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Fletcher, L , Pichler, S and Chandrasekaran, L (2024) Songs of the self: the importance of authentic leadership and core self-evaluations for LGBT managers. *Journal of Managerial Psychology*, 39 (2). pp. 131-145. ISSN 0268-3946

**DOI:** <https://doi.org/10.1108/JMP-06-2023-0310>

**Publisher:** Emerald

**Version:** Accepted Version

**Downloaded from:** <https://e-space.mmu.ac.uk/637908/>

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Songs of the Self: The Importance of Authentic Leadership  
and Core Self Evaluations for LGBT Managers

Journal:	<i>Journal of Managerial Psychology</i>
Manuscript ID	JMP-06-2023-0310.R2
Manuscript Type:	Research Paper
Keywords:	authentic leadership, Gender issues, Leadership development, Diversity, Discrimination, Authenticity

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## Songs of the Self:

### The Importance of Authentic Leadership and Core Self Evaluations for LGBT Managers

#### Abstract

**Purpose** – Based on authentic leadership (AL) theory and research on lesbian, gay, bisexual, and transgender (LGBT) workplace experiences, we propose that AL explains variance beyond transformational leadership (TL) in attitudinal outcomes for LGBT managers compared to non-LGBT managers. We further predict that core self-evaluations (CSEs) bound relationships between AL, LGBT status, and outcomes.

**Design/methodology/approach** – We conducted a time-lagged survey of 193 LGBT and 218 non-LGBT (i.e., heterosexual, cisgender) managers. The first survey assessed respondents' evaluations of their leadership behavior and CSEs whereas the second survey, conducted one month later, assessed role engagement and career satisfaction.

**Findings** – Regression and moderation analyses revealed support for our hypotheses. AL seems especially relevant for LGBT leaders, particularly at low levels of CSEs.

**Practical Implications** –Leadership development programmes emphasizing AL could be particularly beneficial for LGBT managers, especially those low in CSEs. Harnessing a leader's sense of identity could help those who have been marginalized.

**Originality/Value** – We propose, explain, and demonstrate that relationships between AL and leader outcomes will likely be different between managers with and without stigmatized identities, in this case those who are (not) LGBT.

**Keywords:** LGBT; sexuality; transgender; authentic leadership; engagement; careers.

## Introduction

There has been a growing interest in authentic leadership (AL) since the initial model of the construct by Luthans and Avolio (2003), including special issues, reviews, and debate pieces (e.g., Gardner *et al.*, 2011; Gardner *et al.*, 2021). Because the theoretical development of AL was based principally on positive organizational behavior and transformational leadership (TL; Gardner *et al.*, 2011), the distinctions between, and discriminant validity of, these constructs has been a perennial concern (Banks *et al.*, 2016). There are inconsistent findings as to whether AL predicts leader outcomes such as job attitudes over and above TL (Cooper *et al.*, 2005). There is also a significant gap in research on leadership among lesbian, gay, bisexual, and transgender individuals (Fine, 2017; Pichler and Ruggs, 2018).

We present a novel theoretical proposition to bridge the gap between the literature on leadership and LGBT workers, suggesting that some of the key concerns and inconsistent findings in the AL literature may be related to leaders having a stigmatized identity. We propose, more specifically, that AL is more likely to predict leader outcomes over and above TL among LGBT leaders vs. non-LGBT leaders. We study role engagement and career satisfaction as relevant leader outcomes because the literature on LGBT workers indicates there is extensive variability in these outcomes for this population (e.g., Fletcher and Marvell, 2023) and because these outcomes are important indicators of personal success, satisfaction, and well-being (e.g., Shuck *et al.*, 2021). Furthermore, we suggest that the relationship between AL and these outcomes for LGBT and non-LGBT leaders is contingent on core self-evaluations (CSEs).

Our propositions are based on literature about stigmatized invisible identities, including LGBT workers and managers. LGBT workers desire to be authentic and express that authenticity in their roles and their careers, particularly LGBT leaders, to fulfil their potential and to

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2  
3 experience positive wellbeing (e.g., Chang and Bowring, 2017; Fine, 2017; Fletcher and Everly,  
4 2021). Challenges associated with managing a stigmatized invisible identity as well as with  
5 confronting stereotypes should make AL more complex for LGBT leaders (Ayaz *et al.*, 2023;  
6 Fine, 2017). The process of leading authentically might also present unique opportunities for  
7 LGBT leaders, e.g., to develop an enhanced sense of self-realization, which may contribute to  
8 their engagement at work and their broader sense of satisfaction with their career (Ilies *et al.*,  
9 2005). This could be especially true at low levels of CSEs, i.e., when LGBT managers have low  
10 self-esteem and/or self-efficacy. This raises two research questions, which frame and guide our  
11 study: 1. When controlling for TL, is AL more predictive of attitudinal outcomes for LGBT  
12 managers vis-à-vis for non-LGBT managers? and 2. When controlling for TL, are relationships  
13 between AL, LGBT status, and attitudinal outcomes bound by CSEs? We test these ideas via a  
14 quantitative analysis comparing 193 LGBT managers and 218 non-LGBT managers to ascertain  
15 whether the added value of AL above and beyond TL is unique to LGBT individuals, particularly  
16 those who are low in CSEs.  
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36 By addressing these questions, we develop important contributions to theory and  
37 research. Our contribution to theory is to develop propositions about the conditions under which  
38 authentic leadership should be more or less likely to predict attitudinal outcomes based on LGBT  
39 status and CSEs. An additional and related theoretical contribution is to develop a typology to  
40 explain how LGBT status and CSEs interact with authentic leadership to predict attitudinal  
41 outcomes. In terms of contributions to research, we integrate the literatures on authentic  
42 leadership and LGBT workers. We do so by examining the extent to which authentic leadership  
43 adds value as a leadership concept for LGBT managers, and how this added value may be unique  
44 to LGBT managers when compared with non-LGBT managers. This is important not only  
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3 because it addresses the perennial debate about the discriminant validity of transformational  
4 leadership and authentic leadership—but also because authentic leadership might be even more  
5 relevant to attitudinal outcomes for LGBT leaders. We provide an explanation as to why there  
6 are inconsistent findings in the authentic leadership literature and suggest that this may be due to  
7 identity-based differences between managers. We also demonstrate that relationships between  
8 LGBT status, authentic leadership, and attitudinal outcomes are contingent upon CSEs. This  
9 presents a substantive opportunity for future research and theory development about authentic  
10 leadership: A need to consider how authentic leadership relates to job attitudes differently for  
11 managers with stigmatized identities based on sexual orientation and gender identity vs. those  
12 without—and how these differences are conditional on CSEs. Our findings offer an important  
13 practical contribution: LGBT leaders should be aware of and trained in authentic leadership.  
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## 29 **Theoretical background**

### 30 *Authentic leadership (AL) and its connection with transformational leadership (TL)*

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33 AL is defined as “a process that draws from both positive psychological capacities and a highly  
34 developed organizational context, which results in both greater self-awareness and self-regulated  
35 positive behaviors on the part of leaders and associates, fostering positive self-development”  
36 (Luthans and Avolio, 2003, p. 243). At its heart is the idea of authenticity coupled with a strong  
37 set of moral and ethical principles that can help the leader navigate organizational pressures and  
38 role related tensions (Gardner *et al.*, 2011). Whilst there are a few ways to operationalize AL, the  
39 most common and well-established is that of Walumbwa *et al.*'s (2008) measure which includes  
40 four dimensions—self-awareness, an internalized moral perspective, balanced processing of  
41 information, and relational transparency (p. 94). Recent research has indicated that leader self-  
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3 perceptions are also relevant to understanding the potential benefits of AL on job attitudes (e.g.,  
4 Černe *et al.*, 2014), and there is a small emergent stream exploring the effectiveness of AL  
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6 training interventions for leaders self-development (e.g., Baron, 2016). Thus, it is crucial to focus  
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8 on AL from the perspective of the managers who may be enacting and experiencing AL in their  
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10 day-to-day roles, and what impact such perceptions have on their own attitudes at work.  
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15 AL emerged from the concern that the dominant existing leadership theories and models,  
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17 such as transformational leadership (TL), were not adequately helping to develop ethically  
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19 driven, personally responsible, and socially conscious leaders, as evidenced by “chilling  
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21 examples of corporate and government malfeasance” (Gardner *et al.*, 2011, p. 1120). AL is  
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23 argued to be conceptually distinct from TL (Gardner *et al.*, 2021), yet empirically there are still  
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25 ongoing concerns that AL is not as differentiated nor as powerful at explaining follower  
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27 outcomes as TL (Banks *et al.*, 2016). TL focuses on how to meet the higher order needs of  
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29 followers and is a more established leadership construct than AL that has previously indicated  
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31 strong associations with attitudinal and performance outcomes of followers (e.g., Wang *et al.*,  
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33 2011). TL is typically captured by a number of dimensions, the most focused upon tend to be: i)  
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35 “Idealized Influence” - a leader's ability to encourage strong identification between themselves  
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37 and their followers, ii) “Inspirational Motivation” - the leader's capacity to inspire and motivate  
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39 followers through a compelling vision, iii) “Intellectual Stimulation” - the leader's role in  
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41 promoting innovative thinking and a culture of risk-taking, and iv) “Individual Consideration” -  
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43 the leader's dedication to addressing the unique needs of each follower (Banks *et al.*, 2016). This  
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45 ‘value added’ of AL is an ongoing and perennial issue at the heart of the literature on AL, and  
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47 merits further attention (Banks *et al.*, 2016). There is little theoretical explanation as to when AL  
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49 might predict these over and above TL (Cooper *et al.*, 2005). Therefore, our overarching central  
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3 proposition in this paper is that we theorize that AL should predict more variance in role  
4 engagement and career satisfaction over and above TL for LGBT leaders compared to non-  
5 LGBT leaders—and that this set of relationships is bounded by CSEs.  
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### 8 9 10 *LGBT leaders and authentic leadership (AL)*

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12 Throughout the literature on AL is a focus and emphasis on the true self (Gardner *et al.*, 2005),  
13 indicating authenticity is embedded within the concept of AL. Walumbwa *et al.* (2008) note that  
14 while “there may be much more to authentic leadership than just being true to oneself” (p. 34),  
15 authenticity is core to the construct of AL. Indeed, prevailing models of AL such as those  
16 advanced by Gardner *et al.*, (2005) and Ilies *et al.* (2005) are “influenced heavily” by the concept  
17 of authenticity (Walumbwa *et al.*, 2008, p.92) and include authentic behavior as a component.  
18 Authenticity and authentic behavior are of interest to our study given the relatively greater  
19 complexities that LGBT individuals might experience with each; how this operates for LGBT  
20 leaders might be different than non-LGBT leaders (Ayaz *et al.*, 2023; Fine, 2017).  
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34 Our suggestion ties to our first research question, i.e., is AL more predictive of attitudinal  
35 outcomes for LGBT managers. The small, but growing, literature on LGBT leaders suggests that  
36 the answer is ‘yes’. For instance, Chang and Bowring (2017) found that while many LGBT  
37 leaders they interviewed experienced some negative consequences for disclosure, the leaders also  
38 felt they were well-equipped to identify injustices, advocate and speak up for followers, and  
39 build relationships with followers by recognizing differences. This suggests that the experience  
40 of being a sexual and/or gender identity minority might allow for advantages when it comes to  
41 leading authentically—that LGBT leaders might benefit even more from AL than non-LGBT  
42 leaders when it comes to role engagement and career satisfaction, above and beyond TL. We  
43 theorize two interrelated reasons as to why LGBT leaders might benefit even more from AL:  
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3 identity management and authenticity. We consider how identity management for LGBT leaders  
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5 is related to authenticity and, hence, why AL might be more beneficial for LGBT leaders.  
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8 Identity management is an ongoing process that occurs every time someone with a  
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10 stigmatized identity interacts with someone, particularly those to whom they have not disclosed  
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12 their identity to (Croteau *et al.*, 2008). LGBT managers must determine on an ongoing basis  
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14 whom to disclose their hidden stigmatized identity to, when, and under what conditions (Fine,  
15  
16 2017). This necessarily means that authenticity, can vary across time and situations for LGBT  
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18 leaders. AL is theorized to affect role engagement and job attitudes through authenticity  
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20 (Gardner *et al.*, 2021), yet authenticity is also adaptive in that identity is evolving and the nature  
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22 of one's true self varies across time and situations based on challenges presented (Ibarra, 2015).  
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24 Since LGBT leaders must constantly adapt the self via disclosure and identity management  
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26 strategies, at least as it concerns their stigmatized identity, they may become more proficient in  
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28 understanding their self and environment, and in turn their sense of authenticity (Fine, 2017).  
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30 The literature on LGBT individuals has conceptualized authenticity as the extent to which they  
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32 are comfortable with their LGBT identity and expressing this identity in interactions with others  
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34 (Riggle *et al.*, 2014). There is evidence that being authentic to one's self, and enacting this,  
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36 within one's work role and work environment is beneficial and important for LGBT people  
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38 (Fletcher and Everly, 2021; Fletcher and Marvell, 2023).  
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46 Leading authentically could give LGBT leaders a sense of identity integration across life  
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48 domains, which is related to positive affective outcomes (Lindsey *et al.*, 2020). It could also  
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50 provide LGBT leaders with opportunities to develop the types of relationships with followers  
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52 that allow for higher levels of trust and disclosure (Ilies *et al.*, 2005) and thus more effective  
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54 relationships with followers (Chang and Bowring, 2017), which should relate to higher levels of  
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3 engagement and career satisfaction. Based on the integrating the literature on workplace  
4 experiences of LGBT individuals and leaders with that of authenticity and AL, our overarching  
5 proposition, which is new to the literature on AL is: AL could be particularly useful when it  
6 comes to role engagement and career satisfaction for LGBT leaders above and beyond TL.  
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13 *H1. Authentic leadership (AL) will explain additional variance in a) role engagement and*  
14 *b) career satisfaction for LGBT leaders but not for non-LGBT leaders, after controlling*  
15 *for transformational leadership (TL) and core self-evaluations (CSEs).*  
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20 *H2. LGBT status will moderate the relationship between authentic leadership (AL) and a)*  
21 *role engagement and b) career satisfaction such that the relationship is stronger for*  
22 *LGBT managers than for non-LGBT managers, after controlling for transformational*  
23 *leadership (TL) and core self-evaluations (CSEs) <sup>1</sup>.*  
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### 33 *The role of core self-evaluations (CSEs) as a boundary condition*

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35 Our study also addresses the question - are the relationships between AL, LGBT status, and  
36 attitudinal outcomes bound by CSEs? CSEs are ultimately “fundamental, bottom-line evaluations  
37 that people make of themselves” (Judge, 2009, pg. 58), as such that when assessed collectively it  
38 connotes a “broad, integrative trait indicated by self-esteem, locus of control, generalized self-  
39 efficacy, and (low) neuroticism (high emotional stability)” (Judge, 2009, pg. 58). Research  
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50 <sup>1</sup> This second hypothesis is in response to review team comments which suggest we should also test our H1 within a  
51 combined dataset where we treat LGBT status as a binary moderator variable. We believe this is a slightly different  
52 hypothesis to H1 and requires a different analytical process to how we test H1, yet has the same theoretical logic  
53 underpinning it as H1. Therefore, we develop H2 as an extension to H1. We thank the review team for their  
54 suggestion.  
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3 shows that CSEs are related to a range of attitudes, such as job and life satisfaction (Chang *et al.*,  
4 2012), as well as higher levels of performance in leadership roles (Hu *et al.*, 2012). We propose  
5 that CSEs are especially relevant to the interaction between LGBT status and AL.  
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10 CSEs are an issue for LGBT individuals because of the discrimination that they face  
11 across the life course including in the workplace (Pichler and Ruggs, 2018), and as leaders (Fine,  
12 2017); all of which can lead to threats to self-esteem and self-concept (Bourguignon *et al.*, 2006).  
13 Engaging in identity management of an LGBT identity can also be related to challenges with  
14 one's self-concept (Alparsaln and Akdoğan, 2023). Research has shown that, in general, LGBT  
15 individuals have lower CSEs than non-LGBT individuals (Munn and James, 2022), perhaps due  
16 to minority stress (McConnell *et al.*, 2018). We accordingly propose that leading authentically,  
17 is particularly valuable for LGBT leaders low in CSE; that high levels of AL are critical to  
18 positive attitudinal LGBT leaders low in CSEs. This implies a three-way interaction between  
19 CSEs, LGBT status, and AL as related to attitudinal outcomes. To flesh-out this proposition, we  
20 develop a typology of CSEs as boundary conditions of the interaction between LGBT status and  
21 AL (Figure 1).  
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45 Let us first consider the condition of low CSEs. We expect that the effects of AL are  
46 likely to be significantly different between LGBT and non-LGBT managers at low levels of  
47 CSE. This is because we predict that the relationship between AL and attitudinal outcomes to be  
48 strong (and positive) for LGBT leaders low in CSEs, yet much weaker for non-LGBT leaders  
49 low in CSEs. High levels of AL play a 'pivotal' role in enabling the career satisfaction and role  
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3 engagement for LGBT managers low in CSEs (and a more detrimental ‘triple jeopardy’ effect  
4 when AL is low for these managers due to the tripartite synthesis of a stigmatized identity, low  
5 AL which we argue is critically important to LGBT leaders, and low CSEs). In contrast, AL is  
6 less likely to be as ‘pivotal’ at high levels and less detrimental at low levels for non-stigmatized  
7 (i.e. non-LGBT) leaders low in CSEs because AL is less salient to their sense of (adaptive)  
8 authenticity in their leadership role. Thus, the relative effects of low versus high AL when CSEs  
9 are low are more muted for non-LGBT leaders.  
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20 Let us next consider the condition of high CSEs. We expect that the effects of AL are  
21 likely to be similar between LGBT and non-LGBT managers, yet slightly stronger for non-  
22 LGBT managers, at this level of CSEs. This is because AL may have a modest positive effect for  
23 both LGBT and non-LGBT managers for slightly different reasons. For LGBT managers, CSEs  
24 are not a substitute for AL and as such low levels of AL will have some detrimental impact,  
25 however high CSEs have a ‘synthesis’ effect for LGBT managers who enact AL as there is  
26 alignment between their leadership behavior and their sense of self-esteem and confidence, thus  
27 promoting generally positive effects. In contrast, for non-LGBT managers, high CSEs will have  
28 a ‘resilience’ compensatory effect when AL is not enacted, thus protecting them from detriment,  
29 and a boosting effect when AL is enacted due to the ‘privilege’ of having a non-stigmatized  
30 identity, high levels of CSEs, and strong AL that provide an enriched source of power, social  
31 capital, and resource acquisition.  
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48 *H3. Core self-evaluations (CSEs), LGBT status, and authentic leadership (AL) will*  
49 *interact together to influence a) role engagement and b) career satisfaction, after controlling for*  
50 *transformational leadership (TL). To be more precise, we predict that (after controlling for TL)*  
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3 *AL will be the most strongly associated with a) role engagement and b) life satisfaction for*  
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5 *LGBT managers who are low in CSEs.*  
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## 10 11 12 **Methodology**

### 13 14 15 *Participants and procedure*

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17 A total of 485 managers (247 non-LGBT, 238 LGBT) were recruited via the Prolific platform to  
18 complete two surveys; of which 418 (220 non-LGBT, 198 LGBT) completed both surveys; a  
19 completion rate of 86%. Seven individuals' data were removed as they represented outliers or  
20 inattentive responders, thus giving a final dataset of 411 individuals (218 non-LGBT and 193  
21 LGBT managers). A total of 31% were team leaders/shift supervisors, 50% were junior or  
22 middle managers, and 19% were senior/executive level managers. Respondents had, on average,  
23 7 to 8 years of managerial experience ( $SD = 7$  years) and managed around 10 direct reports ( $SD =$   
24 20 individuals). The majority (69%) worked in the private sector, with around half of these  
25 working in large sized firms, i.e., more than 250 employees. The majority were white (88%) and  
26 the average age was 37 years ( $SD = 10$  years). Around 40% were cisgender males, although the  
27 LGBT sample also had some representation of transgender identities (9% of LGBT sample, 0%  
28 in non-LGBT sample). All of the non-LGBT managers were heterosexual, whereas the LGBT  
29 sample represented a range of other non-heterosexual identities: 39% homosexual (i.e., gay or  
30 lesbian), 52% bisexual, and 9% other sexualities, such as pansexual and asexual.  
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50 There were no statistically significant differences between non-LGBT and LGBT  
51 managers in terms of proportions across managerial levels, years of managerial experience,  
52 number of direct reports, proportions across different sectors/sizes of firms, and proportions of  
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3 white/non-white racial identities. The main differences were in terms of sexual orientation (i.e.,  
4 100% heterosexual for non-LGBT sample versus 0% heterosexual for LGBT sample),  
5 representation of gender identities (i.e., 39% cisgender male, 61% cisgender female, 0%  
6 transgender for non-LGBT versus 40% cisgender male, 51% cisgender female, 9% transgender  
7 for LGBT sample), and age – where non-LGBT respondents were slightly older than LGBT  
8 respondents on average, although the difference is not particularly meaningful ( $M = 38$  years,  $SD$   
9 = 11 years versus  $M = 36$  years,  $SD = 10$  years).  
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### 20 *Measures*

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22 The first survey, at time 1 ( $t1$ ), assessed self-reported leadership behavior and personal,  
23 employment and demographic information: the second, one month later at time 2 ( $t2$ ), captured  
24 role engagement and career satisfaction.  
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30 *CSEs (t1)*. We used the six positive valence items from Judge *et al.*'s (2003) CSEs  
31 measure, e.g., 'When I try, I generally succeed'. Inter-item reliability was good ( $\alpha = .82$  non-  
32 LGBT;  $\alpha = .82$  LGBT).  
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38 *TL (t1)*. The seven-item short measure by Carless *et al.* (2000) was used, e.g. 'I  
39 communicate a clear and positive vision of the future'. Inter-item reliability was good ( $\alpha = .85$   
40 non-LGBT;  $\alpha = .81$  LGBT).  
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45 *AL (t1)*. The 14-item measure by Levesque-Côté *et al.* (2018) was used to capture its four  
46 dimensions: balanced processing (e.g., 'I carefully listen to alternative perspectives before  
47 reaching a conclusion'), moral perspective (e.g. 'I make decisions based on a rigorous ethical  
48 code'), relational transparency (e.g., 'I express my ideas and thoughts clearly to others'), and  
49 self-awareness (e.g., 'I describe precisely how others view my abilities'). Inter-item reliability  
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3 was good ( $\alpha = .80$  non-LGBT;  $\alpha = .81$  LGBT). Given AL as a higher-order latent construct  
4 comprising of four subdimensions, we tested a higher order factor structure (i.e., where  
5 dimensions are separated but load onto a common latent factor) and found the configural model  
6 was an adequate fit and a slightly better fit than the first order version (i.e., where dimensions are  
7 separated, yet correlated):  $\Delta\chi^2(4) = 24.36$ ,  $p < .001$ ;  $\chi^2(146) = 248.42$ ,  $p < .001$ ;  $\chi^2 / df = 1.70$ ,  
8 CFI = .90; RMSEA = .06; SRMR = .06. The metric model was not significantly different, thus  
9 confirming the higher order factor structure was similar across LGBT and non-LGBT managers:  
10  $\Delta\chi^2(13) = 7.27$ ,  $p = .888$ . Therefore, we calculated the score for AL as the mean score of the four  
11 dimensions, which was found to be reliable ( $\alpha = .74$  non-LGBT;  $\alpha = .74$  LGBT).  
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24 *Role engagement (t2)*. Six items were used to assess emotional, cognitive, and physical  
25 engagement with one's managerial role. Items were adapted from Rich *et al.*'s (2010) job  
26 engagement scale, e.g., 'I am enthusiastic when carrying out my management role'. Inter-item  
27 reliability was strong ( $\alpha = .92$  non-LGBT;  $\alpha = .91$  LGBT).  
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34 *Career satisfaction (t2)*. The five-item scale by Greenhaus *et al.* (1990) was used, e.g., 'I  
35 am satisfied with the progress I have made toward meeting my goals for the development of new  
36 skills'. Inter-item reliability was strong ( $\alpha = .93$  non-LGBT;  $\alpha = .95$  LGBT).  
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#### 42 *Measurement models*

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44 To verify that the study constructs were distinct and equivalent across non-LGBT and LGBT  
45 managers, we ran a multigroup confirmatory factor analysis delineating the five constructs  
46 (CSEs, TL, AL, role engagement, career satisfaction). To maintain parsimony and power, we  
47 represented AL as its four constituent dimensions. The configural model was an acceptable fit of  
48 the data:  $\chi^2(680) = 1263.18$ ,  $p < .001$ ;  $\chi^2 / df = 1.86$ , CFI = .91; RMSEA = .06; SRMR = .06. The  
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metric model was not significantly different than the configural model, thus confirming the factor structure was similar across LGBT and non-LGBT managers:  $\Delta\chi^2(23) = 30.39, p = .138$ .

We compared the five factor configural model with two alternatives; both showed poorer fitting solutions: i) where AL and TL were combined (four factors):  $\Delta\chi^2(8) = 53.51, p < .001; \chi^2(688) = 1316.69, p < .001; \chi^2 / df = 1.91, CFI = .90; RMSEA = .07; SRMR = .06$ ; and ii) where role engagement and career satisfaction were combined (four factors):  $\Delta\chi^2(8) = 1304.31, p < .001; \chi^2(688) = 2567.49, p < .001; \chi^2 / df = 3.73, CFI = .71; RMSEA = .12; SRMR = .13$ .

## Results

Table I shows the means, standard deviations, mean difference tests, and correlations of the study variables for LGBT and non-LGBT managers.

[INSERT TABLE I HERE]

Table II shows the multiple regression analyses for each of the *t2* dependent variables and for each sample. Since all results are reported in tables and for sake of parsimony, we only describe results relevant to our hypotheses, i.e., after controlling for CSEs in step 1 and additionally TL in step 2. In the final step (step 3), AL explains significant additional variance (to step 2) and is positively related to role engagement ( $B = .33, p = .010; \Delta r^2 = .03$ ) and career satisfaction ( $B = .56, p = .008; \Delta r^2 = .03$ ) for LGBT managers. In contrast, no significant change in explained variance (compared to step 2), nor any significant effect of AL, is found for these outcomes within the non-LGBT sample: role engagement ( $B = .12, p = .345; \Delta r^2 = .00$ ), career satisfaction ( $B = .03, p = .849; \Delta r^2 = .00$ ). Overall, hypothesis *H1* was supported, i.e., AL explains more variability in role engagement and career satisfaction for LGBT leaders as compared to non-LGBT leaders (after controlling for CSEs in step 1 and TL in step 2).



[INSERT TABLE II HERE]

Table III shows the combined multiple regression analyses for the full dataset ( $n = 411$ ) when predicting role engagement and career satisfaction. Again, we focus on the results pertaining to our hypotheses, i.e., after controlling for TL, LGBT status, CSEs, and AL in step 1. As hypothesized by *H2* the interaction between LGBT status and AL (as detailed in step 2 results) is positive and significant for career satisfaction ( $B = .29, p = .013$ ), yet it is not significant for role engagement ( $B = .14, p = .083$ ), thus providing partial support for *H2*. We probe the significant interaction between LGBT status and AL on career satisfaction using simple slope analyses (Dawson, 2014). These reveal that the positive relationship between AL and career satisfaction is significant for LGBT managers ( $z = .31, p < .001$ ) but not for non-LGBT managers ( $z = .02, p > .05$ ), as predicted by *H2*.

The three-way interaction between AL, LGBT status, and core-self evaluations (as detailed in step 3 results) is negative and significant, and explains one percent additional variance, for both role engagement ( $B = -.13, p = .047$ ) and career satisfaction ( $B = -.19, p = .047$ ), thus providing support for hypothesis *H3*. To better understand these interactions we again conducted simple slope tests. The relationship between AL and role engagement is significant (and positive) for LGBT managers low in CSEs ( $z = .21, p = .002$ ) but not for non-LGBT managers low in CSEs ( $z = -.04, p > .05$ ). The difference between LGBT and non-LGBT managers low in CSEs is significant (slope difference =  $.25, p < .006$ ). In contrast, the relationship between AL and role engagement is not significant (despite being positive) for LGBT managers high in CSEs ( $z = .14, p > .05$ ) nor for non-LGBT managers high in CSEs ( $z = .16, p > .05$ ), and the difference between these slopes is not significant (slope difference =  $-.02, p > .05$ ). Similarly, the relationship between AL and career satisfaction is significant (and

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3 positive) for LGBT managers low in CSEs ( $z = .35, p < .001$ ) but not for non-LGBT managers  
4 low in CSEs ( $z = -.10, p > .05$ ), and this difference is significant (slope difference =  $.45, p =$   
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positive) for LGBT managers low in CSEs ( $z = .35, p < .001$ ) but not for non-LGBT managers low in CSEs ( $z = -.10, p > .05$ ), and this difference is significant (slope difference =  $.45, p = .001$ ). In contrast, the relationship between AL and career satisfaction is not significant (despite being positive) for LGBT managers high in CSEs ( $z = .19, p > .05$ ) nor for non-LGBT managers high in CSEs ( $z = .13, p > .05$ ), and the difference between these slopes is not significant (slope difference =  $.06, p > .05$ ). Overall, these findings provide support for the ‘pivotal’ role of high AL for LGBT managers low in CSEs (after controlling for TL).

[INSERT TABLE III HERE]

## Discussion

Theory suggests that AL should be related to leader’s role engagement and job attitudes (Gardner *et al.*, 2005). Empirical findings, however, tend to neglect how AL may impact the leader themselves and there are inconsistencies as to whether AL is discriminant from or adds unique validity over and above TL (Banks *et al.*, 2016). AL theory and research on LGBT workers suggests that LGBT leaders might be especially likely to benefit from leading in an authentic way (Fletcher and Everly, 2021). Based on a synthesis of the literatures on AL and LGBT workers, we developed a novel theoretical proposition: That one reason for inconsistent findings in the AL literature might have to do with leaders having a stigmatized identity. We fleshed-out this proposition by developing a new typology of relationships between AL, core-self evaluations, LGBT status as they relate to differences in attitudinal outcomes between LGBT and non-LGBT leaders (see Figure I). We addressed our proposition and the relationships implied by our typology by developing three hypotheses.

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3 To test these hypotheses, we carried out a time-lagged survey of 193 LGBT and 218 non-  
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5 LGBT managers. We find that self-reported AL is positively related to one's career satisfaction  
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7 and the engagement with one's managerial role, and adds incremental validity beyond TL, for  
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9 LGBT managers but not for non-LGBT managers. In total, we address the discriminant validity  
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11 of AL and offer a better understanding of the extent to which leading authentically is related to  
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13 these outcomes for LGBT vs. non-LGBT managers. We also test LGBT status as a moderator of  
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15 the relationship between AL and attitudinal outcomes and find that LGBT status moderated the  
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17 relationship between AL and career satisfaction (but not role engagement). Finally, we tested  
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19 whether CSEs bound interactions between LGBT status and AL, significant three-way  
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21 interactions were found for both career satisfaction and role engagement that were in-line with  
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23 our typology, specifically the 'pivotal' role of AL for LGBT managers low in CSEs.  
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### 29 *Implications for theory and future research*

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31 Our study presents a substantive opportunity for future research and theory development about  
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33 AL; a need to consider how AL relates to outcomes differently for managers with stigmatized  
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35 identities—and how these differences are conditional on individual differences such as CSEs.  
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37 Our foremost contribution is related to our first research question: Is AL more predictive of  
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39 attitudinal outcomes for LGBT managers? To provide an explanation as to why the relationship  
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41 between AL and job attitudes will be different between managers with and without stigmatized  
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43 identities based on sexual orientation and gender identity. The limited empirical research  
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45 suggests that authenticity is especially important for LGBT workers (e.g., Fletcher and Everly,  
46  
47 2021). We argued that since LGBT leaders must constantly adapt the self, as it concerns their  
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49 stigmatized identity, they may become more proficient in understanding their self and  
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51 environment, which can assist them in leading authentically and is psychologically beneficial  
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3 (Fine, 2017; Ibarra, 2015). Our exploratory study is the first to propose and test distinctions  
4 between LGBT and non-LGBT leaders in AL outcomes. It is important for future research to  
5 probe some of the reasons as to why LGBT leaders might benefit more from AL.  
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10 We also offer an explanation as to why empirical findings are inconsistent as to the  
11 relationship between AL as related to job attitudes for managers. We propose that differences  
12 between subpopulations in stigmatized identity based on sexual orientation and gender identity  
13 are partly related to the inconsistency of findings in the empirical literature. This is important to  
14 AL theory and research because the distinctions between and discriminant validity of  
15 transformational and AL has been a perennial concern (Banks *et al.*, 2016). Contextualizing AL  
16 within a social group in this way is important for advancing knowledge about AL (Liu *et al.*,  
17 2015) and so future research should provide further comparisons with other hidden, stigmatized  
18 identities that must be confronted in similar ways to LGBT leaders (Ayaz *et al.*, 2023).  
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32 Additionally, we developed a typology of relationships between AL, core-self  
33 evaluations, LGBT status as they relate to differences in attitudinal outcomes between LGBT and  
34 non-LGBT leaders (see Figure I). This was related to our second research question: Are the  
35 relationships between AL, LGBT status, and attitudinal outcomes bound by CSEs? We proposed  
36 that CSEs are especially relevant to the interaction between LGBT status and AL due to the  
37 threats to CSEs that LGBT leaders face due to their stigmatized identity. Although we found  
38 broad support for our typology, i.e., that the difference in the relationship between AL and  
39 outcomes between LGBT and non-LGBT managers will much greater (and significant) at low  
40 levels of CSEs than at high levels of CSEs, as well as the specific 'pivotal' role of AL for LGBT  
41 managers low in CSEs, some of the other specific aspects of the typology were more equivocally  
42 supported. Therefore, it is important that future research more fully test each of the propositions  
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3 embedded in the typology by measuring additional job attitudes, performance or leadership  
4 effectiveness outcomes. Our typology can serve as a guide in exploring distinctions between  
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6 LGBT and non-LGBT leaders.  
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### 10 11 *Limitations*

12  
13 One of the limitations of our study is that all data are self-reported by managers themselves. We  
14 worked to minimize common method bias by collecting data over-time with measures of our  
15 independent and dependent variables separated in time. Given our intention was to examine  
16 relationships between leadership behaviors with role engagement and career satisfaction,  
17 manager's own understanding of their leadership behaviors might be the best predictor of their  
18 engagement and satisfaction. With that said, future research should consider using reports of  
19 leader behaviors from subordinates to further validate the findings of our study. Given the  
20 exploratory nature of our study, we did not hypothesize differences between minority identities.  
21 It could be the case that AL relates to role engagement and career satisfaction differently for gay  
22 men compared to transgender men, for instance. Upon an anonymous reviewer's request we  
23 explored potential differences across sexual and gender identity subgroups in relation to our  
24 study variables, using ANOVA and bonferroni corrected post-hc tests. Whilst we did find  
25 significant variation for most of the study variables, it was only transgender and non-binary  
26 individuals that were comparatively different from other subgroups in CSEs and career  
27 satisfaction. Given they represent a very small number and proportion (4%) of the overall dataset  
28 it would be inappropriate to make generalizable conclusions based on this analysis. Therefore  
29 future research should try to tease apart potential differences among the experiences of LGBT  
30 leaders, particularly focusing on transgender/non-binary versus cisgender counterparts.  
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### 54 55 *Practical implications*

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3 Our findings offer an important practical contribution: LGBT leaders should be aware of and  
4 trained in AL. Leadership development programmes, particularly those oriented towards LGBT  
5 individuals, could include activities that highlight and strengthen one's identity and the positive  
6 aspects of diversity within the organization (Baron, 2016). These programmes could focus on AL  
7 and how to balance the need for authenticity with the need to enact a role performance (Ibarra,  
8 2015), which could be particularly important for LGBT individuals early on in their managerial  
9 careers, who may struggle with managing their identity at work. Role plays, active self/group  
10 reflection, and coaching could build key competencies needed for AL, such as self-awareness,  
11 decision-making skills, and interpersonal communication. Moreover, creating awareness  
12 amongst non-LGBT managers about specific challenges that their LGBT counterparts face and  
13 the support they can offer to facilitate the AL of their LGBT peers may be useful. By  
14 encouraging LGBT managers and others with stigmatized identities to fulfil their leadership  
15 potential via AL, organizations can enhance both employee performance and employee health  
16 (Hildenbrand *et al.*, 2021). However, it is critical that such strategies are designed to empower,  
17 rather than exploit, managers from minoritized groups for AL to add value (Fine, 2017).  
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**Table I.** Descriptive statistics for LGBT and non-LGBT managers

Study Variable	LGBT managers	Non-LGBT managers	Mean Difference (2-tailed)	Correlations				
	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>	1.	2.	3.	4.	5.
1. Core Self Evaluations (CSEs)	5.30 (0.88)	5.48 (0.75)	2.18*	-	.41***	.36***	.39***	.54***
2. Transformational Leadership (TL)	5.98 (0.56)	5.94 (0.60)	0.72	.30***	-	.65***	.36***	.12
3. Authentic Leadership (AL)	5.55 (0.54)	5.54 (0.53)	0.14	.23**	.64***	-	.30***	.14*
4. Role Engagement	5.67 (0.82)	5.70 (0.85)	0.41	.25***	.40***	.39***	-	.40***
5. Career Satisfaction	4.74 (1.37)	5.08 (1.22)	2.66**	.47***	.17*	.26***	.37***	-

Note: n = 193 LGBT managers, 218 non-LGBT managers. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Correlations below diagonal are for LGBT managers and above diagonal are for non-LGBT managers

**Table II.** The additional variance explained by authentic leadership (AL); testing hypothesis H1

Step in Regression	Predicting role engagement				Predicting career satisfaction			
	LGBT Managers (n = 193)		Non-LGBT Managers (n = 218)		LGBT Managers (n = 193)		Non-LGBT Managers (n = 218)	
	B (SE)	p value	B (SE)	p value	B (SE)	p value	B (SE)	p value
<b>Step 1</b>								
Core Self Evaluations (CSEs)	.24 (.07)	<.001	.44 (.07)	<.001	.73 (.10)	<.001	.88 (.09)	<.001
R <sup>2</sup>	.06		.15		.22		.29	
ΔR <sup>2</sup>	.06		.15		.22		.29	
<b>Step 2</b>								
Transformational Leadership (TL)	.53 (.10)	<.001	.33 (.10)	<.001	.09 (.16)	.566	-.25 (.13)	.054
R <sup>2</sup>	.18		.20		.22		.31	
ΔR <sup>2</sup>	.12		.05		.00		.01	
<b>Step 3</b>								
Authentic Leadership (AL)	.33 (.13)	.010	.12 (.13)	.345	.56 (.21)	.008	.03 (.18)	.849
R <sup>2</sup>	.21		.20		.25		.31	
ΔR <sup>2</sup>	.03		.00		.03		.00	

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**Table III.** Examining interactions between LGBT status, authentic leadership (AL), and core self evaluations (CSEs); testing hypotheses H2 and H3

Step in Regression	Predicting role engagement		Predicting career satisfaction	
	<i>B (SE)</i>	<i>p value</i>	<i>B (SE)</i>	<i>p value</i>
<b>Step 1</b>				
Transformational Leadership (TL)	.17 (.05)	<.001	-.15 (.07)	.049
LGBT status (0-non LGBT, 1-LGBT)	-.01 (.08)	.879	-.19 (.11)	.088
Core Self Evaluations (CSEs)	.17 (.04)	<.001	.66 (.06)	<.001
Authentic Leadership (AL)	.13 (.05)	.010	.16 (.07)	.025
R <sup>2</sup>	.20		.28	
Δ R <sup>2</sup>	.20		.28	
<b>Step 2</b>				
LGBT status x CSEs	-.16 (.08)	.050	-.21 (.12)	.077
LGBT status x AL	.14 (.08)	.083	.29 (.12)	.013
CSE x AL	.03 (.03)	.387	.01 (.05)	.843
R <sup>2</sup>	.21		.29	
Δ R <sup>2</sup>	.01		.01	
<b>Step 3</b>				
LGBT status x CSEs x AL	-.13 (.07)	.047	-.19 (.10)	.047
R <sup>2</sup>	.22		.30	
Δ R <sup>2</sup>	.01		.01	

Note:  $n = 411$ . All continuous variables are mean-centred due to including interactions.

**Figure I.** Typology – Core self-evaluations (CSEs) as boundary conditions of the interaction between LGBT status and authentic leadership (AL), controlling for transformational leadership (TL)

<b>Predicting Attitudinal Outcomes for Leaders (Role Engagement and Career Satisfaction)</b>		
<i>At Low Levels of CSEs</i>	<i>LGBT Leaders</i>	<i>Non-LGBT Leaders</i>
<i>Low Authentic Leadership</i>	Triple Jeopardy: Low reported levels of Attitudinal Outcomes	Resource Double Bind: Low to moderate reported levels of Attitudinal Outcomes
<i>High Authentic Leadership</i>	Pivotal: High reported levels of Attitudinal Outcomes	Replacement Effect: Moderate reported levels of Attitudinal Outcomes
<i>Strength of relationship between AL and outcomes</i>	Move from triple jeopardy (low) to pivotal (high)– strong positive relationship	Move from resource double bind (low to moderate) to replacement effect (moderate) – weak positive relationship
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<i>At High Levels of CSEs</i>	<i>LGBT Leaders</i>	<i>Non-LGBT Leaders</i>
<i>Low Authentic Leadership</i>	No Substitute: Low to moderate reported levels of Attitudinal Outcomes	Resilience: Moderate reported levels of Attitudinal Outcomes
<i>High Authentic Leadership</i>	Synthesis: Moderate reported levels of Attitudinal Outcomes	Privilege: High reported levels of Attitudinal Outcomes
<i>Strength of relationship between AL and outcomes</i>	Move from no substitute (low to moderate) to synthesis (moderate): Weak positive relationship	Move from resilience (moderate) to privilege (high): Moderate positive relationship