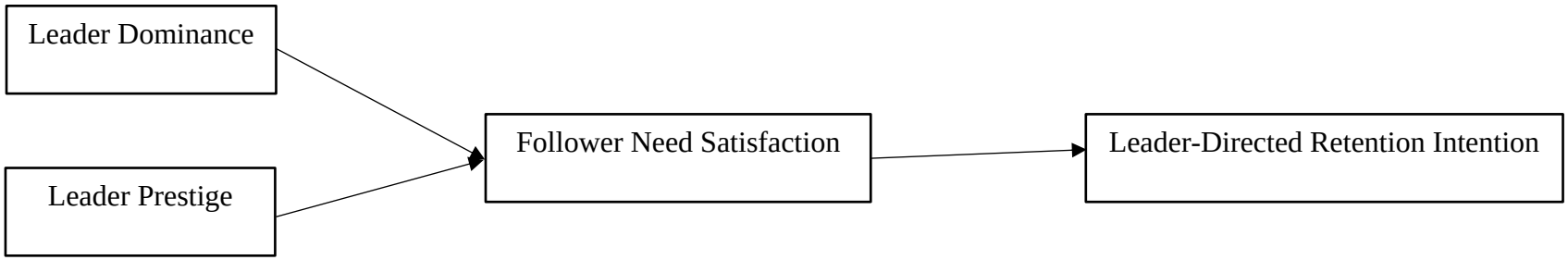
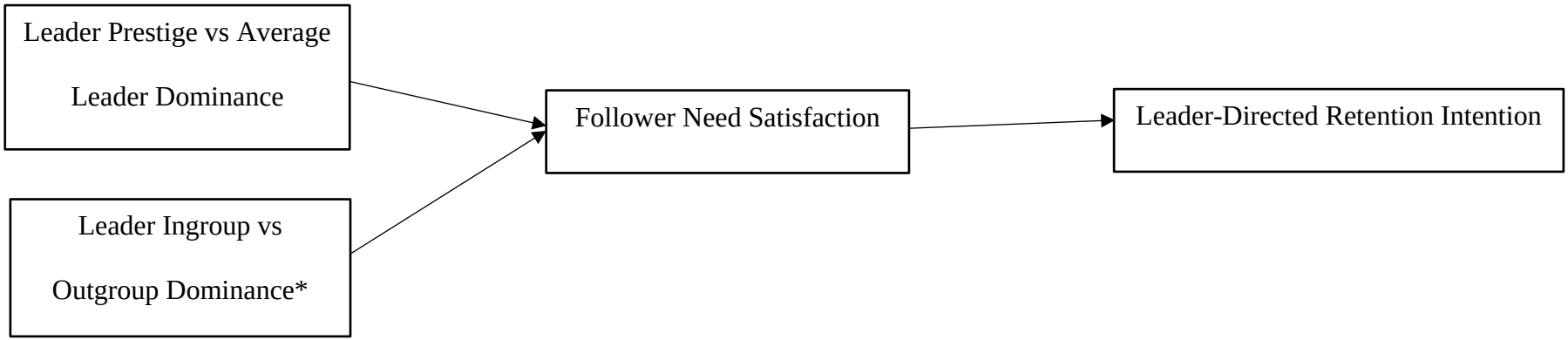
Appendices

Appendix A: Figure summary of Study 1, Study 2 and Study 3

Study 1



Study 2 and Study 3



* Study 3 only

Appendix B: Supplemental Analyses for Study 1

We note that in Study 1, follower-reported leader dominance and prestige were negatively correlated. Taking this issue under consideration, we further estimated models where both leadership styles were entered concurrently as predictors. To balance power and precision, we opted to estimate three path models. The mean scores of leader dominance and prestige were entered in the model at the same time. Please see Appendix C for the detailed results.

Leader dominance had a negative relationship with followers' report of need satisfaction for autonomy (b = -0.17, 95% CI [-0.28, -0.05], $p < .01$). The indirect effects from leader dominance to leader directed retention intentions through follower autonomy (b = -0.04, 95% CI [-0.07, -0.00], $p < .05$) need was negative and significant. However, leader dominance did not significantly relate to follower relatedness (b = -0.08, 95% CI [-0.17, 0.01], $p = .097$) or competence needs (b = -0.00, 95% CI [-0.10, 0.09], $p = .951$).

Leader prestige on the other hand, positively related to followers' report of need satisfaction of autonomy (b = 0.39, 95% CI [0.28, 0.50], $p < .001$), competence (b = 0.35, 95% CI [0.26, 0.43], $p < .001$) and relatedness (b = 0.67, 95% CI [0.60, 0.74], $p < .001$). Furthermore, leader prestige exerted positive indirect effects on leader-directed retention intentions via followers' greater need satisfaction of autonomy (b = 0.22, 95% CI [0.09, 0.36], $p < .01$), and competence (b = 0.10, 95% CI [0.03, 0.17], $p < .01$), as predicted. These results indicate that followers' greater desire to work with their more prestigious leaders is transmitted indirectly through their greater satisfaction with need for autonomy, relatedness and competence.

When dominance and prestige were modeled simultaneously, the indirect effects of leader dominance through relatedness and competence were attenuated because the paths from dominance to those mediators became non-significant, whereas the autonomy pathway remained significant. This suggests that, in Study 1, the links between dominance and followers'

relatedness and competence needs may depend partly on the variance dominance shares with prestige-related perceptions. In contrast, autonomy need satisfaction appears to capture a more specific feature of dominance that remains detectable even after accounting for prestige.

A unique shift emerged for leader prestige: relatedness need satisfaction became a significant mediator only when dominance was entered into the same model. This finding suggests that the relational benefits of prestige may be easier to detect once variance associated with dominance is partialled out. Taken together, these results fit the broader view that dominance and prestige are separable strategies in principle but often highly overlapping in everyday evaluations, making their unique effects difficult to isolate in observational sample.

Appendix C. Results summary for path analyses (Study 1)

	Autonomy		Relatedness		Competence	
X = Leader dominance	*Estimate*	95% CI	*Estimate*	95% CI	*Estimate*	95% CI
X on M (a1)	-0.17 (.06) **	[-0.28, -0.05]	-0.08 (.05) *p*= .097	[-0.17, 0.01]	-0.00 (.05) *p*= .951	[-0.10, 0.09]
M on Y (b)	0.22 (.09) *	[0.05, 0.40]	0.33 (.10) **	[0.13, 0.53]	0.30 (.10) **	[0.11, 0.48]
Direct effect (c1)	-0.27 (.07) ***	[-0.41, -0.13]	-0.28 (.07) ***	[-0.42, -0.15]	-0.31 (.06) ***	[-0.45, -0.17]
Indirect effect	-0.04 (.02) *	[-0.07, -0.00]	-0.03 (.02) *p*= .132	[-0.06, 0.01]	-0.00 (.01) *p*= .951	[-0.03, 0.03]
X = Leader prestige	*Estimate*	95% CI	*Estimate*	95% CI	*Estimate*	95% CI
X on M (a2)	0.39 (.06) ***	[0.28, 0.50]	0.67 (.04) ***	[0.60, 0.74]	0.35 (0.05) ***	[0.26, 0.43]
M on Y (b)	0.22 (.09) *	[0.05, 0.40]	0.33 (.10) **	[0.13, 0.53]	0.30 (.10) **	[0.11, 0.48]
Direct effect (c2)	0.98 (.08) ***	[0.83, 1.12]	0.84 (.08) ***	[0.69, 1.00]	0.96 (.07) ***	[0.83, 1.09]
Indirect effect	0.09 (.04) *	[0.01, 0.16]	0.22 (.07) **	[0.09, 0.36]	0.10 (.04) **	[0.03, 0.17]

Note. Total effect for dominance on leader directed retention intention: $b = -0.31$, $SE = .07$, $p < .001$, 95% CI [-0.45, -0.17]. Total effect of prestige: $b = 1.06$, $SE = 0.06$, $p < .001$, 95% CI [0.95, 1.17]. * indicates $p < .05$. ** indicates $p < .01$ *** indicates $p < .001$.

Appendix D: Pilot Test Procedure to Inform Study 2

Participants from Study 1 evaluated the prompts to determine which ones most likely to originate from dominant or prestigious leaders. Specifically, we asked participants to evaluate a list of prompts generated by researchers (summarized in Appendix F) in terms of their relevance to dominant and prestigious leaders along with other relevant dimensions (i.e., warmth and competence). We provided background information and definitions for all the dimensions. Specifically, they read that the context was:

> For the following section, please imagine that a leader of a university student union is evaluating the efforts of the student negotiations regarding rent in a newly constructed university apartment. As someone who has experience working with managers and leaders, please assess each feedback based on its relevance to a dominant or prestigious leader and how much it reflects the warmth and competency of the leader, and your perceived valence of the message. Definitions will be provided.

Participants then read the instruction that: "After familiarizing yourself with this definition, examine the following list of potential questionnaire items. After carefully reviewing each item, please rate the degree to which the content of each item matches the content of this dimension." Respondents answered on a Likert-scale of 1 (*Poor match*) to 5 (*Excellent match*). They will be informed that a dominant leader is:

> someone who possesses a strong personality and exerts a high degree of control over their followers or subordinates. They tend to be assertive, confident, and coercive. A dominant leader may have a competitive or aggressive approach to leadership, seeking to establish their dominance over others and maintain their position of power.

They were also be provided with the following definition of a prestigious leader:

someone who holds a position of high social rank or esteem within their organization due to their recognized skills, success, or knowledge. They are typically seen as accomplished and respected individuals who have earned the admiration of their followers or subordinates. Prestigious leaders often possess a high level of expertise or specialized knowledge in their field and are willing to pass their knowledge on to others.

Participants read: “Warmth speaks to the perceived intent of a person, such as friendliness, trustworthiness, and morality. This is important in how people judge interpersonal interactions.” For competence, participants were informed that: “Competence refers to how capable someone is perceived to be in achieving goals or completing tasks. This includes factors like intelligence, skill, and effectiveness.” (Fiske et al., 2007). Furthermore, to examine the perceived valence, participants were asked to judge how positive or negative they think the feedback are (Russell, 2003).

A combination of average scores for targeted domains and Cohen’s *ES* index were used to determine the degree to which each prompt matches its keyed (i.e., dominance or prestige) and unkeyed dimensions (i.e., dominance or prestige, warmth, competence).

Appendix E: Prompt Validation with Cohen's ES.

Study 1 served to validate a series of prompts that were intended for Study 2. Researchers generated a list (summarized in Appendix F) of potential leader responses characterized by their dominance and prestige tendencies. Participants from study 1 were asked to judge a list of nine prompts from a hypothetical leader on four domains (i.e., dominance, prestige, warmth, and competence). The background and definitions for each domain were offered. Participants provided ratings on a scale of five in terms of how good of a match each prompt was for the four domains. Following the steps in Dunn and colleagues (1999), the Cohen's ES index was calculated and used to differentiate the mean content-relevance scores for the construct of interest (i.e., the keyed domains: dominance and prestige) from the unintended domains (i.e., the unkeyed domains: dominance or prestige, warmth and competence). Six planned contrasts were conducted: dominance with prestige, warmth, and competence; prestige with dominance, warmth, and competence. The results are summarized in Supplemental Appendix G. In determining the appropriate prompts, the author followed the following steps: first, the mean rating of the prompt needs to score a three (3 = *Good Match*) or higher; Second, the most important contrast (i.e., the contrast between dominance and prestige) needs to be above 0.80; Third, maximum difference in Cohen's ES between dominance or prestige with warmth and competence. The chosen prompts were bolded in Appendix F and Appendix G.

Appendix F: Supplemental Table 1

Prompt Pool for Dominant and Prestigious leader

	Unsuccessful Round
Dominance condition (towards ingroup negotiator)	**1. You were entrusted with representing the students' interests. The outcome has hurt our reputation and hampered our negotiations. This isn't a game; it's serious business.** 2. Your performance in the negotiation left much to be desired. We count on these negotiations to stay ahead, and we can't afford such lapses. 3. There's clearly room to enhance your negotiation skills. We expect more precision and effectiveness in future dealings.
Dominance condition (towards opposing negotiator)	**1. They absolutely don't know what they are talking about! This is total nonsense, and they probably need to send someone who's more c**apable**. We just need to stand our ground!** 2. They clearly don't have a clue about what's going on with the market! It's absolute nonsense, and it seems they need to send someone who's actually competent. We just need to stand our ground confidently and show them who truly holds the power here! 3. It's evident that there is a significant disconnect between their understanding of the market and the reality of the situation. We need to focus on presenting our expertise and insights in a persuasive manner.
Prestige condition	1. Remember that setbacks provide valuable learning experiences. Take some time to reflect on the negotiation process and identify areas where you can improve. Analyze what worked well and what could have been done differently to achieve a more favorable outcome. For example, building strong counterarguments and anticipating their concerns can help strengthen your negotiation position. **2. I appreciate your efforts in taking on the negotiation with the rental agency. Although the negotiation didn't go as expected, it provides us with valuable learning opportunities. I am here to support you in your professional growth. We can work together to enhance your negotiation skills.** 3. While the negotiation outcome may not have met our initial expectations, it's crucial to view this as a steppingstone for growth. Take this opportunity to seek feedback from colleagues or mentors and invest in professional development resources to refine your negotiation skills. Remember, success is a journey, and each experience contributes to your growth.

Appendix G: Supplemental Table 2.

Mean-Difference Effect Sizes for Ratings

Content Domain	*M*	*SD*	Contrast 1	Contrast 2	Contrast 3
1 [d]	**3.26**	**1.38**	**d-p (0.805)**	**d-w (1.117)**	**d-c (0.747)**
2 [d]	2.94	1.32	d-p (0.578)	d-w (0.899)	d-c (0.442)
3 [d]	3.06	1.22	d-p (0.406)	d-w (0.626)	d-c (0.229)
4 [d]	**3.29**	**1.45**	**d-p (0.982)**	**d-w (1.133)**	**d-c (0.866)**
5 [d]	3.45	1.46	d-p (0.913)	d-w (1.111)	d-c (0.828)
6 [d]	2.86	1.28	d-p (-0.036)	d-w (0.314)	d-c (-0.295)
7 [p]	4.06	1.06	p-d (0.863)	p-w (-0.021)	p-c (0.116)
8 [p]	**3.90**	**1.10**	**p-d (0.922)**	**p-w (-0.390)**	**p-c (0.071)**
9 [p]	3.88	1.13	p-d (0.789)	p-w (-0.124)	p-c (0.112)

Note. Ratings were done on a 5-point scale ranging from 1=Poor Match to 5=Excellent Match. *N*=250. Letters in brackets identify the construct that each item was originally designed to measure. d = dominance; p = prestige; w = warmth; c = competence. Effect sizes (shown in parentheses) were calculated using Cohen's (1977) effect size index for dependent means.

Appendix H: Full Experimental Material – Study 2

At the start of the manipulation, participants read a message from student association:

> A university apartment is set to be built within a year, and we believe that students should have a say in the rent prices. By negotiating with the university, we can ensure that the rent is fair and affordable for all students. The current market price for one bedroom in a three-bedroom apartment ranges from 400-1000. You as a student have a lot to say in this matter. Therefore, you will be negotiating with the university on behalf of the student body. You will have the chance to choose the price you deem appropriate as the new rent for the apartment building, and you will also be able to send along a message explaining your choice. Your opposing negotiator, representing the university and played by another student, can either accept or reject your offer. Furthermore, you will receive feedback promptly from your team lead at the student association.

In addition, participants also read a short interview transcript of the leader highlighting their dominance or prestige. Participants were notified that the following was a transcript when their leader responded to the interview questions: “How do you make sure your team meets their high-performance expectations?” and “How do you lead your subordinates?” An ingroup dominant leader’s response was:

> I believe that I as the team leader should be the one in charge. I should clearly assign tasks to subordinates. This way, they can see what exactly they ought to do. This encourages high performance! I will make sure proper hierarchy is established within the team by any means necessary, even if it means that I must be assertive sometimes.
>
> I think that one needs to handle subordinates with a firm hand. Because who, if not I as the team leader, should make decisions about strategies and tasks and should specify

explicitly how to get them done? I am not afraid to reprimand team members if they do not meet expectations.

An outgroup dominant leader's response was:

I believe that I as the team leader should be the one in charge. I should clearly assign tasks to subordinates. This way, they can see what exactly they ought to do. This encourages high performance! I will make sure proper hierarchy is established within the team by any means necessary, even if it means that I must be assertive sometimes.

I think that one needs to handle subordinates with a firm hand. Because who, if not I as the team leader, should make decisions about strategies and tasks and should specify explicitly how to get them done? I am not afraid to reprimand team members if they do not meet expectations.

A prestige leader's response was:

I believe that I as the team leader should be the one with immersed knowledge relevant to the tasks. This way, I can help subordinates when they encounter issues and pass the knowledge on. This encourages high performance! This is also why I often help subordinates and encourage them to learn something new each time.

I think that it is important to treat subordinates with respect. That way, I will also receive respect and admiration in return. Harmonious relationships with proper knowledge flow are essential for team success.

Upon entering the negotiation, participants were informed that the current leasing price the university is considering is 850$ a month for a room in a three-bedroom unit with a shared washroom. They had four options to choose from (i.e., 400$, 500$, 600$, 700$) and a textbox for them to input their reasoning or negotiation. Regardless of which option participants choose, the

opposing negotiator rejected the offer and wrote: “The rental price you have proposed is below the market rate. If you would be willing to raise the rental price to a level that is more reflective of the current market value, I would be happy to revisit the offer. However, at this time I’m afraid I have to reject your offer”.

Participants then entered a second round of negotiation. The student team leader’s feedback appeared after a twenty-second wait. Dominant leadership behaviour towards ingroup members focused on aggression and verbal dominance towards a group member whereas in the dominant leadership behaviour towards outgroup members condition, the focus was on the opposing negotiator. Prestige condition focused on leadership promoting learning and growing. The exact messages are shown in bold in Appendix C.

In the next round of negotiation, participants were given the option to increase (or insist on) their original offer (i.e., increase by $0, $50, $100, $150). After the second round of negotiation, participants then were asked to answer questions measuring their thoughts on the leader’s dominance and prestige, need satisfaction working with the hypothetical leader, belief in reciprocity with the leader, how competent they think the leader is and their willingness to continue working with the leader (i.e., leader-directed retention intentions). To avoid the possibility of participants attributing the success (or not) of the negotiation to certain leadership tendencies, participants were not informed whether they won the negotiation. Participants were debriefed at the end of the study.

Appendix I: Supplemental Analysis: The Role of Follower Belief in Reciprocity

We originally theorized that the unique characteristics inherent in dominance and prestige-based leaderships might influence how much their followers believe the leaders will reciprocate any positive behaviors with resources that are valuable to the followers. Dominant leaders, with their tendencies to prioritize their personal goals and hypervigilant to rank threats (e.g., Cheng et al., 2013; Maner & Case, 2016), are perhaps ill equipped to foster a positive social exchange with followers. Traditional theories of social exchange posit that positive interactions between leaders and followers foster a mutual sense of obligation for reciprocity, underpinning healthy relationships (Blau, 1964). However, the tendency for dominant leaders to act erratically as a response for possible rank threats challenges these foundational assumptions. As dominant leaders tend to be aggressive and force compliance, followers may not believe that their forced deference would be reciprocated with valuable resources such as career development opportunities. Therefore, dominant leaders are perhaps less likely to activate a sense of reciprocity in their followers.

In contrast, followers may have positive experiences working with prestigious leaders (Cheng et al., 2013; Henrich & Gil-White, 2001). The prestige process is based on the exchange of valuable skills and information, which benefit both the leaders and the followers. Followers can learn and grow from the superior knowledge leaders possess (Hagen & Garfield, 2019), which may help them in future career development and rank gains. Leaders benefit from the admiration and deference provided by the followers. In fact, Price and Van Vugt (2014) proposed that exchange relationships evolve in prestigious process where leaders provide social goods and resources, whereas followers provide prestige as a compensation for the leader (i.e., service-for-prestige theory). The important skills and knowledge prestigious individuals possess are of relative value to followers. These social goods are deemed valuable and often difficult to

acquire from the beginning by the followers alone (Henrich & Gil-White, 2001; Price & Van Vugt, 2014). Taken together, prestige leaders should invoke positive reciprocal expectations for their followers.

Methods and Results

Follower belief in reciprocity was measured in Study 1 and Study 2 along with the main variables. Belief in reciprocity (α = .76 for Study 1 and Study 2) was measured using a 3-item questionnaire adapted from Perugini and colleagues (2003). Participants responded on a 7-point Likert scale from 1 (*not true for me*) to 7 (*very true for me*). The three items were "To help my leader is the best policy to be certain that they will help me in the future", "If my leader does a favor for me, I am ready to return it", and "When my leader does me a favor, I feel committed to repay them". In Study 2, we changed [my leader] to [this leader] for all three items.

Structural equation modelling was conducted using leader dominance/prestige (dominance-ingroup vs prestige-ingroup conditions in Study 2) as predictors, follower belief in reciprocity as the mediator, and leader-directed retention intentions as the outcome variable. Results from Study 1 showed that the indirect link between leader dominance and leader-directed retention intentions through belief in reciprocity was not significant (b = -0.11, 95% CI [-0.22, 0.01], p = .063). Similarly, leader prestige was not indirectly linked to leader-directed retention intentions through belief in reciprocity (b = 0.03, 95% CI [-0.06, 0.12], p = .504) as belief in reciprocity did not correlate with leader-directed retention intentions (b = 0.09, 95% CI [-0.18, 0.36], p = .510) significantly. Using an experimental approach, Study 2 showed that compared to the dominance-ingroup leader, the prestigious leader exerted a significant indirect effect (b = 0.48, 95% CI [0.20, 0.77], p = .001) on followers' willingness to work with the said leader in the future via a positive relationship with follower belief in reciprocity (b = 0.50, 95% CI [0.21,

0.79], p = .001). Supplemental Table 3 shows detailed model results for both Study 1 and Study 2.

Discussion

Results from Study 1 and Study 2 were inconsistent with the potential mediating role of follower belief in reciprocity. Follower's belief in reciprocity significantly mediated the relationship between leader dominance/prestige and leader-directed retention intentions only in Study 2, which used an experimental design. It is possible that in Study 1, the measurement for follower belief in reciprocity captured a stable tendency for reciprocity, rather than measuring the specific leader-follower relationship.

Appendix J: Dominance Outgroup Condition in Study 2

Procedure

In Study 2, we explored the effects of dominant leaders' ingroup vs outgroup focus on follower need satisfaction and subsequent leader-directed retention intentions.

Perceived Leader Competence

One item ("I think this leader is an effective negotiator") was used to measure the overall follower perceived task competence of the leader. Participants responded on a 7-point Likert scale from 1 (*strongly disagree*) to 7 (*strongly agree*).

Results

Manipulation Check

Across the two conditions that varied the target of dominance (i.e., ingroup vs outgroup focus), leaders were not rated as significantly different in dominance toward the ingroup, ($F(1, 182) = 3.31$, $p = .070$) or the outgroup ($F(1, 182) = 2.65$, $p = .105$). As such, the ingroup versus outgroup component of the manipulation did not work as intended. Supplemental Table 4 displays the means and standard deviations of the variables by conditions.

Outgroup Dominance Results

Although the manipulation did not work as intended, we report the results here in the interest of transparency. In exploring the influence of intergroup context in people's decision to work with a dominant leader, we dummy coded the dominant leadership (ingroup) condition as 0 and dominant leadership (outgroup) condition as 1. The prestigious leadership condition was coded as NA (i.e., excluded from the analysis). Leader dominance enacted towards the outgroup relative to the ingroup significantly related to followers' report of need satisfaction of autonomy ($b = 0.66$, 95% CI [0.35, 0.98], $p < .001$), competence ($b = 0.66$, 95% CI [0.38, 0.93], $p < .001$) and relatedness ($b = 0.79$, 95% CI [0.51, 1.07], $p < .001$). Moreover, the indirect effects on

leader-directed retention intentions via followers' need satisfaction of autonomy (b = 0.72, 95% CI [0.35, 1.08], p < .001), competence (b = 0.74, 95% CI [0.39, 1.09], p < .001) and relatedness (b = 1.04, 95% CI [0.66, 1.42], p < .001) were also significant.

With perceived leader competence as the mediator, the results showed that compared to dominant leaders targeting ingroup members, people thought dominant leaders targeting outgroup members were more task competent (b = 0.48, 95% CI [0.00, 0.97], p = .049). Task competency was positively related to leader-directed retention intentions (b = 0.66, 95% CI [0.57, 0.76], p < .001). As evidenced by the indirect effect, perceived task competency mediated the relationship between dominance and leader-directed retention intentions (b = 0.32, 95% CI [-0.00, 0.64], p = .052). The direct effect (b = 0.47, 95% CI [0.13, 0.80], p = .007) and total effect (b = 0.79, 95% CI [0.33, 1.24], p = .001) were both positive and significant.

We also explored the followers' competency perceptions from leaders who are dominant towards outgroup members and leaders who are prestigious. Prestigious leaders are generally perceived as more competent for the skills and knowledge they factually possess (Henrich & Gil-White, 2001) whereas dominant leaders targeting outgroup members can send competency signals that may not be real (Anderson & Kilduff, 2009). The results showed that compared to working with a dominant leader, followers were more willing to work with a prestigious leader (b = 0.78, 95% CI [0.49, 1.07], p < .001). Perceived leader competency also positively related to leader-directed retention intentions (b = 0.73, 95% CI [0.65, 0.81], p < .001). However, in terms of the perceived leader task competency, followers did not differentiate dominant leaders targeting outgroup members and prestigious leaders (b = 0.33, 95% CI [-0.14, 0.81], p = .167). The indirect effect via perceived leader competency was not significant (b = 0.24, 95% CI [-0.10,

0.59], p = .168). The total effect was positive and significant (b = 1.02, 95% CI [0.57, 1.47], p < .001).

Discussion

In exploring the important intergroup context in dominance research, results from Study 2 show that when dominant leaders target outsiders, followers tend to think of the leader as more competent, even without clear indicators for such competency. The findings demonstrated that dominant leaders targeting outgroup members were still perceived as equally competent as prestigious leaders, who generally have a reputation for their unique and valuable skills and knowledge. Study 2 explicitly tested the mediating effect of perceived leader competency in explaining how dominance influences leader-directed retention intentions. It is possible that people believe that dominant leaders are effective in attaining resources in intergroup competition (e.g., Laustsen & Petersen, 2017). However, a critical shortcoming of Study 2 was that the manipulations did not elicit differences in intergroup conditions. As such, we revised the experimental protocol and re-evaluated this hypothesis in Study 3.

Appendix K: Supplemental Table 3.

Model Results: Reciprocity as Mediator

Predictor	Estimate	Mediators	Estimate	Outcome	Indirect effect	Direct effect	Total effect	Model fit
Leader dominance (Study 1)	-0.10 (0.06) [-0.21, 0.01] *p*=.071	Follower belief in reciprocity	1.04 (.11) [0.73, 1.34] ***	Leader-directed retention intentions	-0.11 (.06) [-0.22, 0.01] *p*=.063	-0.81 (.09) [-0.98, -0.64] ***	-0.92 (.10) [-1.11, -0.72] ***	CFI = .975 TLI = .969 RMSEA = .047 [.031, .061] SRMR = .043
Leader prestige (Study 1)	0.34 (.05) [0.24, 0.45] ***	Follower belief in reciprocity	0.09 (.14) [-0.18, 0.36] *p*=.510	Leader-directed retention intentions	0.03 (.05) [-0.06, 0.12] *p*=.504	1.08 (.07) [0.94, 1.22] ***	1.11 (.05) [1.02 1.21] ***	CFI = .960 TLI = .951 RMSEA = .068 [.056, .079] SRMR = .039
Dominance ingroup vs Prestige (Study 2)	0.50 (.15) [0.21, 0.79] *p*=.001	Follower belief in reciprocity	0.96 (.12) [0.73, 1.19] ***	Leader-directed retention intentions	0.48 (.15) [0.20, 0.77] *p*=.001	1.32 (.23) [0.88, 1.77] ***	1.81 (.23) [1.37, 2.25] ***	CFI = .947 TLI = .869 RMSEA = .143 [.079, .214] SRMR = .039

Note: unstandardized estimates were reported; all model fit indices show results using robust estimators and 90% CI in [], standard error in (); robust CFI (Comparative Fit Index), TLI (Tucker-Lewis Index), and RMSEA (Root Mean Square Error of Approximation) were reported * indicates $p < .05$. ** indicates $p < .01$ *** indicates $p < .001$

Appendix L: Supplemental Table 4.

Mean and standard deviation across conditions for Study 2

	Dominance Ingroup	Dominance Outgroup
Follower Belief in Reciprocity	4.02 (1.09)	4.59 (1.00)
Follower Belief in Leader Task Competency	3.53 (1.65)	3.99 (1.71)
Leader-directed retention intentions	2.82 (1.58)	3.59 (1.60)
Manipulation check-Dominance ingroup	5.06 (1.63)	4.67 (1.60)
Manipulation check-Dominance outgroup	5.12 (1.52)	5.52 (1.36)

Notes. Standard deviation in brackets.

Appendix M: Full Experimental Material – Study 3

Participants (who assumed the role of followers) were randomly assigned to 1 of 3 experimental conditions: prestigious leader condition vs. in-group dominant leader condition vs. out-group dominant leader condition.

Participants read a text message describing a typical leader in their respective manipulation condition, then, they were asked to respond to several questions on their opinions of the leader and their experience if they were working with them. The dominant-ingroup leadership read as

> Jordan is the CEO of a thriving technology company in a competitive market. He is known for maintaining an iron grip on internal operations, monitoring employees within the organization and sidelining any team members who might threaten his ideas and authority. During meetings with his subordinates, Jordan dominates conversations, aggressively cuts off others mid-sentence, and challenges employees who present ideas that don't align with his vision. Jordan withholds critical information from certain team members, strategically creates divisions among staff, and strictly controls communication between departments to maintain absolute power.
>
> When engaging with external competitors, however, Jordan doesn't exhibit these same domineering tactics. While still maintaining some degree of authority necessary for leadership, he does not use the same intimidation tactics on those from outside firms. In competitor negotiations with these outside firms, Jordan does not exhibit the intimidation and power plays that define interactions with his own employees.

For the dominant-outgroup condition, participants read

> Jordan is the CEO of a thriving technology company in a competitive market. He is known for being assertive and intimidating toward competitors, employing aggressive

tactics like hostile takeovers and predatory pricing strategies. During industry conferences, Jordan speaks in a commanding manner, often interrupting rival executives and making thinly veiled threats about market consequences for those who challenge the company's position. This domineering presence in the marketplace has earned Jordan a reputation as someone to be feared by competitors.

Within the organization, however, Jordan doesn't exhibit the same domineering behaviors. While still maintaining some degree of authority necessary for leadership, he does not use the same intimidation tactics on his employees. As a result, internal meetings are generally free of aggressive posturing and forceful control that are seen in Jordan's external business dealings.

Finally, the prestigious condition shows that

Jordan is the CEO of a thriving technology company in a competitive market. He has earned genuine respect through expertise and consistent willingness to share knowledge with others. Team members actively seek Jordan's guidance on complex problems, valuing the thoughtful and wise advice and input offered without feeling pressured to follow it exactly. In company meetings, Jordan listens to all perspectives, making everyone feel their contributions are valued. He manages to maintain his employees' respect and admiration while maintaining the assertiveness necessary for leadership. Jordan's reputation throughout the industry is built on technical brilliance and forward-thinking vision. People seek opportunities to collaborate and benefit from Jordan's expertise.

Participants were debriefed at the end of the study.

Appendix N: Model Fit Indices for All Three Studies

Study	Predictor	Mediator	Model fit			
			CFI	TLI	RMSEA	SRMR
Study 1	Leader Dominance	Follower Autonomy	CFI = .971	TLI = .964	RMSEA = .053 [.038, .066]	SRMR = .041
		Follower Relatedness	CFI = .976	TLI = .970	RMSEA = .050 [.035, .064]	SRMR = .041
		Follower Competence	CFI = .967	TLI = .960	RMSEA = .055 [.041, .068]	SRMR = .046
Study 1	Leader Prestige	Follower Autonomy	CFI = .962	TLI = .953	RMSEA = .068 [.056, .080]	SRMR = .038
		Follower Relatedness	CFI = .962	TLI = .954	RMSEA = .070 [.059, .082]	SRMR = .037
		Follower Competence	CFI = .963	TLI = .955	RMSEA = .066 [.054, .078]	SRMR = .038
Study 2	Dominant ingroup vs Prestigious Leader	Follower Autonomy	CFI = .970	TLI = .925	RMSEA = .126 [.074, .184]	SRMR = .035
		Follower Relatedness	CFI = .998	TLI = .995	RMSEA = .039 [.000, .110]	SRMR = .015
		Follower Competence	CFI = .982	TLI = .956	RMSEA = .084 [.027, .144]	SRMR = .031

Study 3	Dominant ingroup vs Prestigious Leader & Leader Dominance in vs out-group	Follower Autonomy	CFI = .998	TLI = .996	RMSEA = .032 [.000, .091]	SRMR = .013
		Follower Relatedness	CFI = 1.00	TLI = 1.00	RMSEA = .000 [.000, .107]	SRMR = .008
		Follower Competence	CFI = 1.00	TLI = 1.00	RMSEA = .000 [.000, .070]	SRMR = .011

Note. Robust CFI (Comparative Fit Index), TLI (Tucker-Lewis Index) and RMSEA were reported

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