and goals (Gardner et al., 2005). Consequently, by gaining self-awareness, authentic leaders build an understanding and a sense of self that provides a firm anchor for their decision making and action taking (Gardner et al., 2005). Self-regulation relates to internalized regulation, balanced processing of information, authentic behavior, and relational transparency (Gardner et al., 2005). Internalized regulation is explained as the regulatory system being posited to be internally driven by the leader’s intrinsic or core self, as opposed to external forces or expectations (Avolio & Gardner, 2005; Deci & Ryan, 1995; 2000; Gardner et al., 2005). Balanced processing is defined as the unbiased collection and interpretation of self-related information, whether it is positive or negative in nature, so the leader does not distort or

ignore externally based evaluations of the self, nor internal experiences and private knowledge that might foster self-development (Gardner et al., 2005; Kernis, 2003; Walumbwa et al. 2008). Authentic behavior can be described as actions that are guided by the leader's true self as reflected by core values, beliefs, thoughts and feelings, as opposed to environmental contingencies or pressures from others (Attia & Hadi, 2020; Avolio & Gardner, 2005; Gardner et al., 2005). Lastly, relational transparency refers to the leader's ability to display high levels of openness, self-disclosure and trust in close relationships (Attia & Hadi, 2020; Avolio & Gardner, 2005; Gardner et al., 2005; Kernis, 2003;).

As such, the other two key concepts later provided by Walumbwa et al.'s (2008) definition, i.e., internalized moral perspective and relational transparency, can be construed as being included as subsidiary components in the constructs self-awareness and self-regulation in the employed research model provided by Gardner et al. (2005). However, it can also be argued that the component "internalized moral perspective" provided by Walumbwa et al. (2008) is less accentuated, at least directly, in the model provided by Gardner et al. (2005), the model that was used in this study. Nevertheless, we propose that the description supplied by Gardner et al. (2005) "clarity and concordance with respect to their core values" as a subsidiary component of the construct self-awareness can be understood to share considerable content similarities to the notion of "internalized moral perspective", as presented by Walumbwa et al. (2008). Hence, we argue that the model used in this study reflects the four underlying dimensions of the construct of authentic leadership (i.e., balanced processing, internalized moral perspective, relational transparency, and self-awareness) that have been generally accepted following its empirical validation (Walumbwa et al., 2008).

Furthermore, it is worth mentioning, as Gardner et al. (2005) points out, that authentic leadership extends beyond the authenticity of the leader (which involves being true to oneself). Authentic leadership includes the leader's relations with others because all leadership is relational at its core (Avolio & Gardner, 2005). Avolio and Gardner (2005) also highlight that authentic leaders are described as "leading by example as they demonstrate transparent decision making, confidence, optimism, hope and resilience, and consistency between their words and deeds" (p. 326). These processes go a long way in explaining how authentic leaders influence followers, and the leadership component of

authentic leadership, as opposed to authentic persons who happen to occupy leader and follower roles (Avolio & Gardner, 2005). Even though this study will not pursue an extensive analysis of follower development per se, it is worth to underline that leadership is essentially relational and that leaders influence followers in order to impact their behavior (Avolio & Gardner, 2005). In addition to this, it is important to point out that authentic leadership should be evaluated as a non-binary leadership style where authentic leaders exhibit a combination of leadership qualities to varying degrees (Gardner et al., 2005), and the assessment of to which degree leadership qualities were found to be present is in large part dependent on the qualitative evaluation of the researchers.

Lastly, it is worth to bear in mind that the purpose of authentic leadership according to contemporary research is its potential to make a fundamental difference in organizations by helping people find meaning at work through greater self-awareness, by restoring and building optimism, confidence and hope; by promoting transparent relationships, and by promoting decision making that builds trust and commitment among followers; and by fostering inclusive structures and positive ethical climates (Avolio & Gardner, 2005). And of specific importance to this study, it has been found that the leadership style, emotions, and levels of trust in the leader are considered fundamental elements for the success of change processes (Agote et al., 2016), and that there have been relatively few studies on authentic leadership in an organizational change context (Agote et al., 2016). Therefore, the present study will attempt to address the gaps in the literature on authentic leadership, emotions, and trust, during organizational change. In concrete terms, this study will be centered on middle managers in the restaurant industry and the authentic leadership behavior (or lack thereof) of their direct leaders in the restaurant industry. This study will thus investigate whether we can replicate the findings of Vik & Skeie (2021) and Agote et al. (2016) in relation to followers' perception of authentic leadership, trust, and followers' emotions during organizational change. This study will in the following discuss the findings of the respective hypotheses and the possible theoretical implication thereof.

6.1 Theoretical implications

In the following sections, this study will discuss the separate hypotheses presented in section 3 “Hypotheses and model”, using the theory and the literature review from section 1 “Introduction” and 2 “Literature review”, as well as applying the findings from section 5 “Results”.

6.1.1 Followers’ perception of authentic leadership is related to their level of trust in the leader during organizational change (H1)

As previously presented in this study, there have been several definitions of trust in academic literature (e.g., Agote et al., 2016; Avolio et al., 2004a; Boon & Holmes, 1991; Doney et al., 1998; Hassan & Ahmed, 2011; Lines et al., 2005; Mayer et al., 1995; Norman et al., 2010; Rousseau et al., 1998; Vik & Skeie, 2021). In this study, we proposed the meaning of trust in an organizational context to mean the follower's willingness to rely on someone, such as their leader, as well as that the leader deserves to be trusted (Mayer et al., 1995; Rousseau et al., 1998). Trust is built up incrementally and accumulates over time, and trust is also a primary attribute associated with leadership (Lines et al., 2005). This is dependent on showing consistency between words and actions, being supportive and transparent, and not acting opportunistically (Lines et al., 2005). Furthermore, as change processes have become a common context in organizations, researchers have tried to find the key success factors in change processes (Agote et al., 2016). An overall conclusion from this research has been that the reactions of change recipients are an important determinant of success and failure in implementing change in organizations (Agote et al., 2016). In relation to this, leadership style and the level of trust in the leader in the organizational context have been increasingly popular (Agote et al., 2016).

Organizational change creates high levels of perceived uncertainty for those that will be affected (Lines et al., 2005). This uncertainty can relate to whether or not the organization is capable of implementing the change successfully and to what degree the change is required (Armenakis et al., 1993), but often seems to emanate from organizational members’ struggle to estimate the change’s consequences for their personal goals (Isabella, 1990). In this regard, Agote et al. (2016) write that trust in the leader is considered an important factor for organizational change to be implemented successfully (Burt, 2001; Lane & Bachman, 1998; Moss, 1977; Oreg, 2006; Sørensen & Hasle, 2009; Zhu, May & Avolio, 2004) because it

unites individuals to work towards a common goal, especially under high levels of perceived uncertainty (Dirks, 2000; Lines et al., 2005). Trust in the leader is crucial for effective leadership and implementation of organizational changes (Agote et al., 2016; Lines et al., 2005), and trust has been linked to better task performance (Oldham, 1975; Robinson, 1996), openness in communication and information sharing (Boss, 1978; Dirks, 1999), organizational citizenship behavior (Konovsky & Pugh, 1994), less conflict (Porter & Lilly, 1996), and acceptance of decisions and goals (Oldham, 1975; Tyler & DeGoe, 1996). Additionally, trust in the leader is also considered a fundamental element in the effectiveness of leadership (Bass, 1990).

Nevertheless, there are some limitations in the literature examining the connection between authentic leadership and level of trust during organizational change, specifically (Agote et al., 2016; Gooty et al., 2010). An overarching conclusion according to literature on the success factors in change processes has been that the reactions of change recipients are an important determinant of success and failures in implementing change (Agote et al., 2016). Authentic leadership traits such as transparency, competence, being honest and showing concern for followers, self-awareness, integrity, being receptive for feedback, values based on high moral principles, and acting according to these values give leaders credibility and fewer incentives to not openly share information and express their true thoughts and feelings (Agote et al., 2016; Avolio & Gardner, 2005; Luthans & Avolio, 2003). All these characteristics help a leader build healthy trust relationships with the followers (Agote et al., 2016). Agote et al. (2016) also write that authentic leadership influences trust directly at the individual level (eg. Hassan & Ahmed, 2011; Wong & Cummings, 2009; Wong et al., 2010; Zamahani et al., 2011), group level (Clapp-Smith et al., 2009) as well as indirectly through personal identification as a mediating factor (Wong et al., 2010). Consequently, this study proposed that the perception of authentic leadership is related to followers' level of trust in the leader during organizational change.

Our results indicate that leaders who demonstrated higher degrees of authentic leadership characteristics are more trusted by their followers compared to the leaders who demonstrated lower degrees of authentic leadership. These findings are in congruence with the findings with Agote et al. (2016) who found that followers' perception of their direct leaders' authentic leadership behavior was related to the level of trust in the leader during

the organizational change processes. Moreover, the results are similar to the findings of Vik & Skeie (2021) who also found a strong relation between authentic leadership and trust during organizational change.

A key theme is the importance of reciprocal trust in the leader-follower relationship. This is not surprising, as argued by Fox (1974) all trust relations are fundamentally reciprocal in nature. The impact of authentic leadership on trust are illustrated through examples of leaders maintaining open and honest communication, something that corresponds to honesty and integrity being among the core traits to be consistently associated with trust in leadership (Cunningham & McGregor, 2000). Furthermore, two-way communication where leaders and followers share information and feedback was found in our study to be pivotal for creating a healthy trust relationship and good organizational change outcomes. This can be supported by literature, where, for instance, Whitener et al. (1998) argue that “open communication, in which managers exchange thoughts and ideas freely with employees, enhances perceptions of trust” (p. 517). Furthermore, it emerges from literature that employees see leaders as trustworthy when they take the time to explain their decisions thoroughly (Folger & Konovsky, 1989; Lines et al., 2005; Sapienza & Korsgaard, 1996). Moreover, these findings are similar to the findings by Vik & Skeie (2021). The high level of perceived uncertainty amongst followers during organizational change seems to be associated with a need for information that is partly filled by communication from those in charge of the change (Lines, 2004; Lines et al., 2005). It seems that such communication is particularly demanded after autocratic decision processes where followers have had little involvement in the early phases of the change process (Lines, 2004), a situational context that is very relevant for the autocratic organizational culture prevalent in the restaurant industry (Cooper 1998; Giousmpasoglou et al., 2018). Our results indicate that two-way communication and reciprocal trust between leader and followers seem to mitigate some of the negative outcomes typically associated with strong hierarchical organizational cultures.

The findings showed that all the respondents trusted their leader in all of the discussed change processes, except for one respondent. The respondent who reported low levels of trust in his/her leader also corresponds to the leader who was described as being the least authentic (being described as authoritarian, absent, poor at leader-follower communication, low on follower support, and very low on trustworthiness). The respondent reported having

trust in the leader before the organizational change, but that the level of trust disintegrated during the organizational change. We argue that absence of authentic leadership traits contributed to the complete dissolution of trust in that particular case. In relation to this, Lines et al., (2005) write that organizational change is a critical trust building or trust destroying episode in a long term and ongoing relationship between the organization, represented by its management, and non-managerial employees. This seems to depict the respondent's descriptions adequately. These findings are different from Vik & Skeie (2021) who did not find the same erosion of trust during organizational change processes where the leader was perceived as being less authentic. In our study, this may be due to specific situational factors, where the perceived absence of constructive leadership, leader absenteeism, and feelings of abandonment, may have resulted in a stronger dissolution of trust. Also, this finding in our study can be said to be more anecdotal as only one respondent reported such a disintegration of trust. Nevertheless, as we found that the perception of authentic leadership appeared to strengthen the levels of trust among followers during organizational change, it seems reasonable that the absence of perceived authentic leadership traits can be related to weakened levels of trust, or even the dissolvment of trust, amongst followers during change processes as followers reassess their trust in the leader (Lines et al., 2005)

Furthermore, the authentic leadership characteristics related to self-awareness that were most frequently mentioned by the respondents to generate trust during organizational change were demonstrations of core values through their actions, displaying good motives in the relationship with the follower and having a clear and defined goal of the change. Some of the respondents explained the trust level with the personality of the leader. According to Gardner et al. (2005) authentic leadership is dependent on self-awareness, and self-awareness can be understood as clarity and concordance with respect to their core values, identity, emotions, motives and goals (Gardner et al., 2005; Deci & Ryan, 1995, 2000; Avolio & Gardner, 2005). Central factors for trust from our research model were expressed by the respondents as being of importance during the organizational change, such as integrity, dedication, being caring, and clarification of expectations. Having good intentions was mentioned by various respondents as important, although this either came secondary to other factors, or were sometimes taken for granted. For instance, several of the respondents were promoted or given more responsibilities in relation to the organizational

change, something that could have been interpreted by the respondents as being signs of trust, good faith, and/or benevolence by the leader(s). According to McAllister (1995), benevolence can be described as demonstrating concern for others, and leaders who act in a way that implies such concern during change is more likely to be perceived as trustworthy than leaders who show little concern for the interests of those affected by the change (Lines et al., 2005). Our findings partly support this, although for many of the respondents this benevolence seemed to be implicit or assumed. Furthermore, vulnerability was seldom mentioned, although indicated through the fact that the leader and follower were dependent on each other for the organizational change to be a success. As such, we could not find support for trust in leadership being associated with the leaders' willingness to be vulnerable, as proposed by Mayer et al. (1995). Be that as it may, we found that leaders who demonstrated higher degrees of self-awareness (as a component of authentic leadership) were trusted more by their followers, something that supports hypothesis 1.

The findings of authentic leadership characteristics related to self-regulation that were the most frequently mentioned by the respondents to generate trust during organizational change were demonstrations of relational transparency, balanced processing and authentic behavior (Gardner et al., 2005; Avolio & Gardner, 2005; Walumbwa et al., 2008), with relational transparency and balanced processing nearly always highlighted as the most important. The leaders exhibiting all of the traits were perceived as having more trust than those who did not. For instance, relational transparency refers to the leader's ability to display high levels of openness, self-disclosure and trust in close relationships (Gardner et al., 2005; Avolio & Gardner, 2005; Kernis, 2003; Attia & Hadi, 2020). The leaders who displayed a greater sense of openness, also enjoyed a higher degree of trust amongst their followers, and this relation was supported by our findings. Moreover, balanced processing was defined as the unbiased collection and interpretation of self-related information, whether it is positive or negative in nature, so the leader does not distort or ignore externally based evaluations of the self, nor internal experiences and private knowledge that might foster self-development (Gardner et al., 2005; Kernis, 2003; Walumbwa et al. 2008). Our findings supported that leaders who could receive and discuss both positive and negative feedback regarding ideas, decisions, and the leaders themselves, also enjoyed a higher level of trust amongst their followers. Furthermore, authentic behavior was described in our research model as actions that are guided by the leader's true self as reflected by core

values, beliefs, thoughts and feelings, as opposed to environmental contingencies or pressures from others (Gardner et al., 2005; Avolio & Gardner, 2005; Attia & Hadi, 2020). Several of the respondents reported that their leaders' core values, beliefs, and thoughts as to why they did what they did to be an important factor to establish and maintain trust with the follower. Hence, our findings supported that perceptions of authentic behavior through displays of self-regulation were central in relation to having trust in their leader. However, descriptions of internalized regulation (as a component of self-regulation), such as the leader being internally driven by the leader's intrinsic or core self, as opposed to external forces or expectations (Gardner et al., 2005; Deci & Ryan, 1995, 2000; Avolio & Gardner, 2005), was not found as being as important for trust in their leader. Conversely, however, several of the respondents mentioned that when their leader had been overwhelmed by external forces during the organizational change, they had lost faith and respect in their leader. Overall, our findings seemed to support that perceptions of authentic leadership characteristics related to self-regulation were related to higher degrees of trust in the leader, and as such these findings also supported hypothesis 1.

Moreover, most of the respondents mentioned competence as a key component for trust. Although leader competence is not directly mentioned in the self-based model of authentic leadership provided by Gardner et al. (2005), we did include the component of competence in our research model as an antecedent of trust, as it was explicitly mentioned by Agote et al. (2016), which was the original source article for the replication-extension study conducted by Vik and Skeie (2021). Competence is vital since people are unlikely to listen to or depend upon someone whose abilities they don't respect, and employees need to believe that the leader has the skills and abilities to carry out what he or she says they will do (Lines et al., 2005; Schindler & Thomas, 1993). Subsequently, it is not surprising that competence was closely related to follower trust in their leader, in particular given the operational nature, structure, and culture, in the restaurant industry as described in greater detail in section 2.2.2.

Overall, our findings on the relationship between authentic leadership and trust are in congruence with the findings with Agote et al. (2016) and Vik and Skeie (2021) who found that followers' perception of their direct leaders' authentic leadership behavior was related to the level of trust in the leader during the organizational change processes. Their results,

and ours, indicated that authentic leadership behavior is tightly linked to followers' trust in their leader, something that is in line with previous results, as indicated by the literature review by Gardner et al., (2011). Gardner et al., (2011) indicated that the three articles they reviewed that empirically studied this relationship supported the positive influence of authentic leadership on trust in the leader. Our study gives further empirical support for this relation. Consequently, we find support for H1 that followers' perception of authentic leadership is related to their levels of trust during organizational change.

6.1.2 Followers' perception of authentic leadership is related to their emotions during organizational change (H2)

As described earlier in this study's literature review and research model development, we do not provide a strict definition of what is meant by emotions. The reason for this is that this study is a replication-extension study of Vik & Skeie (2021) and Agote et al. (2016), and these studies do not provide a strict definition of the phenomenon. As such, we are somewhat bound to the conditions and boundaries set by the previous source material. Furthermore, the phenomenon of emotions in a workplace setting is a complex and comprehensive subject. Agote et al. (2016) defined in a broad sense that emotions can be divided into two overarching categories, i.e., positive and negative emotions, according to their valence. The authors proceeded to give examples of what may constitute positive and negative emotions. Positive emotions arise from positive evaluations of events that align with personal objectives, such as feelings of happiness, pride, and hope (Agote et al., 2016). In contrast, negative emotions, like anger, frustration or disappointment, stem from unfavorable evaluations of events that hinder goal realization (Agote et al., 2016; Bisquerra, 2009). We have in this study taken a qualitative research approach, and we have let the respondents make their own assessment as to what they themselves perceive as positive and negative emotions in the workplace during the interviews, and we bolster our assessment of their answers with the theory provided in the previous sections.

In regards to emotions during organizational change specifically, emotions are expected to surface more frequently and more intensely during change processes than in non-change situations, as emotions become more pronounced during processes of change than in stable scenarios (Agote et al., 2016; Kiefer, 2002). This emotional charge arises from the

uncertainties and potential challenges these changes can bring (Agote et al., 2016; Kiefer, 2005). Appraisal theory explains how the work environment, either through events such as organizational changes, activates emotional reactions (Agote et al., 2016; Elfenbein, 2007), and the leader's behavior is identified as particularly important in this respect (Agote et al., 2016; Elfenbein, 2007). According to Gooty et al.'s (2010) literature review, emotions are deeply intertwined with the process of leading and follower's outcomes. Hence, it has been proposed that authentic leadership can have a positive impact on followers' emotions during organizational change (Agote et al., 2016; Vik & Skeie, 2021). As such, we have argued that we expect that the perception of authentic leadership can impact followers' emotion during organizational change.

Our results indicate that leaders who demonstrated higher degrees of perceived authentic leadership characteristics could impact followers' emotions positively during organizational change. For instance, examples of leadership behaviors that elicited positive emotions were competence, respect and honesty, being genuine, validating and mentoring followers' emotions, leadership support that gave a sense of safety and self-accomplishment during the uncertainty of the organizational change. These are examples of authentic leadership behaviors. This is because followers can experience positive emotions when their interests are being considered and used as input for decision making if they are solicited prior to making the decision (Agote et al., 2016) and this can alleviate followers' negative emotions, even when their interests do not have an impact on the final decision (Agote et al., 2016; Konovsky, 2000). Furthermore, a positive or motivating leadership style can create work events that shape how an individual perceives certain events (Weiss & Cropanzano, 1996), and our findings suggest that this is the case. Also, as previously mentioned, organizational changes are a context of uncertainty for all involved (Lines et al., 2005), and this often makes employees feel vulnerable and insecure (Agote et al., 2016). Our findings suggest that authentic leadership behavior can relieve this uncertainty, and consequently, both elicit positive follower emotion and alleviate negative follower emotion,

However, there were also other prevailing factors that impacted follower emotions positively, perhaps even to a greater extent. For instance, it seemed that the respondents described positive emotions as being closely connected to rewards, status, and responsibility, rather than authentic leadership behavior per se. This can be interpreted as

being linked to follower acknowledgement and appraisal. In this regard, individual perception or appraisal can influence job satisfaction, and such appraisal can trigger emotions of excitement (Weiss & Cropanzano, 1996). As such we cannot exclude the possibility that these positive follower emotions were due to rewards/appraisals, and not due to authentic leadership behavior, something that is also mentioned by Kiefer (2002). Likewise, we found that respondents who were either demoted or lost responsibilities or self-perceived status experienced the organizational change more negatively, in line with categories of events that have been identified to potentially evoke negative emotions (Agote et al., 2016; Kiefer, 2005). Additionally, the respondents who reported insufficient leader-follower communication, perceived leader deception, and/or abandonment were the respondents who felt most negatively about the organizational change. This is in line with contemporary research (e.g., Agote et al. 2016). Both of these behaviors can be seen as non-authentic leadership behaviors. These findings are similar from the findings of Vik & Skeie (2021) who found that “the respondents experienced positive emotions during organizational change when the leader possesses characteristics such as enthusiasm, commitment, adequate communication skills, being supportive, embracing emotions and being inclusive” (p. 86). Overall, our findings suggest that the perceived leadership behaviors that were most closely related to followers’ positive emotions were support from their leader, leaders listening to input from their followers (Agote et al., 2016), and when leaders gave guidance and support to the followers - both task related guidance and emotional guidance.

We did not, however, find that enthusiasm and embracing emotions as factors contributing to followers’ positive emotions - as did Vik and Skeie (2021). However, there were mixed results in this regard. On the one hand, respondents said that validating emotions was crucial and that most of the respondents felt comfortable that they could talk about emotions with their leader, and something that could nurture a positive work culture. Furthermore, the potential benefits of this were specifically addressed by several of the respondents as being closer bonds between leader and follower, better leadership responsiveness in dealing with organizational change (Huy, 1999; 2002), emotional wellbeing, lower turnover, and better organizational performance. However, we also found that followers can perceive that an overemphasis on emotions in the workplace could deviate from more important work-related tasks, and as such, could be provoking for some followers. Paradoxically, this could

indicate that leaders who spent too much time discussing emotions in the workplace could elicit negative emotions amongst followers, rather than positive ones. However, it can be argued that this leader demonstrated lower degrees of balanced processing, as the leader did not pick up on these signals. Nevertheless, some respondents reported that an insufficient focus on emotions could be related to negative mental health outcomes. According to previously presented literature, understanding how emotions work in a company can better facilitate the change process because leaders can better navigate and leverage its members emotions to support change (Huy, 1999; 2002). When emotions are managed in a good way, the company will have a better chance of having members that support change (Huy, 1999; 2002). In regards to middle management, this role is crucial as they bear a big responsibility to carry out change, as well as managing the emotional feedback from their subordinates (Huy, 1999). As such, it seems that in the absence of an environment where emotions can be discussed may be associated with negative organizational outcomes.

Our findings also correspond somewhat with the findings of Agote et al. (2016) who found that authentic leadership was directly and positively associated with followers' perception of positive emotions, albeit they found that the leaders' internalized moral perspective was the only authentic leadership dimension that was significantly related to followers' positive emotions. We found that followers' perceptions of authentic leadership were associated with followers' perception of positive emotions, but that this was not so strongly connected to the leaders' moral perspective - although the leader(s)' moral perspective was mentioned by some of the respondents as being important. Rather our findings suggest that leader-follower acknowledgement and dialogue, support and guidance, as well as rewards, both elicited positive emotions, and could help alleviate negative emotions. This indicates that merely talking about emotions and being part of an environment where emotions could be discussed was something that fostered positive emotions in and of itself (see e.g., Jones & George, 1998). Facilitating such an environment can be described as authentic leadership behavior because it shows the active use of balanced processing (Gardner et al., 2005) by welcoming emotional input, whether they are negative or positive in nature, and discussing these to make better decisions for both the employee and the leader. Having such an environment shows relational transparency (Gardner et al., 2005) as the members have the possibility to display high levels of openness and self-disclosure and trusting the people they share their emotions with. It also shows the value of internalized regulation (Gardner et al., 2005)

because by being honest about emotions the followers and leaders can more easily understand which intrinsic values and beliefs drive them when making decisions, which is important in authentic leadership. As such, our findings suggest that there is more to authentic leadership behavior that contributes to positive emotions beyond the findings of Agote et al. (2016), who merely found a connection between leaders' internalized moral perspective and positive emotions. Nevertheless, it is unclear as to what degree the contribution of authentic leadership behavior had to followers' positive emotions during the organizational change contra the contributions the rewards (such as promotions) had on followers' positive emotions. It is reasonable to suspect that the rewards can have made a meaningful contribution to followers' emotions, rather than the perceived authentic leadership in itself. It is also possible that external and/or transactional rewards may crowd out effects related to authentic leadership and its impact on followers' emotions.

Overall, our findings also show that being able to talk about and discuss emotions during the organizational change period was something that alleviated negative emotions. This is congruent to the findings of Agote et al. (2016) who found a significant negative association between authentic leadership and negative emotions, indicating that higher degrees of authentic leadership were related to lower degrees of followers' negative emotions. We also found that the respondents who had leaders who had little focus on emotions during the organizational change process were more emotionally neutral to the organizational change process (e.g., R4, R3, R9). However, this only holds true where the organizational change only involved minor changes in the positions of the respondents, independently of how big the change was for the organization as a whole, suggesting that perhaps there was less follower uncertainty regarding the outcomes of the organizational change. Lastly, our findings also show that the one respondent who described their leader as both directly inauthentic and authoritarian exclusively described entirely negative emotions in their dealings with the leader.

Conclusively, our findings suggest that authentic leadership behavior is associated with positive follower emotions during organizational change process, that authentic leadership behavior can alleviate followers' negative emotions during organizational change process, and that leadership behavior that suppressed emotive communication was related to followers' negative emotions. As such our findings correspond with the findings of Vik and

Skeie (2021) and Agote et al. (2016). Furthermore, our findings suggest that the relationship between authentic leadership behavior and followers' emotions are intertwined in several regards, such as through balanced processing, authentic behavior, and relational transparency, and not exclusively by the leader's internalized moral perspective, which is different from the findings of Agote et al. (2016). At the same time, although our findings seem to suggest that followers' perceptions of authentic leadership is related to followers' positive emotions during organizational change processes, there are also indications that there are other factors that can be meaningful in eliciting followers' emotions during such change processes. Regardless of this, overall, we found that followers' perceptions of authentic leadership is related to followers' emotions during organizational change, and as such, our findings support H2.

6.1.3 The level of trust between leader and follower affects followers' emotions during organizational change (H3)

As mentioned previously in this study, it is believed that not only can authentic leadership impact followers' trust and emotions, respectively, but that the two variables also can impact one another (Agote et al., 2016). It is believed that followers' levels of trust in their leader can impact followers' emotions, and vice versa (Agote et al., 2016). For instance, positive emotions can be evoked simply by interaction with a trusted leader (Jones & George, 1998). Jones and George (1998) write that trusted individuals can generate positive emotions such as feelings of interpersonal warmth, calm and hope. Trust can be viewed as a positive expectation of future behavior based on previous actions, and the trustworthiness of a leader stems from the follower's anticipation about the leader's future actions, specifically that the leader will not act against their interests (Rousseau et al., 1998). In the context of organizational change, where there is a high level of uncertainty and ambiguity (Lines et al., 2005), trust is likely to be at the forefront of followers' concerns, and may act as a core determinant of how change recipients react emotionally (Agote et al., 2016; Lazarus, 1991). Because highly trusted leaders are considered to be follower oriented, they are also expected to take into account how followers are affected by organizational changes, and they are unlikely to make decisions that threaten important values held by followers (Agote et al., 2016). Because values play a role in shaping emotional responses, leaders who are trusted are in a better position to ensure a more positive emotional experience and avoid a negative

experience for followers during organizational change, because the emotional reactions are mediated by perceived levels of threats the leader's values carry (Agote et al., 2016; Lazarus, 1991). Also, the perceived benevolence of trusted leaders makes them better able to avoid producing negative emotions and to foster the experience of positive emotions during change (Agote et al., 2016). As such, we have argued that the level of trust between leader and follower affects followers' emotion during organizational change.

Our findings indicate that the level of trust between leader and followers affect followers' emotions during organizational change, both in a positive manner and in a negative manner. A large majority of the respondents answered that the levels of trust between their leader and themselves either elicited positive emotions or helped mitigate negative ones. Agote et al. (2016) proposed and found that follower's perception of their direct leaders' authentic leadership behavior was related to their levels of trust in the leader and the emotions experienced during organizational change processes. However, their results found that authentic leadership did not elicit positive emotions through the studied mediating role of trust, but rather that positive emotions were due to authentic leadership behavior in and of itself. Nevertheless, our findings of trust as a factor for mitigating negative emotions during organizational change is in accordance with the findings of Agote et al. (2016). Our findings also somewhat overlap with the findings of Vik and Skeie (2021) who found that levels of trust between leader and followers could affect followers' emotions during organizational change processes, albeit their findings were more related to how levels of trust could potentially prevent negative emotions, and how low levels of trust was associated with more negative follower emotion.

Our findings indicated that the type of positive emotions related to the levels of trust were varied, ranging from broader organizational attributes such as the positive emotional benefits of having a good work environment, to more individual attributes such as increased self-esteem, confidence and intrinsic motivation. Previously presented literature points to that followers' affective reactions to organizational change is partly based on the relationship they have with their leader (Mayer et al., 1995). Trust can be viewed as a positive expectation of future behavior based on previous actions, and when followers have trust in their leader, they can anticipate that the leader will not act against their interests (Rousseau et al., 1998). Our findings also suggest that the respondents that had leaders

demonstrating the highest degrees of authentic leadership also experienced the highest levels of trust, and also, more positive emotions and less negative emotions, compared to those respondents who described low levels of trust in their leader, something that is similar to the theories forwarded by Avolio and Gardner (2005). However, the results were not unanimous, with one respondent claiming that the level of trust in his leader had no effect on how he perceived the organizational change emotionally, even if the organizational change was a success for the company, both administratively and financially. However, even though the respondent had trust in his leader, he was not listened to when giving input regarding his own position in the company, which naturally can have shaped the emotional response to the change negatively as he lost some organizational status.

Additionally, our findings suggest that high levels of trust mitigated negative emotions through relational transparency, allowing the respondents to express their emotions and discussing these with the leader. For instance, the trust level gave a sense of security because they work towards aligned goals, which helped address uncertainty, in accordance with Dirks (2000). Furthermore, many of the respondents mentioned feelings of fear of the outcome of organizational change, something that was mentioned repeatedly, and something that was also discussed by Vik & Skeie (2021). Our findings suggest that followers that described high levels of trust in their leader also explained that the negative emotions of fear were either alleviated or eliminated, sometimes even turning fear of the change into positive emotions of self-accomplishment. In this respect, research has shown that high levels of trust can elicit feelings of safety, something that can mitigate negative emotions (Ballinger et al., 2009). This was in accordance with our findings even when the organizational change was needed due to negative external factors such as the Covid pandemic, and many employees were temporarily laid off. Jones and George (1998) also write that trusted individuals can generate positive emotions such as feelings of interpersonal warmth, calm and hope. This is critical, as organizational change processes can create high levels of perceived uncertainty for followers (Lines et al., 2005). This uncertainty seems to emanate from followers' struggle to estimate the change's consequences for their personal goals (Isabella, 1990). Moreover, these perceived feelings of threat can be impacted when a person is in contact with a highly trusted individual (Agote et al., 2016; Lazarus, 1991). Agote et al. (2016) proposed in this regard that the level of trust that a follower has in the leader might act as a filter to interpret the leader's behavior, something that in turn could

affect the follower's emotions. They specified this to say that trust in the leader might help interpret the leader's behavior in a positive way, even giving the leader the benefit of the doubt. This seems appropriate to our findings, i.e., that highly trusted leaders are interpreted in a more favorable light and that they may instill a sense of safety amongst their followers. Thus, highly trusted leaders may reduce the perception of negative emotions during the uncertainty of organizational change. For instance, having a trustworthy relationship allowed the followers to address their concern to the leader. This opened up for the leader to take action and address the emotional difficulties the respondents had during the organizational change period. Similar to the findings of Agote et al. (2016) which stated that trust is a mediator for mitigating negative emotions, albeit we cannot substantiate a mediator effect in this research design. This is, however, also backed by Lazarus (1991) who wrote that leaders who are trusted are in a better position to avoid negative experiences. Lazarus (1991) also wrote that trusted leaders are in a better position to ensure a more positive emotional experience, which also is in accordance with our findings. Trust and wishing to emulate the leader's behavior were associated with a positive mood and a friendly atmosphere where employees could display their emotions. Trust in the leader enabled the opportunity to speak up and discuss organizational matters openly, which was related to positive feelings of group belonging and ownership. Trust and interdependence seemed to strengthen a strong collegiate bond within the organization, and a sense of security, knowing they all relied on each other, which was viewed positively, which is in accordance with Dirks (2000). Thus, our findings seem to contradict the findings of Agote et al. (2016) in this regard, who did not find that trust had a positive effect on positive emotions, but rather that authentic leadership was the sole contributor to positive emotions in their research model. However, given our qualitative research design, it is difficult to ascertain any causal relationships between these factors.

Furthermore, in the case where there was a low degree of perceived authentic leadership, the respondent reported feeling that he was being looked down upon, and that the leader behaved selfishly without regard for the other employees, and this elicited strong negative emotions. In particular, the leader who was perceived as being very selfish and callous during the organizational change, also had low levels of trust amongst the subordinates, and the organizational change was perceived very negatively and characterized by strong negative emotions. Not surprisingly, there were both low levels of trust and strong negative

emotions amongst the staff in regards to this leader. To support this, our findings also include respondents who elaborated on how low degrees of trust impact the emotions negatively, such as creating a sense of uncertainty down the organization. Agote et al. (2016) write that the lack of trust creates negative interpretations of the leader due to suspicion and skepticism, and this is in accordance with our findings.

However, we do not know to which degree the level of trust between leader and follower was due to authentic leadership behavior or other possible factors, making a comparison with the findings of Agote et al. (2016) elusive. As far as we know, it is possible that the formation of leader-follower trust through authentic leadership behavior is not the main reason for the level of trust between the respondents and their leader. Rather, there may be other factors giving rise to followers' perceived levels of trust which again may have been associated with positive follower emotions. For instance, we previously stated that the respondents who either were promoted or gained increased responsibilities reported higher levels of trust and more positive emotions. The lack of clarity with respect to multivariate contributors to both followers' perceived levels of trust and emotions can limit the vigor of our findings, as it is difficult to identify which factors elicited followers' positive emotions. However, on a general basis we still argue that leaders who demonstrated authentic leadership reported higher levels of trust from their followers (hypothesis 1) as well as that authentic leaders had followers that to a higher degree expressed that they experienced more positive emotions than those who did not (hypothesis 2). Although our findings indicate that higher levels of trust seem related to positive emotions, we cannot ascribe this to our findings in our two previous hypotheses, making a valid comparison with Agote et al. (2016) difficult. However, we can say that our findings differed from theirs. Agote et al. (2016) did not find that trust seemed to produce an explanation for positive emotions, nor did it mediate the relation between authentic leadership perception and positive emotions, that the relationship between authentic leadership, trust and emotions is quite complex and needs further research.

We believe that one explanation for the different findings can be explained by the difference in research methods. Agote et al. (2016) used six clearly defined items in their scale to measure trust, whereas the respondents in our study were free to use any understanding or definitions of trust they themselves wanted or thought relevant to describe the relation

between trust and emotions. We also interpret that the factors of trust reported by the respondents in this study to elicit positive emotions were different from those used by the scale deployed by Agote et al. (2016). Although the items used by Agote et al. (2016) were measured in the context for the trust level during the organizational change, they were also measured independently from the context of the leadership style, whereas our interview process tried to directly link how leadership style was related to trust. Furthermore, we had no clear definition of trust during the interviews, making the concept vulnerable for subjective interpretation. Agote et al. (2016) also utilized an ordinal scale from 1 to 5 when measuring the trust items, which might have given a more nuanced picture of the level of trust in the leader, compared to our study. A common feature in our findings was that trust was treated by the respondents more as a binary variable, meaning that the respondents reported either having trust in the leader or not having trust in their leader. This made it harder for us to decipher the levels of trust between leader and follower.

To summarize, our findings show that the respondents who had trust in their leader also experienced higher levels of positive emotions, and that the level of trust was seemingly important for mitigating negative emotions. However, similar to the results from hypothesis 2, those who had positive emotions and higher levels of trust were also to a larger extent those respondents who had received promotions during the organizational change process. Hence, there may be several factors, other than trust, that contributed in a meaningful way to the perception of positive emotions.

6.1.4 Authentic leadership in the context of industry and societal cultural influences

In the following section we will discuss how the prevailing culture in the restaurant industry may have impacted our results, and thereafter, how the national culture may also have played a role in followers' perception of authentic leadership, trust, and emotions during organizational change. As mentioned in section 2.2.2, the restaurant industry has been described as having an autocratic command-and-control brigade system, characterized by hierarchy, strict discipline, and strong solidarity within the occupational group, and is often referred to as a brigade system (Giousmpasoglou et al., 2018). Autocratic leadership can be defined as a leadership style in which authority and power are centralized in the leaders

(Harms et al., 2018). We also posited that this brigade system continues today as a fundamental organizational building block and occupational identity in restaurants (Cooper et al., 2017). This context is important as autocratic leadership is seemingly at odds with authentic leadership according to Agote et al. (2016). As opposed to authentic leadership, the autocratic managerial style seeks little input from followers and is led by command-and-control, showing little interest in followers well-being and without concern for how their decisions and behavior affect people in the organization, but rather focuses on organizational-level objectives exclusively (Agote et al., 2016). Autocratic leadership leads to perceived high levels of risk by followers that the leader can exploit the power discrepancy in a way that is harmful to followers, giving rise to negative feelings such as uncertainty, anxiety, vulnerability, and general discomfort (Agote et al., 2016; Konovsky, 2000; Lind et al., 1993). This is relevant in our study, as change processes are among other things characterized by uncertainty (Lines et al., 2005). Moreover, several of the respondents in our study reported feeling fearful or apprehensive when first hearing about the proposed organizational change. It was therefore interesting to assess whether and potentially to what extent the perception of authentic leadership would impact trust and emotions in the context of an industry that has been so many been described as hierarchical and autocratic in nature (Giousmpasoglou et al., 2018).

Our results indicate that the perception of authentic leadership behavior was associated with higher levels of reported trust and followers' reporting positive emotions. Our results also indicated that authentic leadership behavior could mitigate followers' negative emotions during organizational change. Additionally, in relation to authentic versus autocratic leadership behavior, our results indicated that leaders who were described by their followers as entirely autocratic whilst also being perceived as inauthentic were associated with low levels of trust and negative emotions, while leaders who were perceived as being more authentic - or perceived as demonstrating traits associated with both authentic and autocratic leadership - were associated with higher levels of trust and more positive emotions. This may indicate that authentic leadership can mitigate some of the negative organizational outcomes associated with autocratic leadership behavior and/or hierarchical organizational structures, during organizational change processes in the restaurant industry.

In this regard, one could argue that under autocratic leaders with centralized authority vis-a-vis their subordinates, followers might engage in an emotion regulation strategy called emotion suppression (Butler et al., 2007; Gross & John, 2003; Gross & Levenson, 1993, 1997). Social information theory (Van Kleef, 2009; Van Kleef et al., 2009) purports that followers often infer social information from the leader's emotions, and by observing the leader's emotion expression behavior, followers can learn the extent to which it is appropriate or inappropriate for them to show emotions in the work context (Chiang et al., 2021). In cases where followers have no means for emotional release, it is common for more negative and less positive emotions to accumulate (Gross & Levenson, 1997; Stepper & Strack, 1993). Chiang et al. (2021) postulated in regards to authoritarian leaders, a leadership style often used interchangeably to autocratic leadership, that the extent to which the authoritarian leader himself/herself shows emotion can either weaken or strengthen the followers' emotion suppression climate. Accordingly, it may be that followers' perception of authentic leadership may reduce followers' emotion suppression climate in the workplace as authentic leaders are seen as more supportive in relation to their followers. Furthermore, authentic leadership can elicit perceptions of decision control amongst followers (Agote et al., 2016; Thibaut & Walker, 1975), which in turn could alleviate the negative emotions associated with change processes where followers experience little or no control over the decision process (Agote et al., 2016), which might especially be the case in organizations that are strongly hierarchical in nature. Additionally, followers can experience positive emotions when their interests are being considered and used as input for decision making if they are solicited prior to making the decision (Agote et al., 2016). This can alleviate negative emotions even when their interests do not have an impact on the final decision (Agote et al., 2016; Konovsky, 2000).

In addition to this, authentic leadership behavior was described in our research model as actions that are guided by the leader's true self as reflected by core values, beliefs, thoughts and feelings (Attia & Hadi, 2020; Avolio & Gardner, 2005; Gardner et al., 2005). Several of the respondents reported that their leaders' core values, beliefs, and thoughts, as to why their leader did what they did to be an important factor to establish and maintain trust with the follower. Hence, our findings supported that followers' perceptions of authentic leadership behavior was associated with higher levels of trust, and this may also have mitigated negative outcomes associated with autocratic leadership, such as the leader potentially

exploiting the power discrepancy in a way that is harmful to the followers as indicated by Agote et al. (2016). A point that may also be interesting in this respect is the importance of follower participation in regards to trust development. Lines et al. (2005) argue that the stronger the form of follower participation (e.g., joint decision making, delegation), the stronger the experience of a group composed of managers and non-managerial employees is likely to become. In contrast, purely autocratic decision processes during change are likely to underscore the differences (in identity, values and interest) between managers and employees and generate ingroups and outgroups, and this is likely to have profound effects on trust in management (Lines et al., 2005). Empirical literature suggests that categorizing individuals (i.e., leaders and managers) into a category to which one also belongs can lead followers to see managers as more trustworthy than they would have been if they were categorized into an outgroup (Brewer, 1979; Lines et al., 2005). In this regard, it may be the case that higher degrees of perceived authentic leadership can reduce the formation of follower outgroups, by way of authentic leadership's focus on identity and values. As such, it may also be the case that authentic leadership behavior can alleviate or mitigate potential negative follower- and organizational outcomes, in particular in regards to followers' trust and emotions, in organizations characterized by hierarchical structures and/or autocratic leadership behavior. This can be crucial in professions where autocratic or strongly hierarchical organizational structures are seen to be essential, such as the military, police, fire brigade, or indeed industries such as the restaurant industry, where behavioral discipline and authority is seen as necessary for operational success (Bass & Bass, 2009; Giousmpasoglou et al., 2018).

In addition to the relevance of the prevailing culture at the industry level, the context of national culture and its possible impact on our results also warrants some mention. For instance, Agote et al. (2016) focused on Spanish companies with more than 50 employees, whereas our sample consisted of Norwegian organizations. Norway, along with its Scandinavian counterparts, is different from many other countries in many respects. According to Warner-Søderholm's (2012) reporting on Norwegian culture according to the Globe project standards, Norway is characterized by low power distance, high humane orientation, and high egalitarianism. Power distance is defined as the degree to which members of an organization or society expect and agree that power should be concentrated at higher levels of an organization or in government (House et al., 2004; Warner-Søderholm,

2012). Norway is a low power distance society, in line with the other Scandinavian countries (Warner-Søderholm, 2012). This suggests egalitarian practices at work, informal communication in the workplace, and high union membership (Warner-Søderholm, 2012). These results are in line with Lindell & Arvonen's (1996) findings that a key feature of Scandinavian management style is delegation of responsibility. The dimension of low power distance may have impacted our research in that employees may have felt more comfortable discussing topics with their leader, which in turn may have impacted followers' perceptions of trust and emotion in the workplace. In particular, as mentioned by some of the respondents in our study, it is not unusual for followers and leaders to spend time together outside of work, socializing and building personal relationships. This can naturally affect both the trust levels and emotional reactions of the followers in a way that is favorable for the leader. Additionally, egalitarian work practices at the societal level may have reduced the impact of the hierarchical organizational structure of the restaurant industry in Norway.

Moreover, as to the dimension of humane orientation, it can be defined as the degree to which members of an organization or society are motivated by values of altruism, benevolence, kindness, love and generosity (Triandis, 1995). Norway scores the highest of the Scandinavian countries on humane orientation and this suggests a supportive and inclusive management style in Norway compared to other countries (Warner-Søderholm, 2012). This is interesting to our study as some of these values overlap with definitions of authentic leadership. As such, it may be that followers' perceptions of benevolence, for instance, could be due to societal cultural values rather than specific leadership behavior. Lastly, Norwegian culture has been described as being a society characterized by trust, where people have trust in the organizations and leaders they work for (Strand & Skogseid, 2013; Støren, 2019; Vik & Skeie, 2021). This could clearly impact followers' perception of trust in the workplace. As such, these are some examples of how different cultural dimensions could interact with followers' perceptions of leadership behavior directly, and indirectly. Subsequently, it may be that these societal cultural values impacted our findings as surrounding societal culture is an important external influence on organizational culture (Agote et al., 2016; Dickson et al., 2000; Hofstede & Peterson, 2000; Sagiv & Schwartz, 2000; 2007; Trice & Beyer, 1993). This study will in the following discuss some of the practical implications of our findings.

6.2 Practical implications

In terms of practical implications, this study provides a deeper understanding of authentic leadership, trust, and emotions in Norwegian restaurants. One key finding from this study is that organizational change represents a type of event where trust can be impacted both positively and/or negatively. Followers' trust in their organizational leaders is an important issue (Norman et al., 2010), and managers should be aware of the important consequences their behavior has on employees' level of trust (Agote et al., 2016). If leaders lie, use deception, act unfairly, or overtly selfishly, they can corrode trust amongst their followers (Agote et al., 2016). We have proposed and substantiated in this study, based on recent literature and our results, that authentic leadership behavior builds trust, and as such, leaders should conduct themselves honestly and sincerely to build trust with their employees (Agote et al., 2016). The presence of trust in the organization can also elicit followers' positive emotions and reduce or mitigate followers' negative emotions. In particular higher levels of trust seem to be related to lower degrees of followers' perceptions of fear and uncertainty to the change processes. Specifically, it seems that in the restaurant industry in particular, due to the close relationship followers have with their leader, the close physical proximity between leader and follower in the workplace, and the stressful environment they operate in, the leaders' impact on both trust and emotions appear to be even more pronounced, compared to the results of Agote et al. (2016) and Vik & Skeie (2021), whose samples consisted of HRMs. As followers' trust and emotions are seen as important variables for the success of organizational change outcomes (Lines et al., 2005; Agote et al., 2016), it could be appropriate to advise leaders and managers in the restaurant industry of the benefits of authentic leadership behavior in regards to trust, the benefits of followers' trust during organizational change, the impact of trust on followers emotions, and how to engage in this type of authentic leadership behavior. For instance, training programs for leaders in the restaurant and hospitality industry could be developed and implemented. The beneficial outcome of such training could be that leaders in the restaurant industry could better understand authentic leadership in practice and potential positive follower outcomes of this leadership behavior during organizational change, such as increased sense of security and confidence (Agote et al., 2016). Furthermore, it seems that leaders in the restaurant industry are in a particularly good situation to impact their followers' trust and emotions, given the organizational structure and work conditions they operate in.

Second, our findings suggest that autocratic leadership and authentic leadership are not strictly mutually exclusive concepts, but rather that authentic leadership can complement or work simultaneously with an autocratic leadership style. Our findings also suggest that an autocratic leader who also exhibits characteristics of authentic leadership behavior, might be preferred to a strictly autocratic leader because follower support may be greater, leader-follower trust may be stronger, and the emotional suppression climate may be less severe under a more authentic leader (Chiang et al., 2021). This can be crucial in professions where autocratic or strongly hierarchical organizational structures are seen to be essential, such as the military, police, fire brigade, or indeed industries such as the restaurant industry, where behavioral discipline and authority is seen as necessary for operational success (Bass & Bass, 2009; Giousmpasoglou et al., 2018), because authentic leadership might mitigate negative and less positive emotions to accumulate in these work environments (Gross & Levenson, 1997; Stepper & Strack, 1993). As indicated by our findings, leaders' authentic behavior, such as self-awareness and self-regulation, and in particular leaders' openness to followers' emotional expression can somewhat mitigate the negative effects of autocratic leadership on follower's trust and emotions during organizational change. Regardless of leadership style, followers' trust and emotions are relevant factors during organizational change processes (Agote et al., 2016), and authentic leadership can contribute to managing this. In strongly hierarchical work cultures, it might be tempting to simply suggest that leaders should encourage followers to express emotions more freely. However, this could distract them from essential work tasks, tasks that often have to be completed under stressful and challenging circumstances (Barsade, 2002; Bartel and Saavedra, 2000), and thus, our findings indicate that such encouragement can be perceived as untimely and even provoking for some. Rather, we recommend that leaders should allocate time to have one-to-one conversations with their followers on a regular basis, to discuss personal concerns, as this is what our findings suggested had the most significant impact on followers' trust and, in particular, emotion in the restaurant industry. We believe it is central that head chefs and other leaders in the restaurant industry should therefore nurture a supportive working environment in order to ensure success during organizational change.

One obvious interpretation of the findings presented above is that providing more leadership training to restaurant leaders can have several indirect benefits. Saunders (1981) identifies learned occupational behavior and the cultural influences of the work setting as the two specific influences on the role performance of chefs (Giousmpasoglou et al., 2018).

According to Saunders (1981) the occupational socialization process within the restaurant industry makes followers emulate their leader. As such, there is an argument to be made that introducing more authentic leadership behavior into such a hierarchical organizational culture can improve organization outcomes today, and also contribute to improving the leadership practices for those followers in the future, as followers tend to emulate their leaders' behavior in the restaurant industry, subsequently reinforcing the presence of authentic leadership in the industry and the potential benefits associated with this leadership behavior.

6.3 Study limitations

Although this study makes an empirical contribution to the research on authentic leadership during organizational change, the study has several limitations. Firstly, in relation to qualitative research, there is a concern with regards to whether alternative researchers would reveal similar information, and this reliability concern is related to issues of bias (Saunders et al., 2019). As mentioned in the methodology section of this study, there are several types of potential bias associated with qualitative studies that employ semi-structured interviews, such as interviewer bias, interviewee bias, and participation bias, that may impair the reliability of the study (Saunders et al., 2019). Furthermore, the assessment as to what degree authentic leadership was found to be present was dependent on the qualitative evaluation of the researchers. This assessment may be vulnerable to researcher error, for instance where the researcher misunderstands the meaning conveyed by the interviewees (Saunders et al., 2019), something that may reduce the study's internal validity. The lack of responsiveness of the investigator at all stages of the research process has been described as being the greatest hidden threat to validity (Morse et al., 2002). Another possible threat to the study's internal validity would be interviewee biases, where the respondents may have chosen not to reveal or disclose certain topics, for any number of reasons (Saunders et al., 2019). There might be some issues of reactivity affecting the research validity when undertaking interviews, where the unnatural character of the interview process can lead respondents to withhold information about themselves as their behavior is under scrutiny (Bryman, 2004). Furthermore, memory bias on behalf of the respondents may inflate the results and the reported relationships may be contaminated, since the answers are a recollection of past events, thoughts, and feelings (Agote et al., 2016). This can particularly

be the case in relation to emotions, where the respondents were, amongst other things, asked to describe their emotions during the organizational change, something that is a retroactive exercise. Research has found that retrospective memories about emotions can be inaccurate and that attention and event appraisals shift over time (Burke et al., 1992; Levine et al., 2018). The fundamental source of inaccuracy is that people extrapolate from beliefs, memories, and feelings that are currently salient to remember how they felt in the past, and errors occur when salient information is unrepresentative of actual emotional experience (Levine et al., 2018). A longitudinal research design could help address this limitation. Another concern regarding this study's internal validity is the content validity related to the questions asked in the semi-structured interviews (Saunders et al., 2019), and whether the questions accurately reflect what it was intended to measure, i.e., authentic leadership, trust and emotions. Nevertheless, this study provides an insight to the particular studied context, which may be compared to others in future research.

Even though the internal validity or credibility of the data is generally seen to be less of an issue in qualitative research (Saunders et al., 2019), the issue of generalizability is often mentioned as a limitation in qualitative research designs. Although the purpose of hypothesis-generating research is to provide an opportunity to generalize, we acknowledge the limitations posed by the study sample. Due to the time restraint of the study, the sample size is fairly limited in that it consists of 12 respondents. Hence, this study cannot generalize the findings beyond the respondents and the organizations they work for, and consequently, the study's external validity is limited. Nevertheless, as this study is a replication-extension study of two previous studies, this is something that can strengthen the study's external validity. Our results were congruent with the findings of both Agote et al. (2016) and Vik & Skeie (2021) in many respects, and replications can be essential for theoretical development through confirmation and disconfirmation of results (Brandt et al., 2014). Replication studies can also be key to assessing the proposed external validity of the original research findings (Ferguson, 2004). However, there seems to be little agreement as to what constitutes a convincing or appropriate replication (Brandt et al., 2014). Be that as it may, the study limitations relating to the reliability and the validity are clear. These limitations could be redressed by employing a larger sample size in a more comprehensive study, by utilizing statistical testing, and by adopting a longitudinal design (Saunders et al., 2019).

Another potential limitation is the extent to which our results can be generalized to other cultural contexts. Given that organizations are embedded in societies, the surrounding societal or national culture is an important external influence on organizational culture (Agote et al., 2016; Dickson, Aditya, & Chokar, 2000; Hofstede & Peterson, 2000; Sagiv & Schwartz, 2000, 2007; Trice & Beyer, 1993). According to empirical research, Norway shows important cultural differences compared to other countries. For instance, the differences are noteworthy in some particular cultural features like low power distance, high egalitarianism, and high levels of societal trust (Strand & Skogseid, 2013; Støren, 2019; Warner-Søderholm, 2012). These national cultural features could influence the organizational cultures of companies and also followers' trust and emotions (Agote et al., 2016). Butler et al. (2007) argues that western values like independence and self-assertion may foster the expression of people's emotions, and that this may be different in other cultures (Chiang, 2021). As such, these cultural considerations are something that could have influenced the respondents' answers in regards to trust and emotions. Accordingly, conducting a similar study in different organizations and/or countries may result in different conclusions (Agote et al., 2016).

6.4 Conclusion

This study set out to answer the following research question “How does followers’ perception of authentic leadership affect followers’ trust and followers’ emotions during organizational change processes?”. In respect to this we proposed three hypotheses, and overall, our findings give substantial empirical support for these hypotheses. Firstly, we proposed and found that followers’ perception of their direct leaders’ authentic leadership behavior was related to the level of trust in their leader during the organizational change processes. This is in congruence with the findings of Agote et al. (2016) and Vik & Skeie (2021), and in line with previous results, as indicated by Gardner et al. (2011) and other academic literature (E.g., Agote et al. 2016; Gardner et al., 2005; Luthans & Avolio, 2003; Ilies et al., 2005; Walumbwa et al., 2007; Beddoes-Jones, 2012; Yousaf & Hadi, 2020). Agote et al. (2016) and Vik & Skeie’s (2021) results, and ours, indicated that authentic leadership behavior is tightly linked to followers' trust in their leader. Our study gives further empirical support for this relation. Consequently, we find support for H1 that

followers' perception of authentic leadership is related to their levels of trust during organizational change.

Secondly, our findings suggest that authentic leadership behavior is associated with positive follower emotions during organizational change process, that authentic leadership behavior can alleviate followers' negative emotions during organizational change process, and that leadership behavior that suppressed emotive communication was related to followers' negative emotions. As such our findings correspond with the findings of Vik and Skeie (2021) and Agote et al. (2016). However, our findings also indicate that authentic leadership mitigate negative emotions, which Agote et al. (2016) did not find. Moreover, although our findings seem to suggest that followers' perceptions of authentic leadership is related to followers' positive emotions during organizational change processes, there are also indications that there are other factors that play significantly to eliciting followers' emotions during such change processes. Regardless of this, overall, we found that followers' perceptions of authentic leadership is related to followers' emotions during organizational change, and as such, our findings support H2.

Thirdly, our findings show that the respondents who had trust in their leader also experienced higher levels of positive emotions, and that the level of trust was seemingly important for mitigating followers' negative emotions. Our findings are similar to that of Agote et al. (2016) and Vik and Skeie (2021) in terms of trust being important to mitigate negative emotions. However, our results differ from Agote et al. (2016) and Vik and Skeie (2021) as we found that trust can also elicit positive emotions, whereas Agote et al. (2016) and Vik and Skeie (2021) did not find this relationship. Conclusively, we found that the level of trust between leader and followers affects followers' emotions during organizational change, and as such, our findings support H3.

The results obtained in this article contribute to theory in different ways. Interestingly, our qualitative findings support the model used by Agote et al. (2016) to a larger extent than the findings by Agote et al. (2016). This might be due to leaders in the restaurant industry being in such close proximity to their followers (Giousmpasoglou et al., 2018), and thus may impact followers' trust and emotions in a more comprehensive manner, compared to HRMs, from which Agote et al. (2016) collected their data. Moreover, this study suggests that

leaders' behavior is relevant to understanding followers' trust and emotions during organizational change, contributing to the literature on leadership, emotions, and trust. This might be valuable in the context of the rapid change processes that have become commonplace in the contemporary world (Al-Haddad & Kotnour, 2015), where trust and emotions can be seen as key contributors to successful organizational change (Agote et al., 2016; Lines et al., 2005)

6.5 Suggestions for future research

Consistent with literature on authentic leadership and the idea that authentic leaders are especially interested in empowering their followers to make a difference (Avolio et al., 2004; Gardner, Avolio, Luthans, et al., 2005; George & Sims, 2007; Ilies et al., 2005; Luthans & Avolio, 2003), this study has chosen to look at authentic leadership at the individual level of analysis. Nevertheless, the organizations in which our respondents worked in have multiple levels of management in a strict hierarchical organizational structure who have to work closely together (Giousmpasoglou et al., 2018). Hence, simply looking at the top management might be too narrow a focus. Accordingly, and as Walumbwa et al., (2008) suggested it might be interesting to look at the potential for dyadic, group, or organizational levels of analysis for a type of "collective" authentic leadership in the future. This may in particular be interesting in the context of professions where autocratic or strongly hierarchical organizational structures are seen to be essential, such as the military, police, fire brigade, or indeed industries such as the restaurant industry, where behavioral discipline and authority is seen as necessary for operational success (Bass & Bass, 2009; Giousmpasoglou et al., 2018). Moreover, it might be interesting to direct attention towards authentic leadership as a possible moderator for autocratic leadership styles. This is an interesting possibility as our findings suggest that followers who reported a presence of both autocratic and authentic leadership also described higher levels of trust, experienced more positive emotions, and reported lower negative emotions, compared to respondents who perceived their leader as being exclusively autocratic. A quantitative research design with authentic leadership as a moderator variable could address this query.

Moreover, and as mentioned previously in the study limitations, research has found that retrospective memories about emotions can be inaccurate and that attention and event

appraisals shift over time (Burke et al., 1992; Levine et al., 2018). The fundamental source of inaccuracy is that people extrapolate from beliefs, memories, and feelings that are currently salient to remember how they felt in the past, and errors occur when salient information is unrepresentative of actual emotional experience (Levine et al., 2018). As our study is based on semi-structured interviews, the results largely depend on the retrospective recollections of the respondents. A longitudinal research design could help address this limitation.

Furthermore, this is a study conducted in Norway, a country characterized by high levels of trust and low power distance (Warner-Søderholm, 2012), something that may have impacted our results with respect to the respondents' perceived levels of trust and how comfortable the respondents were in discussing emotions in the workplace. In spite of the fact that the restaurant industry in general is regarded as being characterized by strong hierarchies (Giousmpasoglou et al., 2018), most of the respondents in our study reported high levels of perceived trust in their leader, and that they felt comfortable discussing their emotions with their leader, especially those who perceived their leader as exhibiting authentic leadership behavior. However, it might be the case that national culture as a contextual factor may have impacted the relationship between authentic leadership, trust, and emotions, as surrounding societal culture is an important external influence on organizational culture (Agote et al., 2016; Dickson et al., 2000; Hofstede & Peterson, 2000; Sagiv & Schwartz, 2000; 2007; Trice & Beyer, 1993). The results may be significantly different in other countries. Comparative studies between different countries could be carried out to address this concern.

These suggestions for research designs can build upon our current design as we cannot determine causal relationships in this study. Nevertheless, our exploratory findings in relation to authentic leadership in a hierarchical industry seem interesting, and future quantitative and longitudinal research designs could demonstrate a potential causal relationship between authentic leadership, trust, and emotions, in hierarchical industries. In this respect, authentic leadership could serve as a predictor variable for followers' trust and followers' emotions, or as a moderator between autocratic leadership behavior and followers' trust and followers' emotions. Lastly, such a research design could improve the generalizability of our findings in different settings.

References

- Ackoff, R.L. (2006). *Idealized Design: How to Dissolve Tomorrow's Crisis ... Today*. Wharton School Publishing.
- Agote, L., Aramburu, N., & Lines, R. (2016). Authentic leadership perception, trust in the leader, and followers' emotions in organizational change processes. *The Journal of Applied Behavioral Science*, 52(1), 35-63.
- Al-Haddad, S., & Kotnour, T. (2015). Integrating the organizational change literature: a model for successful change. *Journal of organizational change management*, 28(2), 234-262.
- Amiot, C.E., Terry, D.J., Jimmieson, N.L. and Callan, V.J. (2006). A longitudinal investigation of coping processes during a merger: implications for job satisfaction and organizational identification. *Journal of Management*, 32(4), 552-574.
- Armenakis, A.A., Bernerth, J.B., Pitts, J.P. and Walker, H.J. (2007). Organizational change recipients' beliefs scale. *The Journal of Applied Behavioral Science*, 43(4), 481-505.
- Ashkanasy, N. M., Zeebe, W.J., Hartel, C.E.J. (2002). *Managing Emotions in the Workplace*. Routledge.
- Attia, A. Y., & Hadi, N. U. (2020). Effect of psychological empowerment on authentic leadership and affective commitment relationship. *Journal of Managerial Sciences*, 14(4), 109-126.
- Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors. *Journal of Applied Behavioral Science*, 44, 48-70.
- Avolio, B. J. (2005). *Leadership development in balance: Made/born*. Psychology Press.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The leadership quarterly*, 16(3), 315-338.
- Avolio, B. J., Gardner, W. L. & Walumbwa, F. O. (2007). *Authentic leadership questionnaire: 2007-Version 1.0*. Gallup Leadership Institute.

- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004a). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, *15*, 801 – 823.
- Avolio, B. J., & Luthans, F. (2006). *The high impact leader: Authentic, resilient leadership that gets results and sustains growth*. McGraw-Hill.
- Avolio, B. J., Luthans, F., & Walumbwa, F. O. (2004b). *Authentic leadership: Theory building for veritable sustained performance*. Working paper: Gallup Leadership Institute, University of Nebraska-Lincoln.
- Avolio, B. J., & Walumbwa, F. O. (2014). Authentic leadership theory, research and practice: Steps taken and steps that remain. In D. V. Day (Ed.), *The Oxford handbook of leadership and organizations*, pp. 331–356. Oxford University Press.
- Axtell, C., Wall, T., Stride, C., Pepper, K., Clegg, C., Gardner, P. and Bolden, R. (2002). Familiarity breeds content: the impact of exposure to change on employee openness and well-being. *Journal of Occupational and Organizational Psychology*, *75*(2), 217-231.
- Balazs, K. (2001). Some like it haute: leadership lessons from France's great chefs. *Organizational Dynamics*, *30*(2), 134-134.
- Ballinger, G. A., Schoorman, F. D., & Lehman, D. W. (2009). Will you trust your new boss? The role of affective reactions to leadership succession. *Leadership Quarterly*, *20*, 219-232.
- Barnard, C. (1938). *The functions of the executive*. Harvard University Press.
- Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, *17*, 99 – 120.
- Basch, J., & Fisher, C. D. (2000). Affective events-emotion matrix: A classification of work events and associated emotions. In N. M. Ashkanasy, C. E. Härtel, & W. J. Zerbe (Eds.), *Emotions in the workplace: Research, theory, and practice* (pp. 36–48). Quorum Books/Greenwood Publishing Group.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications*. Free Press.
- Bass, B. M., & Bass, R. (2009). *The Bass handbook of leadership: Theory, research, and managerial applications*. Simon and Schuster.

- Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative science quarterly*, 47(4), 644-675.
- Bartel, C. A., & Saavedra, R. (2000). The collective construction of work group moods. *Administrative Science Quarterly*, 45(2), 197-231.
- Baumeister, R. F. (1987). How the self became a problem: A psychological review of historical research. *Journal of Personality and Social Psychology*, 52(1), 163–176. <https://doi.org/10.1037/0022-3514.52.1.163>
- Beddoes-Jones, F. (2012). Authentic leadership: The key to building trust. *People Management*, 4447.
- Beddoes-Jones, F., & Swailes, S. (2015). Authentic leadership: Development of a new three pillar model. *Strategic HR Review*, 14(3), 94-99.
- Beeson, I., & Davis, C. (2000). Emergence and accomplishment in organizational change. *Journal of Organizational Change Management*, 13(2), 178-189.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. Harper & Row.
- Bisquerra Alzina, R. (2009). *Psicopedagogía de las emociones* (No. Sirsi) i9788497566261 LB1073).
- Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Prentice-Hall.
- Bonett, D. G. (2012). Replication-extension studies. *Current Directions in Psychological Science*, 21(6), 409-412.
- Boon, S. D. and Holmes, J. G. (1991) The dynamics of interpersonal trust: resolving uncertainty in the face of risk, in: R. A. Hinde and J. Groebel (Eds) *Cooperation and Prosocial Behavior* (Cambridge: Cambridge University Press).
- Boss, R. W. (1978). Trust and managerial problem solving revisited. *Group & Organization Studies*, 3(3), 331-342.
- Brandt, M. J., IJzerman, H., Dijksterhuis, A., Farach, F. J., Geller, J., Giner-Sorolla, R., ... & Van't Veer, A. (2014). The replication recipe: What makes for a convincing replication?. *Journal of Experimental Social Psychology*, 50, 217-224.
- Brewer, M. B. (1979). In-group bias in the minimal intergroup situation: A cognitive-motivational analysis. *Psychological bulletin*, 86(2), 307.

- Brockner, J., Konovsky, M. A., Cooper-Schneider, R., Folger, R., Martin, C., & Bies, R. J. (1994). Interactive effects of procedural justice and outcome negativity on victims and survivors of job loss. *Academy of Management Journal*, *37*, 397-409.
- Brockner, J., Siegel, P. A., Daly, J. P., Tyler, T. and Martin, C. (1997). When trust matters: the moderating effect of outcome favorability. *Administrative Science Quarterly*, September, p. 558.
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Bulatova, J. (2015). The role of leadership in creation of organisational trust. *Journal of Business Management*, *9*, 28–33.6.
- Burns, J. M. (1978). *Leadership*. Harper and Row.
- Burke, A., Heuer, F., & Reisberg, D. (1992). Remembering emotional events. *Memory & cognition*, *20*, 277-290.
- Burt, R. S. (2001). Bandwidth and echo: Trust, information, and gossip in social networks. *Networks and markets*, *30*, 37-38.
- Butler, E. A., Lee, T. L., & Gross, J. J. (2007). Emotion regulation and culture: Are the social consequences of emotion suppression culture-specific?. *Emotion*, *7*(1), 30.
- Cascio, W. F. (1991). Costing Human Resources: *The Financial Impact of Behavior in Organizations*. PWS-Kent.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. Sage Publications.
- Charmaz, K. (2014). *Constructing grounded theory. 2nd ed.* Sage.
- Charmaz, K., & Thornberg, R. (2021). The pursuit of quality in grounded theory. *Qualitative Research in Psychology*, *18*(3), 305-327.
<https://doi.org/10.1080/14780887.2020.1780357>
- Chiang, J. T. J., Chen, X. P., Liu, H., Akutsu, S., & Wang, Z. (2021). We have emotions but can't show them! Authoritarian leadership, emotion suppression climate, and team performance. *Human Relations*, *74*(7), 1082-1111.
- Clapp-Smith, R., Vogelgesang, G. R., & Avey, J. B. (2009). Authentic leadership and positive psychological capital. *Journal of Leadership & Organizational Studies*, *15*, 227-240.

- Clark, R., Hartline, M., & Jones, K. (2009). The effects of leadership style on hotel employees' commitment to service quality. *Cornell Hospitality Quarterly*, 50(2), 209-231. doi:10.1177/1938965508315371
- Clarke, A. E., Friese, C., & Washburn, R. (Eds.). (2015). *Situational analysis in practice: Mapping research with grounded theory*. Left Coast Press.
- Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12, 637 – 647.
- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Sage.
- Cooley, C.H. (1902). *Human nature and the social order*. Scribner's Sons.
- Cooper, A. (1998). "A woman's place is in the kitchen": the evolution of women chefs. Van Nostrand Reinhold.
- Cooper, C., Scandura, T. A., & Schriesheim, C. A. (2005). Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly*.
- Cooper, J., Giousmpasoglou, C., & Marinakou, E. (2017). Occupational identity and culture: the case of Michelin-starred chefs. *International Journal of Contemporary Hospitality Management*, 29(5), 1362-1379.
- Dansereau, F., & Yammarino, F. J. (Eds.). (1998). *Leadership: The multiple level approaches (part A, part B)*. JAI Press.
- Dansereau, F., Yammarino, F. J., & Markham, S. E. (1995). Leadership: The multiple-level approaches. *The Leadership Quarterly*, 6, 97 – 109.
- Davies, D., & Dodd, J. (2002). Qualitative research and the question of rigor. *Qualitative Health research*, 12(2), 279-289.
- Davis, J. H., Schoorman, F. D., Mayer, R. C., & Tan, H. H. (2000). The Trusted General Manager and Business Unit Performance: Empirical Evidence of a Competitive Advantage. *Strategic Management Journal*, 21(5), 563–576. <http://www.jstor.org/stable/3094140>
- Davis, M. H. (1996). *Empathy: A social psychological approach*. Madison Westview Press.
- Day, D. (2000). Leadership development: A review in context. *The Leadership Quarterly*, 11, 581 – 613.

- Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In *Efficacy, agency, and self-esteem* (pp. 31-49). Springer US.
- Deci, E. L., & Ryan, R. M. (2000). «What» and «why» of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227 – 268.
- Demetry, D. (2013). Regimes of meaning: The intersection of space and time in kitchen cultures. *Journal of Contemporary Ethnography, 42*(5), 576–607.
- Derue, D. S., Nahrgang, J. D., Wellman, N. E., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel psychology, 64*(1), 7-52.
- Dickson, M. W., Aditya, R. N., & Chhokar, J. S. (2000). Definition and interpretation in cross-cultural organizational culture research: Some pointers from the GLOBE research program. *Handbook of organizational culture and climate, 447-464*.
- Dirks, K. T. (1999). The effects of interpersonal trust on work group performance. *Journal of applied psychology, 84*(3), 445.
- Dirks, K. T. (2000). Trust in leadership and team performance: Evidence from NCAA basketball. *Journal of Applied Psychology, 85*, 1004-1012.
- Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology, 87*, 611-628.
- Doney, P. M., Cannon, J. P. & Mullen M. R. (1998). Understanding the influence of national culture on the development of trust. *The Academy of Management Review, 23*(3), 601 - 620.
- Eigel, K. M., & Kuhnert, K. W. (2005). Authentic development: Leadership development level and executive effectiveness. In W. L. Gardner, B. J. Avolio, & F. O. Walumbwa (Eds.), *Authentic leadership theory and practice: Origins, effects and development: 357-385*. Elsevier Science.
- Elfenbein, H. A. (2007). Emotion in organizations: A review and theoretical integration. *Academy of Management Annals, 1*, 315-386.
- Erickson, R. J. (1995). The Importance of Authenticity for Self and Society. *Symbolic Interaction, 18*(2), 121-144.
<https://doi.org/10.1525/si.1995.18.2.121>

- Ferguson, L. (2004). External validity, generalizability, and knowledge utilization. *Journal of Nursing Scholarship*, 36(1), 16-22.
- Ferguson, P. P. (1998). A cultural field in the making: Gastronomy in 19th-century France. *American journal of sociology*, 104(3), 597-641.
- Folger, R., & Konovsky, M. A. (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. *Academy of Management journal*, 32(1), 115-130.
- Ford, R., & Heaton, C. P. (1999). *Managing the guest experience in hospitality*. Delmar Publishing.
- Fox, A. (1974). *Beyond contract: Work, power and trust relations*. Faber.
- Fugate, M., Kinicki, A. J., & Scheck, C. L. (2002). Coping with an organizational merger over four stages. *Personnel Psychology*, 55, 905-928.
- Fuller, J. (1981). *Professional Kitchen Management*. Batsford Academic and Educational.
- Furtak, R. A. (2003). *Truth, Love, and Falsity: Kierkegaard, the Stoics, and the Reliability of Emotion*. [Doktorgradsavhandling].
- Fusco, T., O’Riordan, S. & Palmer, S. (2015). Authentic Leaders are...Conscious, Competent, Confident and Congruent: A Grounded Theory approach to Authentic Leadership Group Coaching. *International Coaching Psychology Review*. 10. 131-148.
- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14, 693 – 727.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. O. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly*.
- Gardner, W. L., Cogliser, C. C., Davis, K. M., & Dickens, M. P. (2011). Authentic leadership: A review of the literature and research agenda. *The leadership quarterly*, 22(6), 1120-1145.
- George, W. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. Jossey-Bass.
- Giousmpasoglou, C., Marinakou, E., & Cooper, J. (2018). “Banter, bollockings and beatings” The occupational socialisation process in Michelin-starred kitchen

- brigades in Great Britain and Ireland. *International Journal of Contemporary Hospitality Management*, 30(3), 1882-1902.
- Gjæver, F., & Hellesø, R. (2010). Negative experiences of organizational change from an emotions perspective: A qualitative study of the Norwegian nursing sector. *Nordic Psychology*, 62, 37-52.
- Glasø, L. (2008). Det emosjonelle samspillet i leder—medarbeider-relasjonen [Emotional interaction between managers and their staff]. *Tidsskrift for Norsk Psykologforening*, 45(3), 240–248.
- Glesne, C., & Peshkin, P. (1992). *Becoming qualitative researchers: An introduction*. Longman.
- Global Competitiveness Report. (2019). Retrieved from https://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf
- Gobo, G. (2011). Glocalizing methodology? The encounter between local methodologies. *International journal of Social Research methodology*, 14(6), 417-437.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-607.
- Gooty, J., Connelly, S., Griffith, J., & Gupta, A. (2010). Leadership, affect and emotions: A state of the science review. *The Leadership Quarterly*, 21(6), 979-1004.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of personality and social psychology*, 85(2), 348.
- Gross, J. J., & Levenson, R. W. (1993). Emotional suppression: physiology, self-report, and expressive behavior. *Journal of personality and social psychology*, 64(6), 970.
- Gross, J. J., & Levenson, R. W. (1997). Hiding feelings: the acute effects of inhibiting negative and positive emotion. *Journal of abnormal psychology*, 106(1), 95.

- Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology Journal* 30 (4), 233-252.
- Gulati, R. & Sytch, M. (2008). Does familiarity breed trust? Revisiting the antecedents of trust. *Managerial Decision Economics*, 29, 165–190. <http://dx.doi.org/10.1002/mde.1396>
- Hannah, S. T., Chan, A. (2004). *Veritable authentic leadership: Emergence, functioning, and impacts*. Paper presented at the Gallup Leadership Institute Summit, Omaha, Nebraska.
- Harms, P. D., Wood, D., Landay, K., Lester, P. B., & Lester, G. V. (2018). Autocratic leaders and authoritarian followers revisited: A review and agenda for the future. *The Leadership Quarterly*, 29(1), 105-122.
- Hassan, A. & Ahmed, F. (2011). Authentic leadership, trust and work engagement. *World Academy of Science, Engineering and Technology*, 80, 750-756.
- Heidegger, M. (1962). *Being and time*, (J. Macquarrie and E. Robinson, Trans.). Harper and Row.
- Hoepfl, M. C. (1997). Choosing qualitative research: A primer for technology education researchers. *Journal of Technology Education*, 9(1), 47-63.
- Hofstede G. (2001). *Culture's consequences: Comparing values, behaviours, institutions and organisations across nations*. Sage.
- Hofstede G., Bond M. H. (1988). The confucius connection: From cultural roots to economic growth. *Organizational Dynamics*, 16, 5-21.
- Hofstede, G., & Peterson, M. F. (2000). Culture: National values and organizational practices. *Handbook of organizational culture and climate*, 3, 401-416.
- Holt, D.T., Armenakis, A.A., Feild, H.S. and Harris, S.G. (2007). Readiness for organizational change. *The Journal of Applied Behavioral Science*, 43(2), 232-255.
- Holten, A. L., & Brenner, S. O. (2015). Leadership style and the process of organizational change. *Leadership & Organization Development Journal*, 36(1), 2-16.
- Hosmer, L. T. (1995). Trust: The connecting link between organizational theory and philosophical ethics. *Academy of Management Review*, 20, 379-403

- House, R. J., & Aditya, R. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23, 409 – 473.
- House R. J., Javidan M., Dorfman P., Gupta V. (2004). *Culture, leadership and organisations: The globe study of 62 societies*. Sage.
- Hoyle, R. H., Kernis, M. H., Leary, M. R., & Baldwin, M. W. (1999). *Selfhood: Identity, esteem, regulation*. Westview Press.
- Hutchinson, D.S. (1995). Ethics. In J. Barnes (Ed.), *The Cambridge companion to Aristotle* (pp. 195-232). Cambridge University Press.
- Huy, Q. N. (1999). Emotional capability, emotional intelligence, and radical change. *The Academy of Management Review*, 24, 325-345.
- Huy, Q. N. (2002). Emotional Balancing of Organizational Continuity and Radical Change: The Contribution of Middle Managers. *Administrative Science Quarterly*, 47(1), 31-69. <https://doi.org/10.2307/3094890>
- Huy N. Q. (2005). Emotional filtering in strategic change. INSEAD
- Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader-follower outcomes. *The Leadership Quarterly*, 16(3), 373–394. <https://doi.org/10.1016/j.leaqua.2005.03.002>
- Isabella, L. A. (1990). Evolving interpretations as a change unfolds: How managers construe key organizational events. *Academy of Management journal*, 33(1), 7-41.
- Iszatt-White, M. & Kempster, S. (2019). Authentic Leadership: Getting Back to the Roots of the ‘Root Construct’?. *International Journal of Management Reviews*. 21(3), 356-369. <https://doi.org/10.1111/ijmr.12193>
- Jacques, P. H., Garger, J., Lee, K., & Ko, J.-Y. (2015). Authentic Leadership on the Frontline and Its Effects on Korean Restaurant Employees. *Journal of Foodservice Business Research*, 18(4), 389–403. <https://doi.org/10.1080/15378020.2015.1068674>
- James, W. (1890). *The principles of psychology*. Holt.
- Jeffreys, H. (1973). *Scientific inference*. Cambridge University Press.
- Jones, G, R. & George, J. M. (1998). The experience and evolution of trust: Implications for cooperation and teamwork. *Academy of Management Review*, 23, 531-546.

- Jönsson, H. (2012). *Den gastronomiska revolutionen*. Carlsson Bokförlag.
- Karp, T. (2014). *Endring i organisasjoner. Ideologi, teori og praksis*. Cappelen Damm.
- Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. *Psychological Inquiry, 14*, 1–26.
- Kernis, M. H. & Goldman, B. M. (2006). A multicomponent conceptualization of authenticity: Theory and research. In M. P. Zanna (Ed.), *Advances in experimental social psychology, 38*, 283-357. Elsevier Academic Press. [http://dx.doi.org/10.1016/S0065-2601\(06\)38006-9](http://dx.doi.org/10.1016/S0065-2601(06)38006-9)
- Kiefer, T. (2002). Understanding the emotional experiences of organizational changes: Evidence from a merger. *Advanced in Developing Human Resources, 4*, 39-61.
- Kiefer, T. (2005). Feeling bad: Antecedents and consequences of negative emotions in ongoing change. *Journal of Organizational Behavior, 26*, 875-897.
- Kierkegaard, S. (1987). *Kierkegaard's writing, III, part I: Either/Or*. Princeton University Press.
- Klein, K. J., Dansereau, F., & Hall, R. J. (1994). Levels issues in theory development, data collection and analysis. *Academy of Management Review, 19*, 195–229.
- Konovsky, M. A. (2000). Understanding procedural justice and its impact on business organizations. *Journal of Management, 26*, 489-511.
- Konovsky, M. A., & Pugh, S. D. (1994). Citizenship behavior and social exchange. *Academy of management journal, 37*(3), 656-669.
- Korsgaard, M. A., Sapienza, H. J. and Schweiger, D. M. (2002) Beaten before begun: the role of procedural justice in planning change, *Journal of Management, 28*, 497–516.
- Kotter, J.P. (1996). *Leading Change*. Harvard Business School Press.
- Lamsa, A-M. & Pucetaite, R. (2006). Development of organizational trust among employees from a contextual perspective. *Business Ethics: A European Review, 15*, 130–141. <http://dx.doi.org/10.1111/j.1467-8608.2006.00437.x>
- Lane, C., & Bachmann, R. (Eds.). (1998). *Trust within and between organizations: Conceptual issues and empirical applications*. Oxford University Press.

- Latour, B. (1999). *Pandora's hope: Essays on the reality of science studies*. Harvard university press.
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press.
- Lee, S.-M., Lim, K.-J., Swanson, E., Park, D.-H., & Lee, Y.-K. (2016). Authentic Leadership and its Consequences in a Hotel Restaurant Context. *GLOBAL BUSINESS FINANCE REVIEW*, 21(2), 1–19.
<https://doi.org/10.17549/gbfr.2016.21.2.1>
- Levine, L. J., Lench, H. C., Karnaze, M. M., & Carlson, S. J. (2018). Bias in predicted and remembered emotion. *Current opinion in behavioral sciences*, 19, 73-77.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Lind, E. A., Kulik, C. T., Ambrose, M., & De Vera Park, M. V. (1993). Individual and corporate dispute resolution: Using procedural fairness as a decision heuristic. *Administrative Science Quarterly*, 38, 224-251.
- Lines, R. (2005). The structure and function of attitudes toward organizational change. *Human resource development review*, 4(1), 8-32.
- Lines, R., Selart, M., Espedal, B., & Johansen, S. T. (2005). The production of trust during organizational change. *Journal of Change Management*, 5(2), 221-245.
- Lindell, M., & Arvonen, J. (1996). The Nordic Management Style in a European Context. *International Studies of Management & Organization*, 26(3), 73–91.
<http://www.jstor.org/stable/40397347>
- London, M. (2002). *Leadership development: Paths to self-insight and professional growth*. Mahwah.
- Luthans, F., & Avolio, B. J. (2003). Authentic leadership development. *Positive organizational scholarship*, 241(258), 1-26.
- Luthans, F., Luthans, K. W., & Luthans, B. C. (2004). Positive psychological capital: Human and social capital. *Business Horizons*, 47(1), 45 – 50.
- Maslow, A. (1968). *Motivation and personality* (3rd ed.). Harper.
- Maslow, A. (1971). *The farther reaches of human nature*. Viking.
- Mathisen, G. E., Einarsen, S., & Mykletun, R. (2008). The occurrences and correlates of bullying and harassment in the restaurant sector. *Scandinavian journal of psychology*, 49(1), 59-68.

- May, D. R., Chan, A. Y. L., Hodges, T. D., & Avolio, B. J. (2003). Developing the moral component of authentic leadership. *Organizational Dynamics*, 32, 247 – 260.
- Mayer, R. C., David, J. H. & Schoorman, F. D. (1995). An integrative model of organizational trust. *The Academy of Management Review*, 20 (3), 702-260
- Mayfield, J., & Mayfield, M. (2002). Leader communication strategies critical paths to improving employee commitment. *American Business Review*, 20(2), 89-94.
- McAllister, D. J. (1995). Affect-and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of management journal*, 38(1), 24-59.
- Mead, G. H. (1934). *Mind, self, and society, from the standpoint of a social behaviorist*. University of Chicago Press.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1(2), 13-22.
- Moss, K. R. (1977). *Men and Women of the Corporation*. Basic Books.
- Mintzberg, H. (1979). “Patterns in strategy formation”. *International Studies of Management & Organization*, 9(3), 67-86.
- Neider, L. L., & Schriesheim, C. A. (2011). The Authentic Leadership Inventory (ALI): Development and Empirical Tests. *The Leadership Quarterly*, 22, 1146-1164. <https://doi.org/10.1016/j.leaqua.2011.09.008>
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.
- Norman, S. M., Avolio, B. J. & Luthans, F. (2010). The impact of positivity and transparency on trust in leaders and their perceived effectiveness. *Leadership Quarterly*, 21, 350-364.
- Nosek, B. A., & Errington, T. M. (2020). What is replication?. *PLoS biology*, 18(3), e3000691.
- Novicevic, M. M., Harvey, M. G., Ronald, M., & Brown-Radford, J. A. (2006). Authentic Leadership: A Historical Perspective. *Journal of Leadership & Organizational Studies*, 13(1), 64–76.
<https://doi.org/10.1177/10717919070130010901>

- Oldham, G. R. (1975). The impact of supervisory characteristics on goal acceptance. *Academy of Management Journal*, 18(3), 461-475.
- Oreg, S. (2006). Personality, context, and resistance to organizational change. *European Journal of Work & Organizational Psychology*, 15, 73-101.
- Oreg, S., Vakola, M. and Armenakis, A. (2011). Change recipients' reactions to organizational change. *The Journal of Applied Behavioral Science*, 47 (4) 461-524.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Sage Publications, Inc.
- Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying organizational change and development: Challenges for future research. *Academy of management journal*, 44(4), 697-713.
- Pianalato, M. (2003). Resuscitation of a moral ideal. *Contemporary ethical theory*, 218-230.
- Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. Free Press.
- Porter, T. W., & Lilly, B. S. (1996). The effects of conflict, trust, and task commitment on project team performance. *International Journal of Conflict Management*, 7(4), 361-376.
- Probst, T.M. (2003). Exploring employee outcomes of organizational restructuring. A solomon four-group study. *Group & Organization Management*, 28(3), 416-439.
- Quattrone, P., & Hopper, T. (2001). What does organizational change mean? Speculations on a taken for granted category. *Management accounting research*, 12(4), 403-435.
- Robbins, S. P., Judge, T., & Campbell, T. T. (2010). *Organizational behaviour*. Financial Times/Prentice Hall.
- Roberts, P. W., & Dowling, G. R. (2002). Corporate reputation and sustained superior financial performance. *Strategic Management Journal*, 23, 1077 – 1093.
- Robinson, S. L. (1996). Trust and breach of the psychological contract. *Administrative science quarterly*, 574-599.

- Rogers, C. R. (1959). A theory of therapy, personality and interpersonal relationships, as developed in a client-centered framework. In S. Koch (Ed.), *Psychology: A study of a science, vol. 3*. McGraw-Hill.
- Rogers, C. R. (1963). The actualizing tendency in relation to “Motives” and to consciousness. In M. R. Jones (Ed.), *Nebraska symposium on motivation, vol. 11*, pp. 1 – 24. University of Nebraska Press.
- Rost, J. C. (1991). *Leadership for the twenty-first century*. Praeger.
- Rousseau, Denise & Sitkin, Sim & Burt, Ronald & Camerer, Colin. (1998). Not So Different After All: A Cross-discipline View of Trust. *Academy of Management Review, 23*. <https://doi.org/10.5465/amr.1998.926617>
- Sagiv, L., & Schwartz, S. H. (2000). A new look at national culture: Illustrative applications to role stress and managerial behavior. In N. N. Ashkanasy, C. Wilderon, & M. F. Peterson (Eds.), *The handbook of organizational culture and climate* (pp. 417-436). Sage.
- Sagiv, L., & Schwartz, S. H. (2007). Cultural values in organisations: insights for Europe. *European Journal of International Management, 1*(3), 176-190.
- Salman, Y., & Broten, N. (2017). *An analysis of John P. Kotter's leading change*. Macat Library.
- Sapienza, H. J., & Korsgaard, M. A. (1996). Managing investor relations: The impact of procedural justice in establishing and sustaining investor support. *Academy of management Journal, 39*(3), 544-574.
- Sartre, J. P. (1943). *Being and nothingness: An essay on phenomenological ontology*, (H.E. Barnes, Trans.). Washington Square Press; Reprint Edition (Aug 1993).
- Saunders, M., Lewis, P. & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). Pearson Education Limited.
- Saunders, K. C. (1981). *Social stigma of occupations: The lower grade worker in service organisations*. Gower.
- Schindler, P. L., & Thomas, C. C. (1993). The structure of interpersonal trust in the workplace. *Psychological Reports, 73*(2), 563-573.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). *Positive psychology: An introduction* (Vol. 55, No. 1, p. 5). American Psychological Association.

- Seo, M. -G., Taylor, M. S., Hill, N. S., Zhang, X., Tesluk, P. E. and Lorinkiva, N. M. (2012). The role of affect and leadership during organizational change. *Personnel Psychology*, 65, 121-165. <https://doi.org/10.1111/j.1744-6570.2011.01240.x>
- Shamir, B., & Eilam, G. (2005). «What's your story?»: A life-stories approach to authentic leadership development. *The Leadership Quarterly*.
- Sikt. (n.d.). *Information for participants in research projects*. <https://sikt.no/en/fylle-ut-meldeskjema-personopplysninger/information-participants-research-projects>
- Silvestro, R. (2002). Dispelling the modern myth: Employee satisfaction and loyalty drive service profitability. *International Journal of Operations & Production Management*, 22(1), 30-49. doi:10.1108/01443570210412060
- Snyder, C. R., & Lopez, S. J. (Eds.). (2002). *Handbook of positive psychology*. Oxford University Press.
- Sofaer, S. (1999). Qualitative methods: what are they and why use them?. *Health services research*, 34(5 Pt 2), 1101.
- Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The Leadership Quarterly*, 16(3), 419-439.
- Spears, L. C. (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinkers*. Wiley.
- Spears, L. C. (1998). *Insights on leadership: Service, stewardship, spirit, and servant leadership*. Wiley.
- Spears, L.C., Lawrence, M., & Blanchard, K. (Eds.). (2001). *Focus on leadership: Servant leadership for the 21st century (3rd ed.)*. Wiley.
- Statens arbeidsmiljøinstitutt. (2017, March 2). *Fakta fra STAMI - Arbeidsmiljø og psykiske plager*. <https://stami.no/fakta-fra-stami-arbeidsmiljo-og-psykiske-plager/>
- Statistics Norway. (2023). 09793. *Employed persons. Annual average, by age, occupation, contents, year and sex*. <https://www.ssb.no/en/statbank/table/09793/tableViewLayout1/>
- Stenbacka, C. (2001). Qualitative research requires quality concepts of its own. *Management Decision*, 39(7), 551-555.

- Stepper, S., & Strack, F. (1993). Proprioceptive determinants of emotional and nonemotional feelings. *Journal of personality and social psychology*, 64(2), 211.
- Strand, G. L., & Skogseid, I. (2013). Management and employees' collaboration: is the Norwegian work life model suited for all?. *Systemic Practice and Action Research*, 26, 53-74.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications, Inc.
- Støren, K. S. (2019). *Innvandrere har mindre tillit til sine medmennesker*. SSB. <https://www.ssb.no/befolkning/artikler-og-publikasjoner/innvandrere-har-mindre-tillit-til-sine-medmennesker>
- Suddaby, R. (2010). Construct clarity in theories of management and organization: Editor's comments. *Academy of Management Review*, 35(3), 346-357.
- Suddaby, R., & Foster, W. M. (2017). History and Organizational Change. *Journal of Management*, 43(1), 19–38. <https://doi.org/10.1177/0149206316675031>
- Sørensen, O. H., & Hasle, P. (2009). The importance of trust in organizational change. In P. O. Saksvik (Ed.), *Prerequisites for healthy organizational change* (pp. 10-20). Bentham Books.
- Thibaut, J., & Walker, L. (1975). *Procedural justice: A psychological analysis*. Lawrence Erlbaum.
- Trilling, L. (1972). *Sincerity and authenticity*. Harvard University Press.
- Triandis H. C. (1995). *The analysis of subjective culture*. Wiley.
- Trice, H. M., & Beyer, J. M. (1993). *The cultures of work organizations*. Prentice-Hall, Inc
- Trompenaars F., Hampden-Turner C. (1998). *Riding the waves of culture: Understanding diversity in global business* (2nd ed.). McGraw-Hill.
- Tyler, T.R. and Degoey, P. (1996). *Trust in Organizational Authorities: The Influence of Motive Attributions on Willingness to Accept Decisions*. Sage Publications.
- UNDP (United Nations Development Programme). 2022. Human Development Report 2021-22: *Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World*.

- Unger, J.A., Waters, B., Barnett, B., & Dolby, R. (1997). Defense style and adjustment in interpersonal relationships. *Journal of Research in Personality, 31*, 375-385.
- Vaillant, G. E. (1992). *Ego mechanisms of defense: A guide for clinicians and researchers*. American Psychiatric Publishing.
- Van Kleef, G. A. (2009). How emotions regulate social life: The emotions as social information (EASI) model. *Current directions in psychological science, 18*(3), 184-188.
- Van Kleef, G. A., Homan, A. C., Beersma, B., Van Knippenberg, D., Van Knippenberg, B., & Damen, F. (2009). Searing sentiment or cold calculation? The effects of leader emotional displays on team performance depend on follower epistemic motivation. *Academy of Management Journal, 52*(3), 562-580.
- Vik, E. E. & Skeie, T. C. (2021). *The Impact of Authentic Leadership during Organisational Change Processes* [Masterutredning, Norges Handelshøyskole]. Bergen.
- Walumbwa, F. O., Wang, P., Lawler, J. & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology, 77*. 515 - 530.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of management, 34*(1), 89-126.
- Warner-Söderholm, G. (2012). Culture Matters: Norwegian Cultural Identity Within a Scandinavian Context. *SAGE Open, 2*(4).
<https://doi.org/10.1177/2158244012471350>
- Watson, T. J. (2003). Ethical choice in managerial work: The scope for moral choices in an ethically irrational world. *Human Relations, 56*, 167 – 185.
- Weiss, H. M & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behaviour, 18*, 1-74.

- Wellton, L., Jonsson, I. M., & Svingstedt, A. (2019). “Just trained to be a chef, not a leader”: A study of head chef practices. *International Journal of Hospitality & Tourism Administration*, 20(4), 400-422.
- Wellton, L., Jonsson, I. M., Walter, U., & Svingstedt, A. (2016). Restaurant practices - time, planning, knowledge and dreams. *Scandinavian Journal of Hospitality and Tourism*.
- Whitener, E. M., Brodt, S. E., Korsgaard, M. A., & Werner, J. M. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. *Academy of management review*, 23(3), 513-530.
- Williams, M. (2007). Building Genuine Trust through Interpersonal Emotion Management: A Threat Regulation Model of Trust and Collaboration across Boundaries. *The Academy of Management Review*, 32(2), 595–621.
<http://www.jstor.org/stable/20159317>
- Wong, C. A., & Cummings, G. G. (2009). The influence of authentic leadership behaviors on trust and work outcomes of health care staff. *Journal of Leadership Studies*, 3, 6-23.
- Wong, C. A., Laschinger, H. K. S., & Cummings, G. G. (2010). Authentic leadership and nurses’ voice behaviour and perceptions of care quality. *Journal of Nursing Management*, 18, 889-900
- Yukl, G. (2002). *Leadership in organizations* (5th ed.). Prentice-Hall.
- Zamahani, M., Ghorbani, V., & Rezaei, F. (2011). Impact of authentic leadership and psychological capital on followers’ trust and performance. *Australian Journal of Basic and Applied Sciences*, 5, 658-667.
- Zand, D. E (1972). Trust and managerial problem solving. *Administrative Science Quarterly*, 17, 229 –239.
- Zhu, W., May, D. R., & Avolio, B. J. (2004). The impact of ethical leadership behavior on employee outcomes: The roles of psychological empowerment and authenticity. *Journal of Leadership & Organizational Studies*, 11, 16-26.

Appendix 1: Intervjuguide

Spør først om samtykke til å gjennomføre lydopptak. Informér om at undersøkelsen er anonym og at intervjuobjektet kan trekke seg når som helst i prosessen og at opptaket og persondata vil slettes etter prosjektets slutt. Intervjuobjektet vil få tilsendt et dokument med ferdig transkripsjon slik at det kan rettes opp potensielle feil eller misforståelser, og at intervjuobjektet kan verifisere at transkripsjonen er riktig.

Innledende spørsmål

- Hva er din rolle/ stilling i organisasjonen?
- Hva er din faglige bakgrunn/ utdanning og tidligere relevant erfaring for stillingen du nå innehar?

Be respondenten om å fortelle raskt om en endringsprosess i organisasjonen (kan være alt fra Covid, nye rollefordelinger, ansettelse av nye ansatte, implementering av ny teknologi, ekspansjon, eller endringer i menyen). Forklar at respondenten helst må ha endringsprosessen som utgangspunkt når de svarer på de kommende spørsmålene, med mindre noe annet spesifiseres.

- Kan du fortelle om en organisasjonsendring som påvirket deg/ hvordan du jobber/ din stilling?

Spørsmål om ledelse, lederrelasjoner og organisasjonsendringer

- Kan du gi en beskrivelse av hvilke kvaliteter og personlighetstrekk en god leder har?
- Hvilken leder jobber du tettest med i organisasjonen, og hvordan er deres relasjon?
- Hvordan oppfatter du denne lederens lederstil?
- Hvordan vil du beskrive forholdet mellom deg og din nærmeste leder?
- Hvordan vil du beskrive denne lederens atferd og handlinger under organisasjonsendringen?
- Hvordan var forholdet deres under organisasjonsendringen?
- Er det noe du mener kunne forbedret samarbeidet dere i mellom under organisasjonsendringen? Hvordan?
- Er lederstilen til lederen din noe du selv ønsker å etterligne?
 - Føler du at du har lært noe av denne typen lederstil? Hvorfor/ hvorfor ikke?

Spørsmål om organisasjonsendringer

- Hvilke konkrete forventninger stiller du til lederen din under organisasjonsendringer?
- Hvordan følte du at utfallet av endringen gikk? Hva var bra, og hva kunne vært gjort bedre?
- Hvordan oppfattet du at endringen gikk innpå deg selv på et følelsesmessig plan? Var det en negativ, positiv eller nøytral opplevelse?
- Hvordan oppfattet du oppførselen til din nærmeste leder?
- Var det noen endringer, både positive eller negative, i forholdet/ samarbeidet dere i mellom som følge av endringsprosessen? Hvis ja, hvordan?
- Hva mener du var viktig for at endringen skulle bli en suksess?
- Var det noe som gjorde at du kjente på motvilje under endringen/ ønsket at endringen ikke skulle finne sted, eller motarbeidet den? Hva skyldtes motviljen?

Spørsmål knyttet til tillit og organisasjonsendringer (P1)

- Hvordan var tillitsnivået mellom deg og din leder under organisasjonsendringen?
- Hvordan ble tilliten dere i mellom ble vedlikeholdt?
 - Hvordan bygger du tillit til dine ansatte?
 - Hvordan skaper lederen din tillit til deg?
- Gjorde endringen noe med tilliten dere i mellom? Hvordan?
- Hvordan påvirker tillit forholdet mellom ledere og ansatte i bedriften?
- Tror du graden av tillit mellom medarbeidere i en organisasjon er viktig for hvordan ansatte oppfatter en endringsprosess? Hvordan, eller hvorfor ikke?

Spørsmål knyttet til følelser og organisasjonsendringer (P2)

- Var det noe lederen din gjorde for å skape positive følelser knyttet til organisasjonsendringen? Hva?
- Var det noe lederen din gjorde for å forhindre negative følelser under organisasjonsendringen? Hva?
- Er følelser noe som diskuteres blant lederne innad i organisasjonen?
- Var følelser noe som ble diskutert i organisasjonen under organisasjonsendringen?
- Var følelser noe som ble tatt hensyn til under organisasjonsendringen?

- Tror du organisasjonen kan oppnå gevinster ved å ta hensyn til ansattes følelser?
Hvordan/ hvorfor ikke?

Spørsmål knyttet til tillit og følelser under organisasjonsendringer (P3)

- Tror du tillitsnivået mellom deg og lederen din hadde noen påvirkning på hvordan du opplevde organisasjonsendringen? Hvordan?
- Var det noen tiltak lederen din gjorde under organisasjonsendringen som skapte positive eller negative følelser?
- Skapte endringsprosessen negative eller positive følelser? Hvordan påvirket tillitsnivået mellom deg og lederen din til dette?

Avsluttende spørsmål

- Er det noe annet du ønsker å tilføye om emnene du har belyst i dag, eller er det et spørsmål du kunne ønske var blitt stilt?

Appendix 2: Interview Guide

First, ask for consent to conduct an audio recording. Inform that the survey is anonymous and that the interviewee can withdraw at any time during the process and that the recording and personal data will be deleted after the project ends. The interviewee will receive a document with the finished transcription so that any potential errors or misunderstandings can be corrected, and the interviewee can verify that the transcription is correct.

Introductory Questions

- What is your role/position in the organization?
- What is your educational background and previous relevant experience for the position you now hold?

Ask the respondent to briefly describe a change process in the organization (it can be anything from Covid, new role distributions, hiring of new employees, expansion, or major changes in the menu). Explain that the respondent should use the change process as a basis when answering the upcoming questions, unless otherwise specified.

- Can you tell me about an organizational change that affected you/ how you work/ your position?

Questions on leadership, leader relations, and organizational changes

- Can you give a description of the qualities and personality traits a good leader has?
- Which leader do you work most closely with in the organization, and how is your relationship?
- How do you perceive this leader's leadership style?
- How would you describe the relationship between you and your immediate leader?
- How would you describe this leader's behavior and actions during the organizational change?
- How was your relationship during the organizational change?
- Is there anything you think could have improved the cooperation between you during the organizational change? How?
- Is your leader's leadership style something you wish to emulate?

- Do you feel you have learned anything from this type of leadership style? Why/why not?

Questions about organizational changes

- What specific expectations do you have of your leader during organizational changes?
- How did you feel the outcome of the change went? What was good, and what could have been done better?
- How did you perceive the change affected you on an emotional level? Was it a negative, positive, or neutral experience?
- How did you perceive the behavior of your immediate leader?
- Were there any changes, both positive or negative, in the relationship/cooperation between you as a result of the change process? If yes, how?
- What do you think was important for the change to be a success?
- Was there something that made you feel reluctant during the change/ wished that the change would not take place, or resisted it? What was the cause of the reluctance?

Questions related to trust and organizational changes (P1)

- What was the level of trust between you and your leader during the organizational change?
- How was the trust between you maintained?
- How do you build trust with your employees?
- How does your leader create trust with you?
- Did the change do anything to the trust between you? How?
- How does trust affect the relationship between leaders and employees in the company?
- Do you believe the level of trust among employees in an organization is important for how employees perceive a change process? How, or why not?

Questions related to emotions and organizational changes (P2)

- Was there something your leader did to create positive emotions related to the organizational change? What?

- Was there something your leader did to prevent negative emotions during the organizational change? What?
- Are emotions discussed among the leaders within the organization?
- Were emotions discussed in the organization during the organizational change?
- Were emotions taken into account during the organizational change?
- Do you think the organization can achieve benefits by considering employees' emotions? How/why not?

Questions related to trust and emotions during organizational changes (P3)

- Do you think the level of trust between you and your leader had any influence on how you experienced the organizational change? How?
- Were there any measures your leader took during the organizational change that created positive or negative emotions?
- Did the change process create negative or positive emotions? How did the level of trust between you and your leader influence this?

Concluding question

- Is there anything else you would like to add about the topics you have highlighted today, or is there a question you wish had been asked?

Appendix 3: Forespørsel om deltakelse i masteroppgave ved NHH

Vil du delta i forskningsprosjektet “How does authentic leadership affect trust in leaders and followers’ emotions during organizational change processes?”, en masteroppgave ved Norges Handelshøyskole?

Dette er en forespørsel til deg om å delta i vårt forskningsprosjekt hvis formål er å svare på problemstillingen “How does authentic leadership affect trust in leaders and followers’ emotions during organizational change processes?”. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva din deltakelse vil innebære for deg.

Formålet med prosjektet

Formålet med prosjektet er å samle inn data gjennom intervjuer for å besvare problemstillingen ovenfor. Masteroppgaven skrives på engelsk og intervjuene som gjennomføres på norsk vil derfor bli oversatt til engelsk i etterkant. Alle opplysninger vil utelukkende benyttes i arbeidet med denne masteroppgaven, og intervjuene vil bli slettet kort tid etter at oppgaven er levert.

Hvorfor får du spørsmål om å delta?

Du får denne forespørselen fordi vi ønsker å samle opplysninger og informasjon fra personer i mellomlederstillinger i norske restauranter. Målet er å intervju 12 respondenter i Bergen. Måten vi kommer i kontakt med potensielle kandidater er å bruke nettverket vårt i restaurantbransjen i Bergen.

Hvem er ansvarlig for forskningsprosjektet?

De ansvarlige for forskningsprosjektet er Magnus Skogstad og Bendik Garrido Hauge.

Veileder: Marcus Selart, professor på institutt for strategi og ledelse ved Norges Handelshøyskole

Institutt for strategi og ledelse ved Norges Handelshøyskole er behandlingsansvarlig for personopplysningene som behandles i prosjektet.

Det er frivillig å delta

Å delta i prosjektet er frivillig. Dersom man har sagt ja til å delta kan man når som helst trekke samtykket uten å forklare hvorfor. Alle personopplysninger slettes om man trekker seg, og det vil ikke ha noen negative konsekvenser for deg om du velger å trekke deg.

Hva innebærer det for deg å delta

Å delta i dette prosjektet innebærer å delta på et intervju enten i fysisk eller digital form på et sted mellom 30 og 45 minutter. Opplysningene som samles inn vil ikke brukes til andre formål enn til dette prosjektet og vil slettes etter oppgaven er levert desember 2023.

Personopplysningene som samles inn vil ikke strekke seg utover navn, alder, stilling og informasjon knyttet til din opplevelse på arbeidsplassen. Intervjuet vil transkriberes og oversettes til engelsk. Intervjuet handler om erfaringer knyttet til organisasjonsendringer og hvordan tillit til lederen din ble påvirket av organisasjonsendringen og hvordan tilliten påvirket hvordan du oppfattet organisasjonsendringen følelsesmessig. Intervjuet registreres på lydopptak og gjennom transkripsjon.

Ditt personvern - hvordan vi oppbevarer og bruker dine opplysninger

Opplysninger om deg vil ikke bli delt, og vil utelukkende brukes i forskningsprosjektet. Alle opplysninger om deg behandles konfidensielt og i tråd med gjeldende personvernslover- og retningslinjer. Dette innebærer at det kun er de ansvarlige for prosjektet og vår veileder som vil ha tilgang til datamaterialet. Navn, kontaktopplysninger og andre personalia erstattes med koder slik at ingen informasjon kan spores tilbake til deg.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler dine personopplysninger basert på ditt samtykke. På oppdrag fra Norges Handelshøyskole har personverntjenestene ved Sikt - Kunnskapssektorens tjenesteleverandør, vurdert at behandlingen av personvernopplysning i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

Så lenge du kan identifiseres i dataene vi har innhentet fra intervjuet, har du rett til:

- Å be innsyn i hvilke opplysninger vi behandler om deg, og får utlevert kopi av opplysningene.
- Å få rettet opplysninger om deg som er feil eller misvisende.
- Å få slettet personopplysninger om deg.
- Å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Vi vil gi deg en begrunnelse hvis vi mener at du ikke kan identifiseres, eller at rettighetene ikke kan utøves.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes i løpet av desember 2023. Opplysningene vil da anonymiseres når prosjektet er godkjent og avsluttes etter all sannsynlighet desember 2023. Personopplysninger og intervjuopptak slettes også da.

Spørsmål

Hvis du har spørsmål eller vil utøve dine rettigheter, ta kontakt med

- Bendik Garrido Hauge på bendik.hauge@student.nhh.no, Magnus Skogstad på magnus.skogstad@student.nhh.no eller Marcus Selart på marcus.selart@nhh.no
- Vårt personvernombud på NHH: personvernombud@nhh.no

Hvis du har spørsmål knyttet til Sikts vurdering av prosjektet, kan du ta kontakt på e-post: personverntjenester@sikt.no, eller på telefon 73 98 40 40.

Samtykkeerklæring

Dette skjemaet er en samtykkeerklæring for deltakelse i intervju om ledelse i restaurantnæringen. Deltakelsen er del av datainnsamling for en masteroppgave ved NHH høsten 2023.

- Forskere: Magnus Skogstad og Bendik Garrido Hauge
- Veileder: Marcus Selart

Jeg bekrefter å ha mottatt informasjon om prosjektet og har fått anledning til å stille spørsmål til studien. Jeg er kjent med at deltakelse er frivillig, og at jeg når som helst kan trekke mitt samtykke tilbake, uten begrunnelse.

Jeg gir herved mitt samtykke til å delta i studien, som innebærer følgende:

- å delta i intervju for datainnsamling.
- at det tas lydopptak av intervjuet at lydopptak benyttes til transkribering av intervjuet i sin helhetlige form.
- at lydopptak slettes når intervjuet er transkribert.
- at transkribert intervju gjøres tilgjengelig for ovennevnte forskere og veileder.
- at forskerne kan bruke anonymiserte sitater fra intervjuet i masteroppgaven.
- at mine opplysninger behandles frem til prosjektet er avsluttet.

.....

(Signert av prosjektdeltaker, dato)

Appendix 4: Request for participation in master's thesis at NHH

Would you like to participate in the research project “How does authentic leadership affect trust in leaders and followers’ emotions during organizational change processes?”, a master's thesis at the Norwegian School of Economics (NHH)?

This is a request for you to participate in our research project, the purpose of which is to answer the question: “How does authentic leadership affect trust in leaders and followers’ emotions during organizational change processes?”. In this document, we provide you with information about the project's goals and what your participation will involve.

Purpose of the project

The purpose of the project is to collect data through interviews to answer the research question above. The master's thesis is written in English, so interviews conducted in Norwegian will be translated into English afterward. All information will be used exclusively for this master's thesis, and the interviews will be deleted shortly after the thesis is submitted.

Why are you being asked to participate?

You are receiving this request because we aim to gather information from individuals in middle management positions in Norwegian restaurants. The goal is to interview 12 respondents in Bergen. We get in touch with potential candidates by utilizing our network in the restaurant industry in Bergen.

Who is responsible for the research project?

The persons in charge of the research project are Magnus Skogstad and Bendik Garrido Hauge.

Supervisor: Marcus Selart, professor at the Department of Strategy and Management at the Norwegian School of Economics (NHH).

The Department of Strategy and Management at NHH is responsible for the personal data processed in this project.

Participation is voluntary

Participation in the project is voluntary. If one agrees to participate, they can withdraw their consent at any time without providing a reason. All personal data will be deleted if you choose to withdraw, and there will be no negative consequences for you if you decide to withdraw.

What does participation entail?

Participation in this project means taking part in an interview, either in-person or digitally, lasting between 30 and 45 minutes. The collected information will only be used for this project and will be deleted after the thesis is submitted in December 2023. The personal data gathered will not extend beyond your name, age, position, and information related to your workplace experience. The interview will be transcribed and translated into English. It will cover experiences related to organizational changes, how trust in your leader was affected by the change, and how that trust influenced your emotional perception of the change. The interview will be recorded and transcribed.

Your privacy - how we store and use your information

Your data will not be shared and will only be used for this research project. All your data is treated confidentially and in accordance with current data protection laws and guidelines. This means that only those responsible for the project and our supervisor will have access to the data. Names, contact details, and other personal data are replaced with codes to ensure that no information can be traced back to you.

What gives us the right to process personal data about you?

We process your personal data based on your consent. On behalf of NHH, the data protection services at Sikt - The Knowledge Sector Service Provider, have assessed that the processing of personal data in this project is in compliance with data protection regulations.

Your rights

As long as you can be identified in the data we have collected from the interview, you have the right to:

- Request access to the data we process about you and receive a copy of the data.
- Correct data about you that is incorrect or misleading.

- Have your personal data deleted.
- File a complaint with the Data Inspectorate regarding the processing of your personal data.

We will provide you with a reason if we believe you cannot be identified, or if your rights cannot be exercised.

What happens to your personal data when the research project is concluded?

The project is expected to conclude in December 2023. Data will then be anonymized once the project is approved and will likely be deleted by December 2023. Personal data and interview recordings will also be deleted at that time.

Questions

If you have questions or want to exercise your rights, please contact:

Bendik Garrido Hauge at bendik.hauge@student.nhh.no, Magnus Skogstad at magnus.skogstad@student.nhh.no, or Marcus Selart at marcus.selart@nhh.no.

Our data protection officer at NHH: personvernombud@nhh.no.

If you have questions related to Sikt's evaluation of the project, you can contact by email: personverntjenester@sikt.no, or by phone: 73 98 40 40.

Declaration of consent

This form is a declaration of consent for participation in interviews about leadership in the restaurant industry. Participation is part of data collection for a master's thesis at NHH in the fall of 2023.

Researchers: Magnus Skogstad and Bendik Garrido Hauge

Supervisor: Marcus Selart

I confirm that I have received information about the project and have had the opportunity to ask questions about the study. I understand that participation is voluntary, and I can withdraw my consent at any time, without a reason.

I hereby give my consent to participate in the study, which involves the following:

- Participating in the interview for data collection.
- Having the interview recorded.
- Using the recording to transcribe the interview in its entirety.
- Deleting the recording after the interview is transcribed.
- Making the transcribed interview available to the mentioned researchers and supervisor.
- Allowing the researchers to use anonymized quotes from the interview in the master's thesis.
- My data being processed until the project concludes.

(Signed by the project participant, date)