


RESEARCH ARTICLE

# A psychological contract perspective of supervisors' satisfaction with employees

Tanja R. Darden<sup>1,2</sup> , Paata Brekashvili<sup>1,3</sup>, Lisa Schurer Lambert<sup>1,4,5</sup>, Ryan Currie<sup>1,6</sup> and Greg Falcon Hardt<sup>1,7</sup>

<sup>1</sup>Management Department, Georgia State University, Atlanta GA, USA; <sup>2</sup>Management Department, Towson University, Towson, MD, USA; <sup>3</sup>Buller School of Business, Providence University College, Otterburne, MB, Canada; <sup>4</sup>Kenan-Flagler Business School, University of North Carolina at Chapel Hill, Chapel Hill NC, USA; <sup>5</sup>Spears School of Business, Oklahoma State University, Stillwater, OK, USA; <sup>6</sup>Stafford School of Business, Abraham Baldwin Agricultural College, Tifton, GA, USA and <sup>7</sup>School of Business, Mount Saint Joseph University, Cincinnati, OH, USA

**Corresponding author:** Tanja R. Darden; Email: [tdarden@towson.edu](mailto:tdarden@towson.edu)

(Received 21 March 2024; revised 16 August 2024; accepted 16 August 2024)

## Abstract

The focus of job satisfaction literature remains on the subordinate even though supervisors are responsible for evaluating employee performance, determining employee pay, raises, promotions, growth opportunities, etc., all of which impact employees' subsequent performance that contributes (or not) to organizational success. Using a psychological contracts lens, we develop and test theoretical arguments predicting supervisors' response to contributions is not uniformly positive depending on the type and amount of contribution involved. Across two studies, we ask supervisors to evaluate subordinates' delivered contributions relative to promised contributions. Our results challenge the assumption that supervisors always desire larger amounts of work from their subordinates; excess contributions were associated with lower supervisors' satisfaction with subordinates for some types of contributions. The results imply that subordinates' contributions of work to supervisors may influence supervisors' satisfaction with subordinates perhaps affecting their performance reviews and career opportunities.

**Keywords:** psychological contracts; supervisor satisfaction with subordinates; supervisor–subordinate relationships; polynomial regression; task performance; organizational citizenship behaviors; socioemotional support

## Introduction

Our understanding of the supervisor–subordinate relationship, which is central to organizational effectiveness, has been illuminated by recent forward-thinking perspectives on subordinate performance and outcomes, diversity, equity, and inclusion, remote work, and supervisor status (Gong & Sims, 2023; McCluney, Bryant, King, & Ali, 2017; Shih, Lin, & Lee, 2023; Xu, Qin, Dust, & DiRenzo, 2019). Transitioning to remote work during the COVID-19 pandemic influenced supervisor–subordinate relationships by increasing feelings of mistrust and psychological contract breach (Gong & Sims, 2023). Shih and colleagues (2023) theorized that supervisors would provide mentoring when they perceived a beneficial return on their actions. Finally, Xu et al. (2023) found that supervisors' perspective of subordinate voice may help or harm the supervisor's status thereby affecting the subordinate's promotability and visibility. Although these topics represent leading-edge thinking by management scholars, all of these efforts depend on an important foundational perspective: the supervisor's evaluation of the subordinate's performance.

Although highlighted as a topic for further research (Warr & Routledge, 1969), supervisor satisfaction with subordinates has received little attention even though supervisors are responsible for evaluating employee performance, determining employee pay, raises, promotions, growth opportunities, etc., all which impact subordinates' subsequent attitudes and performance, e.g., in-role performance and extra-role performance on behalf of the organization (Cropanzano & Mitchell, 2005; Cropanzano, Anthony, Daniels, & Hall, 2017; Mitchell & Wood, 1980). Thus, addressing the lack of attention to supervisors' satisfaction with subordinates is of critical importance to subordinates' experiences in organizations and, ultimately, to their work on behalf of organizational goals. Our studies focus on supervisors' evaluation of subordinate performance based on what subordinates do for them via their work behaviors (Beehr, Weisbrodt, & Zagumny, 1994; Weisbrodt, 1991; Locke, 1976). As explained by Beehr *et al.* (1994), supervisors are likely to view subordinates favorably when they help supervisors reach their own goals. Nevison, Comier, Pretti, and Drewery (2018) studied how the quality and quantity of work affected supervisor satisfaction with subordinates. However, what has yet to be explained is what type of work impact supervisors' satisfaction with subordinates and if all quantities of work yield positive results.

We assert that supervisors' perceptions of how subordinate work performance will help or hurt them influences supervisors' evaluation of subordinate performance and subsequent supervisor satisfaction with the subordinate. We use need theories to explain why and when these relationships between performance and supervisor satisfaction result. Supervisors are responsible for conducting subordinate performance appraisals or providing input for appraisals and their satisfaction will impact subordinate performance, subordinate subsequent career progression, and subordinate contributions to overall organizational performance (Arvey & Murphy, 1998; Denisi & Murphy, 2017; Mitchell & Wood, 1980).

Also, understanding when delivery of promised contributions will help supervisors meet their needs, and when it will not, is important for subordinates. While supervisors are dissatisfied when contributions are deficient of promised amounts, met or exceeded promises do not yield supervisor satisfaction in the same way. Our studies show that, depending on the type of contribution or amount of fulfillment, supervisor satisfaction with subordinates may be lower than subordinates may intuitively expect. Specifically, excess delivery of some contributions yields negative satisfaction from supervisors. This negative effect of excess delivery may indicate that supervisor needs are hindered, which is in line with Warr's (1994) Vitamin Model. The Vitamin Model stipulates non-linear relationships between job characteristics like job satisfaction and subordinate well-being (De Jonge & Schaufeli, 1998). It is also an example of the meta-theoretical principle presented by Pierce and Aguinis (2013) called the *too-much-of-a-good-thing effect*, which also 'accounts for an apparent paradox in organizational life: ordinarily beneficial antecedents causing harm when taken too far' (p. 314).

Psychological contracts capture the fundamental agreements between subordinates and employers regarding inducements paid for with subordinate contributions (Rousseau, 1989). Thus, we study this phenomenon through the lens of psychological contracts for three contribution types: task, organizational citizenship behaviors (OCB), and socioemotional support. Research shows that supervisors' evaluation of the type of psychological contracts results in varied outcomes (Shih *et al.*, 2023); we assert that their evaluations of different amounts of contributions (representing deficient, fulfilled, or excess delivery of promised work) will result in varied amounts of supervisor satisfaction. We draw from need theories to develop theoretical arguments for how supervisors evaluate their subordinates' contributions.

Our paper extends research about supervisor satisfaction with subordinates, psychological contract theory, and performance evaluation. For supervisor satisfaction with subordinates, scholars recognize the lack of research in this area (Nevison *et al.*, 2018; Warr, 1994); through our studies, we contribute research to a neglected aspect of supervisor's job satisfaction, which has downstream impacts on subordinate performance and subsequent organizational success. Also, our research more specifically tests when and why supervisors' satisfaction with subordinates occurs (*i.e.*, varying types

and quantities of contributions) and provides need theories as foundations for hypotheses development that we believe better explain the relationship between work contributions and supervisor satisfaction with subordinates. (Previous papers focused on other theories.) Research has shown that supervisors' performance evaluations are not mechanistic and often do not represent absolute truth. Many factors may influence supervisor evaluations, such as supervisors' personal needs (Fried & Tieg, 1995). Additionally, need theories better explain how psychological contracts are evaluated (Lambert, 2011). It follows that supervisor satisfaction with subordinates might also depend on whether the supervisor needs what the subordinate provides.

Our studies extend psychological contract theory beyond *subordinates'* experiences of breach and fulfillment by developing theory for how *supervisors* evaluate their contracts with subordinates. Psychological contracts concern the fundamental building block of relationships between supervisors and subordinates that is essential to doing work in the organization. We use the expanded view of psychological contracts (Lambert, Edwards, & Cable, 2003) to show that supervisors' view of contributions that exceed promised amounts may result in negative attitudes toward the subordinate. Relatedly, we contribute to an understanding of performance evaluation in two ways; first, by making explicit a standard by which supervisors may evaluate subordinates' performance, i.e., promised contributions, and second, showing that excess contributions do not necessarily translate into supervisors' increased satisfaction with subordinates. It depends on what supervisors need. Our results challenge the assumption that supervisors always desire larger amounts of work from their subordinates, adding an important qualification to theories of performance, which implicitly assume that more is always better.

## Literature review/hypothesis development

### *Supervisors' satisfaction with subordinates' contributions*

We treat supervisors' satisfaction with subordinates as a concept parallel to the conceptualization of subordinates' job satisfaction (Locke, 1969), capturing both affective and cognitive evaluations of their subordinates in the context of their work role. These evaluations align with the dimensions of job satisfaction introduced by Locke (1969) and expanded upon by Beehr et al. (1994) – and align with who the supervisor perceives the subordinate to be (affective), and what the subordinate can do for the supervisor (cognitive; Beehr et al., 2006). Supervisor satisfaction is a likely attitudinal outcome of informal and formal performance evaluation and is related to important outcomes such as supervisors' willingness to distribute discretionary subordinate rewards, e.g., compensation, praise or recognition, mentoring, social or career support, choice assignments or preferential treatment (Bretz, Milkovich & Read, 1992; Campbell & Wiernik, 2015; Ferris, Judge, Rowland, & Fitzgibbons, 1994), all outcomes that affect subsequent subordinate performance and organizational success. For these reasons, we view supervisors' satisfaction with their subordinates as an important outcome.

The work subordinates perform can be loosely categorized into three types of contributions (Feldman, 1981; Hill, 1987; Judge & Ferris, 1993). Task contributions include activities for which subordinates are formally rewarded by their organizations, e.g., meeting specified performance requirements and complying with rules and regulations (Borman & Motowidlo, 1997; MacKenzie, Podsakoff, & Fetter, 1991; Schleicher, Baumann, Sullivan, & Yim, 2019; Williams & Anderson, 1991). OCB contributions are subordinates' contextual behaviors that contribute to the effective social and psychological functioning of the organization including volunteering and assisting others with enthusiasm and perseverance (Borman & Motowidlo, 1997; Organ, 1997; Podsakoff, Whiting, Podsakoff, & Blume, 2009; Schleicher et al., 2019). Socioemotional support is demonstrating appreciation, approval, and concern for the well-being of others (Bowling, Beehr, & Swader, 2005; Eisenberger, Rhoades Shanock, & Wen, 2020; Larson, Hunt & Osborn, 1976; Semmer et al., 2008). All individuals, including supervisors, have a need for relatedness or to form positive attachments with others (Baumeister & Leary, 1995; Ryan & Deci, 2000); ordinary expressions of caring and support from subordinates may provide an emotional boost to supervisors, satisfying this need and increasing

their personal resources (Sheridan & Ambrose, 2020). Although previous studies focused on subordinate work as one variable (Beehr *et al.*, 2006) or as various attributes of the subordinate (Nevison *et al.*, 2018), we focus on task, OCB, and socioemotional support contributions because they represent subordinate contribution types that are essential to organization performance and are widely used types of performance in organizational studies (Astakhova & Ho, 2018; Fischmann, De Witte, Sulea, & Iliescu, 2018; Kamdar & Van Dyne, 2007; Schleicher *et al.*, 1976). They represent a more in-depth and nuanced look at predictors that influence supervisor satisfaction with subordinates than were measured in Nevison *et al.* (2018) – quality and quantity of performance – providing deeper insight into what type(s) and what quantity of subordinate work result in supervisor satisfaction.

### *Theoretical foundation for supervisors' evaluation of contributions*

Role theory provides a framework for acknowledging that supervisors simultaneously inhabit two critical roles in the organization – agent and subordinate – and that each role embodies different interests and perspectives (Aldrich & Ruef, 2006; Eisenhardt, 1989; Katz & Kahn, 1978; Sluss, Van Dick, & Thompson, 2011).<sup>1</sup> First, supervisors have been delegated the authority to adopt an organizational perspective and to guide and direct their subordinates' contributions toward organizational goals (Ambrose, Schminke & Mayer, 2013; Krasikova & LeBreton, 2012; Rousseau & McLean Parks, 1993; Shore, Porter, & Zahra, 2004). Accordingly, supervisors acting as organizational agents are typically responsible for aspects of leading, offering technical guidance, coaching and, among other tasks, evaluating the performance of their subordinates (Bass & Bass, 2008; Borman & Brush, 1993).

The second role enacted by supervisors is their role as subordinates. Supervisors are accountable to their superiors, just as direct reports are accountable to their supervisors (Ambrose *et al.*, 2013; Katz & Kahn, 1978; Lichtman & Hunt, 1971; Sluss *et al.*, 2011). Supervisors have entered an employment relationship where they direct their own contributions of intellectual and physical effort toward organizational goals. In return, supervisors' employing organizations reward them by delivering promised inducements; in short, supervisors have their own psychological contract of contributions exchanged for inducements (Bordia, Restubog, Bordia, & Tang, 2010, 2014; Rousseau & McLean Parks, 1993).

We use a psychological contracts framework to examine subordinate performance because it enables us to assess quality and quantity of performance for specific work types. Previous studies established that subordinate performance and supervisor satisfaction are, indeed, separate constructs (Beehr *et al.*, 1994). Thus, using a psychological contracts lens where performance of specific contributions is the antecedent to supervisor satisfaction with the subordinate is appropriate.

As indicated earlier, our studies focus on what the subordinate can do for the supervisor. Thus, we invoke need theories to explain how subordinate contributions satisfy supervisors' personal needs (e.g., making their work life easier and reaching work goals; Beehr *et al.*, 1994), physiological needs (e.g., inducements which provide for basic survival needs like food and shelter; Maslow, 1943), and psychological needs (e.g., competence, self-esteem, integrity, relatedness; Lambert *et al.*, 2003; Montes & Irving, 2008; Ryan & Deci, 2000), resulting in supervisor satisfaction. Need theories have been used to explain how subordinates react to psychological contract fulfillment and breach (Irving & Montes, 2009; Lambert, 2011). Specifically, subordinates may appraise their psychological contracts based on how well the terms meet their varied psychological needs (Lambert, 2011; Lambert, Bingham, & Zabinski, 2020; Lambert *et al.*, 2003). Need theories have also successfully predicted when the effects of excess inducements lead to positive or negative outcomes (e.g., excess

<sup>1</sup>We adopt the terms agent role and subordinate role to refer to simultaneous roles that are consistent with the roles of principal and agent in agency theory (Eisenhardt, 1989; Jensen & Meckling, 1976), the user and supporter roles in evolutionary theory (Aldrich & Ruef, 2006), and with individuals simultaneously having sub-roles in the managerial structure and unit structure (Katz & Kahn, 1978).

pay and variety lead to increased and decreased satisfaction, respectively; Lambert et al., 2020, 2003). Likewise, supervisors may evaluate promised and delivered contributions from subordinates to determine whether these contributions facilitate or hinder their needs fulfillment in two ways. First, delivered contributions from subordinates may directly influence supervisors' need fulfillment in their role as agents of the organization because evaluations of promised to delivered contributions are directly relevant to attaining organizational goals.

Second, subordinates' contributions may indirectly influence supervisors' needs fulfillment because these contributions serve supervisors' own interests in their roles as subordinates. Subordinates' contributions may be bundled with, serve as the foundation for, or otherwise facilitate supervisors' contributions to organizational goals, which indirectly influence supervisors' inducements delivered by the organization (Coyle-Shapiro & Parzefall, 2008) and thus their ability to meet physiological needs as well as needs for status (Lambert et al., 2020). For example, superiors' evaluation of the supervisor's effectiveness (and likely the supervisor's inducements) will undoubtedly be tied to subordinates' abilities to deliver contributions as promised. As agents of the organization, supervisor competence is tied to being effective in the role (Mintzberg, 1989). As a result, supervisors may feel competent and effective as a leader when subordinates deliver contributions. Supervisors may also value subordinates who publicly voice expressions of support for organizational policies, perhaps easing their job of motivating and monitoring subordinates' performance (Whiting, Podsakoff, & Pierce, 2008; Xu, Qin, Dust, & DiRenzo, 2019), which in turn may positively influence supervisors' wellness (Vansteenkiste, Ryan, & Soenens, 2020). Just as need theories are a viable theoretical lens to explain subordinates' appraisal of their psychological contracts (Lambert, 2011; Lambert et al., 2020; Montes & Irving, 2008), need theories suggests that supervisors may assess their subordinates' delivery of promised contributions by the extent to which their own personal, physiological, and psychological needs are met.

### *Study 1 hypotheses*

The hypotheses development for Study 1, focusing on task and OCB contributions, is presented below. Study 2 replicates a test of the Study 1 hypotheses and adds the contribution of socioemotional support.

#### *Fulfillment*

Promises of contributions are fulfilled when what was delivered equals promised amounts, but fulfillment may occur at low amounts or high amounts. When supervisors perceive that promised contributions of task and OCB performance have been delivered, subordinates did what they promised. However, supervisors may not be as satisfied with low fulfillment as they are with high fulfillment. While low fulfillment indicates promises have been kept, the low amount of contributions may be insufficient to meet supervisors' needs. Subordinates' work represents a key resource to help supervisors reach organizational and personal goals (Eisenberger et al., 2014; Larson, 1986). Fulfillment at low amounts represents a small amount of contributions that may hinder supervisors' abilities to deliver their own promised contributions, thereby threatening supervisors' future inducements from the organization and their ability to meet personal and physiological needs. They may also send a signal to supervisors' superiors that they are not effective as a leader because they are not managing, guiding, or inspiring subordinates to delivery high amounts of promised contributions, thus threatening supervisors' feeling of competency, a psychological need. Thus, low subordinate fulfillment of task and OCB contributions may not enable supervisors to meet their needs, resulting in low supervisor satisfaction.

When subordinates fulfill high promises of contributions, supervisors may be pleased because their need for competence is more likely to be met. That is, when subordinates perform well, supervisors may be seen as effective leaders. They have received greater subordinate contributions that they can apply to their own contributions to the organization, likely helping to secure future inducements

for personal and physiological needs. The subordinates' organizational contributions may involve tasks (e.g., meeting productivity quotas) or OCBs (e.g., arranging a successful company event). Thus, for both task and OCB contributions, we hypothesize the following:

**Hypothesis 1a, b:** Controlling for inducements, when supervisors perceive that promised and delivered (a) task and (b) OCB contributions are equal, their satisfaction with the subordinate will increase as the absolute levels of promised and delivered contributions increase from low to high.

### *Deficiency*

When supervisors perceive that subordinates have delivered task and OCB contributions deficient of promised amounts, supervisors' satisfaction with subordinates is likely low. Deficiency deprives supervisors of labor and task accomplishment toward organizational objectives, threatening supervisors' ability to meet organizational goals as an agent of the organization (Morrison & Robinson, 2004) and subsequently, their feeling of competence as an effective manager. They also may feel that their integrity is in question with superiors because they promised (via their own psychological contract with superiors) to provide contributions to meet goals and were not able to do so because subordinates did not meet promises to them. Supervisor inducements are in jeopardy when goals are not met, which could result in them not being able to meet personal and physiological needs. Our reasoning applies to both task and OCB contributions because, despite the distinctions between them, when contributions were promised, supervisors may have relied on both types of contributions to meet their own and organizational goals (MacKenzie *et al.*, 1991; Organ, 1988; Priesemuth & Taylor, 2016; Rousseau & McLean Parks, 1993). For these multiple reasons, supervisors' satisfaction with subordinates will likely be low in response to deficient task and OCB contributions.

### *Excess*

Intuitively, it might seem that supervisors would view excess task and OCB contributions favorably because they may be able to use these additional contributions as resources for organizational goals and, perhaps, personal goals. Instead, we argue that excess contributions may hinder supervisors' efforts to satisfy their own needs as agents and as subordinates, leading to lower satisfaction with subordinates. More contributions than promised result in, at the least, wasted supervisor and subordinate energy and resources because there is no gain in supervisor satisfaction and, at worst, leads to detrimental effects for the supervisor, which leads to detrimental effects for the subordinate as supervisor satisfaction decreases. For example, excess task contributions may not be timed with demand, or may be at the expense of attention to other tasks or domains, indicating interference with meeting other obligations (Bergeron, Shipp, Rosen, & Furst, 2013; Meier & Semmer, 2018). They can contradict quoted unit cost assumptions creating a problem for the supervisor. In a negotiated contract based on cost per unit, excess production, especially when consistent over time, suggests supervisors may lack insight into subordinates' productivity and abilities. In consulting or law practices, excess time spent on client work beyond those hours contractually agreed upon is lost revenue for the supervisor. Supervisors may view exceeding production requirements, e.g., making too much food at a restaurant that leads to waste and unnecessary costs, as problematic. Such excess delivery described in these examples that illustrate the Vitamin Model (Warr, 1994) and the too-much-of-a-good-thing effect (Pierce & Aguinis, 2013) may reflect badly on supervisors and result in reduced feelings of competence and effectiveness. Superiors may wonder if supervisors are monitoring subordinates sufficiently or explaining business consequences like lost revenue and increased costs when subordinates provide more than contracted or needed. As these examples illustrate, excess task contributions may add no value.

Excess OCB contributions may be unnecessary, unwelcome, and at the expense of required task contributions (Bergeron *et al.*, 2013; Thompson & Bolino, 2018). For example, instead of *helping* a coworker with a task as promised, a subordinate may *do* the task for the coworker. This is above and beyond behavior that may benefit the organization but may not serve other legitimate objectives such

as the supervisor guiding a coworker toward independent task completion (e.g., helping subordinates meet needs for autonomy and competence). Such OCBs may create additional work for the supervisor in terms of training, monitoring, and mentoring, which could negatively affect their wellness, ability to meet developmental goals of their subordinates. Excess citizenship contributions may resolve an immediate problem but perhaps at the expense of addressing a systematic or recurring need, one that if left unresolved could affect how effective the supervisor is viewed by superiors and the supervisor's feelings of competence. Thus, we predict that excess task and OCB contributions will be associated with supervisors' dissatisfaction with subordinates.

Combining our predictions for deficiency and excess creates an inverted U-shaped relationship where satisfaction with the subordinate becomes lower as delivered contributions increasingly deviate from fulfillment of promised contributions, whether toward deficiency or toward excess.

**Hypothesis 2a, b:** Controlling for inducements, when supervisors perceive that subordinates' delivered (a) task contributions and (b) OCB contributions are less than promised, supervisor's satisfaction will be low. Satisfaction will increase as delivered contributions rise to equal promised amounts, but as delivered contributions exceed promised amounts, supervisor's satisfaction will decline.

### Study 1 method

All data, analysis code, and research materials are available at [https://osf.io/cvx4n/?view\\_only=d5b9c798c5b3461db4d4de2e04322eb1](https://osf.io/cvx4n/?view_only=d5b9c798c5b3461db4d4de2e04322eb1).

### Sample and procedure

Supervisors managing students employed in a work study program in diverse departments and facilities (e.g., information technology, groundskeeping, physical science labs, student center) across a major southeastern university were surveyed through campus mail at the beginning of their employment relationship with their subordinate and 12 weeks later. Their student subordinates worked a minimum of 10 hours per week. Supervisors reported the amount of contributions that were promised and delivered by their subordinates and their satisfaction with subordinates in Study 1. Ninety-nine supervisors provided data at both time periods. Seventy-two percent of the sample was female; the average age was 41.9 years; 84% were White, 10% Black, and 6% other. All participants granted consent to be surveyed. Data for Study 1 were collected before institutional review board procedures were started; thus, no institutional review board number is available.

### Measures

Task and OCB contributions, and satisfaction with subordinates were each represented by three item measures, following the model of Lambert et al. (2020). All respondents were asked two questions for each contribution item, i.e., "How much of this aspect do you believe that your subordinate has promised to give you in this job?" and "how much of this aspect did you actually receive from your subordinate?" Compensation rates were set by the university, and were not determined by supervisors in our sample, so we controlled for supervisors' perspective of inducements by measuring their promised and delivered recognition, meaning praise for their subordinates. To avoid the possibility that contributions items might stimulate thought processes about supervisors' satisfaction with their subordinates, we positioned items measuring the dependent variable before the independent variables in the survey, thus eliminating a potential deleterious cause of common method variance.

### Plan of analysis

Analyses were performed using polynomial regression and response surface modeling to assess the joint relationship promised and delivered contributions with supervisors' satisfaction

with subordinates. (Edwards, 2002; Lambert, 2011). The following equation was used where DI, PI, DC, and PC represent delivered inducements, promised inducements, delivered contributions, and promised contributions, respectively:

$$DV = b_0 + b_1DC + b_2PC + b_3DC^2 + b_4DC \times PC + b_5PC^2 + b_6DI + b_7PI + b_8PI \times PC + b_9DI \times DC + b_{10}DI^2 + b_{11}DI \times PI + b_{12}PI^2 + e. \quad (1)$$

Our tests of hypotheses focused on contributions (DC, PC, DC<sup>2</sup>, DC × PC, PC<sup>2</sup>) but our equation controlled for the interaction of inducements and contributions and the polynomial effect of promised and delivered inducements (PI × PC, DI × DC, DI, PI, DI<sup>2</sup>, DI × PI, PI<sup>2</sup>) to address internal validity concerns. Hypothesis 1 regarding fulfillment corresponded to a test of the DC = PC line; support is indicated by a positive and significant slope combined with null curvature. Hypothesis 2 concerns the breach line and would be consistent with negative curvature and nonsignificant slope along the DC = -PC line of the response surface.

We collected data on promised contributions at Time 1 and Time 2 (12 weeks later) and chose to use Time 2 data. Our decision was based on the reasoning that psychological contracts may be renegotiated and mentally revised over time such that supervisors' perceptions of promised amounts may evolve (Morrison & Robinson, 1997; Rousseau, Hansen, & Tomprou, 2018) just as supervisors recall subordinate behavior to assess performance (Solomonson & Lance, 1997). It follows that supervisors, when evaluating promises made and contributions delivered, are likely to use their current, perhaps constructed, memory of this information, rather than retain a perfect memory of what occurred in the past (Schacter, 2012). Our choice to use Time 2 data to measure both promised and delivered contributions, along with satisfaction with subordinates, means that our data is cross-sectional but more closely corresponds to the process of psychological contract appraisal and performance evaluation processes. Accordingly, we paid special attention to the construct validity of our measures in the results.

## Study 1 results

Descriptive statistics, correlations, and internal consistency reliabilities (coefficient alphas) are presented in Table 1. All coefficient alphas were above 0.84, indicating reliable measures. Promised task and OCB contributions were highly correlated with each other as were delivered task and OCB contributions ( $r = .70, .68$ , respectively). Similarly, promised task and OCB contributions were highly correlated with delivered task ( $r = .58$ ) and OCB contributions ( $r = .71$ ). Delivered task and OCB contributions were also highly correlated with supervisor satisfaction ( $r = .70$  and  $r = .61$ , respectively). These correlations are consistent with reasoning that supervisors' performance ratings may be influenced by factors such as subordinate dependability and friendliness as well as supervisor affect toward the subordinate and the supervisor's general experience in the position (Borman, White, & Dorsey, 1995; Ferris *et al.*, 1994). Supervisor satisfaction as a proxy for performance ratings could reasonably be expected to correlate highly with delivered tasks and OCBs. Of the 99 cases and 21 items (2079 data points), there were no missing data. Inspection of the scatterplots of promised and delivered terms indicated that there were sufficient data in all quadrants satisfying a requirement for testing deficiency, excess and variations in fulfillment.

## Confirmatory factor analysis

We conducted confirmatory factor analyses using Mplus (8.5) to further assess construct validity paying special attention to construct discrimination. Because the items for promised and delivered terms contain the same content but differed only by the framing of promised or delivered (e.g., how much did the subordinate promise to contribute and how much did they actually contribute), residuals of like promised and delivered items were correlated, e.g., promised task item #1 was correlated with delivered task item #1 (Cole, Ciesla, & Steiger, 2007). The results show our theoretical model



**Table 1.** Study 1 descriptive statistics and correlations for study variables

Variable	Mean	SD	1	2	3	4	5	6	7
1. Promised Inducement <sup>a,c</sup>	4.30	1.84	(.93) <sup>b</sup>						
2. Delivered Inducement <sup>a</sup>	5.21	1.32	.72**	(.91)					
3. Promised Task	5.23	1.44	.65**	.33**	(.87)				
4. Delivered Task	5.59	1.18	.35**	.37**	.58**	(.84)			
5. Promised OCB	4.30	1.92	.56**	.24*	.70**	.51**	(.94)		
6. Delivered OCB	4.92	1.79	.31**	.34**	.37**	.68**	.71**	(.95)	
7. Supervisor Satisfaction	6.15	1.28	.14	.21*	.23*	.70**	.36**	.61**	(.84)

<sup>a</sup>The inducement was recognition (i.e., praise).

<sup>b</sup>Cronbach's alphas are shown in parentheses on the diagonal.

<sup>c</sup> $N = 99$  for all variables.

\* $p < .05$ . \*\* $p < .01$ .

had a significant chi square test indicating poor fit but an acceptable CFI and RMSEA ( $\chi^2 = 310.9$ ,  $df = 160$ ,  $p < .000$ ; CFI = .93, RMSEA = .10 [.08, .11]) (Hu & Bentler, 1999). Latent variables were allowed to correlate, the standardized loadings were high, ranging from .72 to .98 and averaging .87, and inspection of the residuals indicated no problems with model specification. However, the number of parameters for the full model exceeded the sample size and we were concerned that model misfit might be camouflaged by the small sample size. To more fully test our measurement model for signs of misfit, we followed a strategy of testing a series of smaller models nested within our larger, target model to probe the construct validity of the measures. Thus, each smaller model contained a subset of the full set of variables but there was more power to examine relationships. Supervisor satisfaction was estimated with promised and delivered recognition, and with promised and delivered task contributions (Model 2), and with OCB contributions (Model 3), Model 4 tested promised terms (recognition, task, and OCB) along with satisfaction, and Model 5 included the delivered terms and satisfaction. Models 2 through 5 exhibited smaller, but still significant chi square values, and RMSEA values that ranged from .06 to .11 and acceptable CFI statistics ranging from .94 to .98. For all models, the loadings were high (ranging from .68 to .99 with an average of .86) and the results showed no signs of model misspecification. We concluded that, despite predictably strong correlations among our variables, there was evidence for construct validity.

### Hypothesis testing

The seven terms involving inducements were significant as a set, as shown in Table 2, suggesting that supervisors' satisfaction was unrelated to promised or delivered recognition. The variance explained by the set of terms involving contributions was significant ( $R^2 = 0.32$  for task contributions and  $R^2 = 0.24$  for OCB contributions). (Results from Time 1 and Time 2 data were similar to cross-sectional data and are provided in Appendix A.) Tests of the response surface features presented in Table 3 show a positive slope along the fulfillment line in combination with null curvature for both task and OCB contributions. These results indicate that satisfaction with the subordinate increased as fulfillment increased from low to high. We conclude support for Hypotheses 1a and 1b.

Full support for Hypotheses 2a and 2b would be indicated by negative curvature along the breach line combined with a negative, nonsignificant slope. For both task and OCB contributions, the curvature of the breach lines was negative and significant but was accompanied by a positive and significant slope. We further tested the slope of the breach line at a point in the region of excess (+1sd-delivered, -1sd-promised) and found that for both task (slope = 0.07) and OCB (slope = -0.27), the slopes were nonsignificant. Yet the curvature of the breach line remained significant and negative for both contributions (task curvature = -0.60\*\*, OCB curvature = -0.34\*). In combination, these results indicate that when delivered task and OCB contributions fell short of promised amounts, satisfaction

**Table 2.** Study 1 results of satisfaction with employee regressed on to promised and delivered contributions

	Task					OCB				
	Estimate	SE	95% CI		<i>t</i> -value	Estimate	SE	95% CI		<i>t</i> -value
			LL	UL				LL	UL	
Intercept	5.45*	.20	5.1	5.8	27.40	5.78*	.22	5.35	6.22	26.50
DC	1.20*	.14	.93	1.5	8.80	0.67*	.16	.36	.98	4.30
PC	-0.45*	.15	-.75	-.14	-2.90	-0.29	.15	-.60	.02	-1.90
DC <sup>2</sup>	-0.31*	.07	-.44	-.18	-4.80	-0.19*	.06	-.32	-.07	-3.10
DC × PC	0.23*	.08	.07	.39	2.80	0.17*	.07	.04	.31	2.50
PC <sup>2</sup>	-0.06	.08	-.21	.10	-.73	0.03	.06	-.10	.15	.44
DI	-0.01	.22	-.45	.42	-.05	0.24	.26	-.28	.75	.91
PI	-0.00	.19	-.37	.37	-.01	-0.13	.22	-.56	.31	-.58
PI × PC	-0.11	.07	-.25	.03	-1.50	-0.11	.06	-.23	.01	-1.90
DI × DC	0.19*	.08	.03	.34	2.40	0.12	.07	-.02	.27	1.70
DI <sup>2</sup>	-0.09	.07	-.22	.04	-1.30	-0.05	.09	-.22	.13	-.51
DI × PI	0.06	.08	-.10	.22	.77	0.01	.11	-.22	.24	.11
PI <sup>2</sup>	0.01	.05	-.10	.11	.12	-0.03	.07	-.17	.12	-.34
<i>R</i> <sup>2</sup> <sub>I</sub>	0.32*					0.24*				
<i>R</i> <sup>2</sup> <sub>C</sub>	0.67*					0.46*				
<i>R</i> <sup>2</sup> <sub>M</sub>	0.68*					0.47*				
<i>N</i>	99					99				

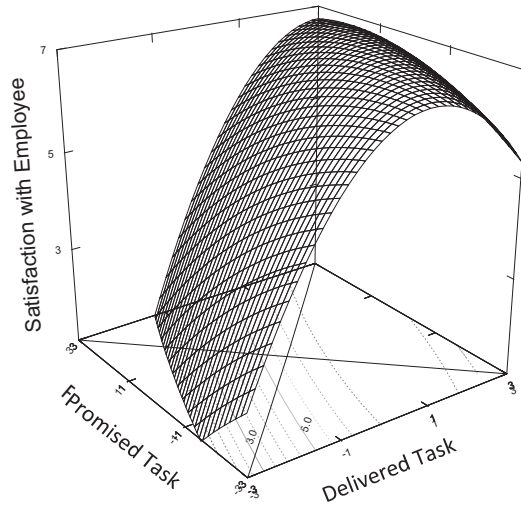
Estimate represents unstandardized regression coefficient.  
 LL = lower limit; UL = upper limit.  
 DC = delivered contributions; DI = delivered inducements (recognition).  
 PC = promised contributions; PI = delivered inducements (recognition).  
*R*<sup>2</sup><sub>I</sub>, *R*<sup>2</sup><sub>C</sub>, *R*<sup>2</sup><sub>M</sub> refer to the variance explained by the inducements terms.  
 (PI × PC, DI × PI, DI, PI, DI<sup>2</sup>, DI × PI, DI<sup>2</sup>), and by the contributions terms (DC, PC, DC<sup>2</sup>, DC × PC, PC<sup>2</sup>), and in the total model, respectively.  
 \**p* < .05.

**Table 3.** Study 1 response surface characteristics for results in Table 2

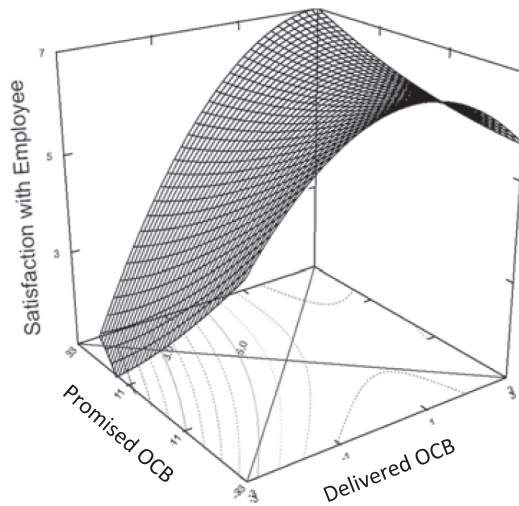
	Fulfillment ( <i>D</i> = <i>P</i> )		Breach ( <i>D</i> = - <i>P</i> )	
	Slopeb1 + b2	Curvatureb3 + b4 + b5	Slopeb1 - b2	Curvatureb3 -b4 + b5
Task	0.76**	-0.14	1.65**	-0.60**
Task (excess)			0.07	-0.60**
OCB	0.38*	0.01	0.96**	-0.33*
OCB (excess)			-0.27	-0.34*

\**p* < .05; \*\**p* < .01.  
 Slope and curvature of fulfillment are associated with Hypotheses 1a and 1b; slope and curvature of breach are related to Hypotheses 2a and 2b.  
 b1-b5 represent the coefficients in the estimated regression coefficients reported in Table 2.  
 Excess was tested at the point on the breach (*D* = -*P*) line, where *D* = +1SD and *P* = -1SD.

with subordinates was low but increased as delivered amounts increased to promised amounts. As excess delivered contributions increased to high amounts supervisors’ satisfaction decreased. The effect was asymmetrical such that deficiency was more strongly related to low satisfaction than excess contributions. Hypotheses 2a and 2b were partially supported. The graphed response surfaces in Figs. 1 and 2 illustrate the asymmetrical inverted U-shape along the breach line and the positive slope along the fulfillment line.



**Figure 1.** Study 1 In-role Contributions.



**Figure 2.** Study 1 Extra-role Contributions.

## Discussion of Study 1 and prelude to Study 2

Testing our hypotheses in another sample would lend greater credence to our results and enable us to test another form of contribution – socioemotional support. Socioemotional support is usually observed from the subordinate’s perspective, e.g., how much caring and support does the supervisor provide the subordinate (Eisenberger et al., 2020; Ilies, Lanaj, Pluut, & Goh, 2018; Lin et al., 2022). Such caring and support relate to the universal beliefs that everyone should be treated with respect, dignity, and human warmth (Baumeister & Leary, 1995; Dweck, 2017) and can help people fulfill their need for relatedness. As such, caring and support can be given by subordinates to supervisors and help supervisors fulfill key psychological needs. Subordinates may express socioemotional support

to supervisors merely by asking about their day, acknowledging the difficulty posed by corporate policies, or coping with annoying events at work. Just as such offers of support from supervisors lubricate working relationships, we argue that supervisors' views of subordinates are enhanced when they receive support from their subordinates (Sheridan & Ambrose, 2020). Supervisors may infer promises of socioemotional support from formal and informal discussion with subordinates in hiring interviews in the same manner that supervisors evaluate promises of other types of contributions. We include socioemotional support because it is a form of contribution that may be important to supervisors' satisfaction with subordinates.

The general predictions we developed for task and OCB contributions should hold when supervisors evaluate promised and delivered socioemotional support as well. Supervisors should be satisfied with fulfillment of socioemotional support at both high and low amounts, but we anticipate that fulfillment at high amounts is related to higher satisfaction with subordinates than fulfillment at low amounts. Deficient delivery of socioemotional support may rob the supervisor of the ability to meet relatedness needs, resulting in low supervisor satisfaction with subordinates. Similarly, we reason that excess socioemotional support may also result in low amounts of satisfaction. Excess socioemotional support may be perceived as threatening (Judge & Bretz, 1994) to supervisors' emotional coping skills perhaps implying to supervisors that their subordinates believe they are unable to manage their work or personal lives, i.e., indicating that they are not competent in some way.

Vansteenkiste *et al.* (2020) describe relatedness as follows: 'Relatedness denotes the experience of warmth, bonding, and care, and is satisfied by connecting to and feeling significant to others.' We propose that supervisors do not need excess socioemotional support because it may make supervisors feel that subordinates have overstepped the boundaries of their work role and generally be seen as awkward, superfluous, disingenuous (Eastman, 1994; Long, 2021; Vonk, 1998), or inappropriate. Accordingly, we predict that:

**Hypothesis 1c:** Controlling for inducements, when supervisors perceive that promised and delivered socioemotional contributions are equal, supervisor's satisfaction with the subordinate will increase as the absolute levels of promised and delivered contributions increase.

**Hypothesis 2c:** Controlling for inducements, when supervisors perceive that subordinate's delivered socioemotional contributions are less than promised, supervisor's satisfaction with the subordinate will be low. Satisfaction will increase as delivered contributions rise to equal promised amounts, but as delivered socioemotional contributions exceed promised amounts, supervisor's satisfaction will decline.

In Study 2, we test our predictions for socioemotional support along with repeating tests for our predictions regarding task and OCB contributions from Study 1.

## Study 2 method

All data, analysis code, and research materials are available at [https://osf.io/cvx4n/?view\\_only=d5b9c798c5b3461db4d4de2e04322eb1](https://osf.io/cvx4n/?view_only=d5b9c798c5b3461db4d4de2e04322eb1).

## Sample and procedure

Study 2 employed a variation of a snowball sampling design. Students in a part-time MBA program at a large southeastern US university were invited to take a survey if they supervised another subordinate or were asked to recruit their own supervisor. For participating in the study, the MBA students were offered course extra credit. One-hundred and six supervisors completed surveys.

The mean age of the sample was 36 years and 63% were female. Fifty-seven percent of the sample was White, 21% Black, and 22% other. Supervisors came from diverse occupations including directors

**Table 4.** Study 2 descriptive statistics and correlations for study variables

Variable	Mean	SD	1	2	3	4	5	6	7	8	9
1. Promised Inducement <sup>a,c</sup>	4.76	1.70	(.95) <sup>b</sup>								
2. Delivered Inducement <sup>a</sup>	5.16	1.57	.84**	(.95)							
3. Promised Task	6.38	0.73	.22*	.22*	(.88)						
4. Delivered Task	6.37	0.85	.20*	.28**	.67**	(.94)					
5. Promised OCB	5.62	1.27	.20*	.16	.49**	.47**	(.86)				
6. Delivered OCB	5.89	1.21	.16	.22*	.55**	.76**	.72**	(.88)			
7. Promised Socio Supp	4.97	1.60	.28**	.17	.19	.28**	.66**	.42**	(.94)		
8. Delivered Socio Supp	5.43	1.37	.23*	.19*	.25**	.39**	.53**	.53**	.83**	(.92)	
9. Supervisor Satisfaction	6.46	0.77	.26**	.34**	.38**	.77**	.38**	.70**	.28**	.46**	(.92)

<sup>a</sup>The inducement was pay.

<sup>b</sup>Cronbach's alphas are shown in parentheses on the diagonal.

<sup>c</sup> $N = 108$  for all variables.

\* $p < .05$ . \*\* $p < .01$ .

and managers in finance, marketing, and operations. Because of the sampling design, supervisors reported on only one subordinate and there were no nesting effects. All participants granted consent to be surveyed in accordance with institutional review board No. H14195 granted by Georgia State University.

### Measures

We followed the model of Lambert et al. (2020) when developing items to measure contributions and inducements. For each contribution and inducement item, respondents were asked two questions, 'One year ago my subordinate promised to: ...' to measure how much was promised and 'Over the past year, he/she: ...' to measure how much was contributed. As in Study 1, we measured the dependent variable before the independent variables to avoid contaminating supervisors' reports of their satisfaction with thoughts of subordinates' promised and delivered contributions.

Hypotheses were tested using Eq. (1), as in Study 1, and estimated for each of the three contributions. We again controlled for the influence of inducements, pay in this study, by including all terms (DI, PI,  $PI \times PC$ ,  $DI \times PI$ ,  $DI^2$ ,  $DI \times PI$ ,  $PI^2$ ) related to inducements to address internal validity concerns.

### Study 2 results

Correlations, descriptive statistics, and Cronbach's alphas are presented in Table 4.

All coefficient alphas were above 0.86, indicating reliable measures and good internal validity. Confirmatory factor analyses were performed in Mplus (v8.5). A small amount of missing data was handled by within-person mean substitution, i.e., the missing value of item #1 was replaced with the mean of items #2 and #3. This procedure affected 0.1% of the data in the sample (Roth, Switzer, & Switzer, 1999), affecting 108 values. We again inspected the scatter plots of the delivered by promised terms to ensure there was an adequate amount of data in all quadrants of the graph.

### Confirmatory factor analysis

As in Study 1, we allowed the residuals for corresponding contributions items and inducements items to correlate (Cole *et al.*, 2007). The hypothesized target model of nine latent variables (supervisor satisfaction, four promised and four delivered terms (pay, task, OCB and support) exhibited a significant chi-square test (475.8,  $df = 278$ ,  $p < .001$ ), but the CFI (.95) and RMSEA (.08 [.07, .09]) suggested reasonable fit. Again, we were dealing with a sample size that was smaller than the number of estimated parameters; as such, we further inspected nested subsets of the larger hypothesized model to test for signs of model misfit with a larger number of observations per parameter. Models 2–4 tested a single promised and delivered contribution (task, OCB, and socioemotional support, respectively) with supervisor satisfaction, and promised and delivered pay. Model 5 tested supervisor satisfaction with promised pay and three promised contributions, and Model 6 included satisfaction with delivered pay and the three delivered contributions. For each model, the chi-square statistics remained significant, but the CFI statistics exceeded .96 and the highest RMSEA statistics was .09 (.07, .11). The standardized loadings ranged from a low of .70 to a high of .98 (average of .90), and further inspection revealed no evidence of a mis-specified model.

### Hypothesis testing

Table 5 and 6 along with Figs. 3–5 provide the polynomial regression results and graphs of the response surfaces. The inducements terms (7) were significant as a set in all three equations explaining only 16% to 18% of the total amount of variance explained in the equation, indicating that the promised and delivered contributions (variance explained ranging from 31% to 68%) were the primary influence related to supervisors' satisfaction with their subordinates.

As seen in Table 6, the slope of the surface along the fulfillment line for OCB contributions and socioemotional support was significant and positive, and combined with the nonsignificant curvature, supported Hypotheses 1b and 1c indicating that fulfillment at high amounts was associated with more supervisors' satisfaction with subordinates than was fulfillment at low amounts. Contrary to our predictions, the slope along the fulfillment line for task contributions was nonsignificant. Pertaining to Hypothesis 2, the negative curvature of the surface along the breach line for task and OCB contributions was significant, indicating that supervisors' satisfaction declined as contributions were in excess. Our slope tests at a point in the region of excess (+1SD-delivered, -1SD-promised) were nonsignificant for task contributions and OCB contributions. In combination, the surfaces were asymmetrical such that the effects of deficiency were more severe, *i.e.*, lower satisfaction, than were the effects of excess. We conclude partial support for Hypotheses 2a and 2b. Contrary to predictions, the positive slopes along breach for socioemotional support, combined with null curvature, indicated no support for Hypothesis 2c. Instead, for socioemotional support, deficiency was associated with low satisfaction and excess was related to increased satisfaction with subordinates. The response surface graphs in Fig. 3 for promised and delivered task contributions exhibit the asymmetrical negative effects of deficiency and excess. The apparent negative curvature along the breach line for socioemotional support (Fig. 5) was nonsignificant.

### Discussion

Psychological contracts have traditionally been studied from the subordinate's perspective, specifically focusing on the effects of fulfillment and breach of promised and delivered inducements (Bunderson, 2001; Lambert, 2011; Lambert *et al.*, 2003; Montes & Irving, 2008; Woodrow & Guest, 2020). We shifted attention to supervisors' appraisal of their psychological contracts with subordinates, specifically focusing on their perspective of breach and fulfillment of subordinates' contributions. We conducted two studies to test how supervisors' perceptions of promised and delivered contributions from their subordinates are related to their satisfaction with those subordinates. Controlling for relevant inducements (recognition in Study 1 and pay in Study 2), our results revealed

**Table 5.** Study 2 results of satisfaction with employee regressed on to promised and delivered contributions

	Task					OCB					Socioemotional support						
	Estimate	SE	95% CI			t-value	Estimate	SE	95% CI			t-value	Estimate	SE	95% CI		
			LL	UL	LL				UL	LL	UL				LL	UL	
Intercept	5.44*	.07	5.00	5.90	25.10	5.63*	.12	5.40	5.9	47.00	5.76*	.15	5.5	6.1	38.60		
DC	0.35	.32	-2.9	.99	1.10	0.74*	.08	.58	.90	9.20	0.54*	.18	.19	.89	3.00		
PC	-0.06	.27	-0.60	.48	-0.22	-0.39*	.07	-0.54	-0.25	-5.40	0.36*	.16	-0.68	-0.05	-2.30		
DC <sup>2</sup>	-0.12	.06	-0.24	.01	-1.80	-0.12*	.04	-0.19	-0.04	-3.20	-0.03	.07	-0.18	.12	-0.37		
DC × PC	0.39*	.14	.12	.66	2.90	0.13*	.06	.01	.24	2.20	0.16	.11	-0.06	.37	1.50		
PC <sup>2</sup>	-0.22	.12	-0.46	.02	-1.80	0.00	.04	-0.09	.09	-0.01	-0.08	.05	-0.19	.03	-1.50		
DI	0.13	.14	-0.16	.41	.89	-0.05	.09	-0.24	.14	-0.53	0.30*	.14	.03	.57	2.20		
PI	-0.01	.16	-0.32	.30	-0.06	0.10	.10	-0.10	.29	.99	-0.14	.14	-0.41	.14	1.00		
PI × PC	0.06	.06	-0.05	.18	1.10	0.08*	.03	.01	.15	2.30	0.05	.04	-0.03	.13	1.20		
DI × DC	-0.09	.06	-0.21	.02	1.60	-0.06	.04	-0.14	.02	-1.50	-0.06	.05	-0.16	.04	-1.20		
DI <sup>2</sup>	0.09*	.04	.01	.16	2.30	0.12*	.05	.03	.21	2.60	-0.02	.06	-0.13	.09	-0.43		
DI × PI	-0.10	.06	-0.21	.01	-1.80	-0.15*	.07	-0.28	-0.02	-2.30	0.02	.09	-0.15	.20	.24		
PI <sup>2</sup>	0.02	.03	-0.04	.07	.62	0.04	.03	-0.02	.10	1.40	0.00	.04	-0.09	.09	.00		
R <sup>2</sup> <sub>T</sub>	0.13*					0.16*					0.18*						
R <sup>2</sup> <sub>C</sub>	0.68*					0.65*					0.31*						
R <sup>2</sup> <sub>M</sub>	0.71*					0.68*					0.37*						
N	108					108					108						

Estimate represents unstandardized regression coefficient.

LL = lower limit; UL = upper limit.

DC = delivered contributions; DI = delivered inducements (pay; control).

PC = promised contributions; PI = promised inducements (pay; control).

R<sup>2</sup><sub>T</sub>, R<sup>2</sup><sub>C</sub>, R<sup>2</sup><sub>M</sub> refer to the variance explained by the inducements terms (DI, PI, DI<sup>2</sup>, DI × PI, DI<sup>2</sup> × PI, DI × PC, DI × PI), by the contributions terms (DC, PC, DC<sup>2</sup>, DC × PC, PC<sup>2</sup>), and in the total model, respectively. Standard errors are in parentheses.

\*p < .05.

**Table 6.** Study 2 response surface characteristics for results in Table 5

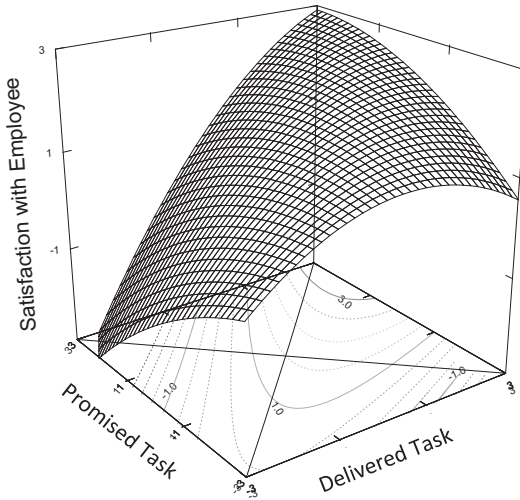
	Fulfillment ( $D = P$ )		Breach ( $D = -P$ )	
	Slope $b1 + b2$	Curvature $b3 + b4 + b5$	Slope $b1-b2$	Curvature $b3 - b4 + b5$
Task	0.29	0.06	0.41	-0.73**
Task (excess)			-0.74	-0.73*
OCB	0.35**	0.01	1.13**	-0.24*
OCB (excess)			0.53	-0.24*
Support	0.18*	0.05	0.90**	-0.26
Support (excess)			0.12	-0.26

\* $p < .05$ ; \*\* $p < .01$ .

Slope and curvature of fulfillment are associated with Hypotheses 1a-1c; slope and curvature of breach are related to Hypotheses 2a-2c.

$b1-b5$  represent the coefficients in the estimated regression coefficients reported in Table 5.

Excess was tested at the point on the breach ( $D = -P$ ) line, where  $D = +1SD$  and  $P = -1SD$ .

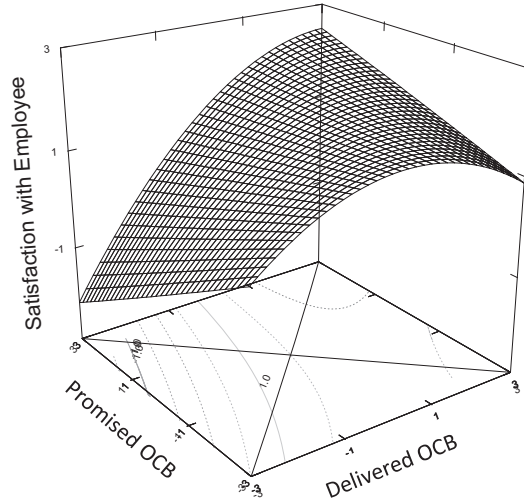


**Figure 3.** Study 2 In-role Contributions.

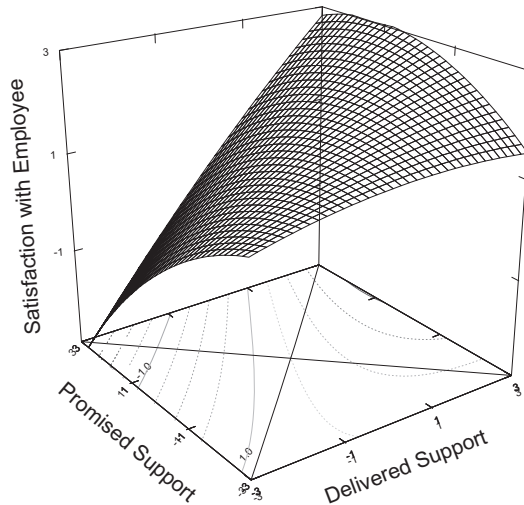
that supervisors appeared to focus on what they receive from their psychological contract with their subordinates; that is, supervisors’ view of their subordinates’ promised and delivered contributions. This finding is consistent with findings on subordinates’ psychological contracts, which show that subordinates tend to focus on what they receive in the exchange relationship, namely their inducements, and that their views on their own contributions matter less (Lambert, 2011). Likewise, supervisors’ appraisal appears to be little influenced by the inducements they promise and deliver compared to the effect of their subordinates’ contributions.

Supervisors must simultaneously serve as agents of the organization, by managing their subordinates’ contributions to organizational goals, and as subordinates, seeking to optimize their own receipt of inducements from the organization. We reasoned that supervisors, as they enact both their agent and subordinate role, evaluate subordinates’ contributions against promised amounts according to need theories. That is, when evaluating subordinate performance, supervisors also evaluate the extent to which delivered contributions further or hinder their own interests (e.g., personal needs like making their work life easier and reaching work goals; Beehr et al., 1994, physiological needs like





**Figure 4.** Study 2 Extra-role Contributions.



**Figure 5.** Study 2 Socioemotional Contributions.

inducements which provide for basic survival needs like food and shelter; Maslow, 1943), and psychological needs like competence, self-esteem, integrity, and relatedness (Lambert et al., 2003; Montes & Irving, 2008; Ryan & Deci, 2000).

Psychological contract theory underscores the benefits of fulfillment and our results found that supervisors were in general satisfied with subordinates when delivered contributions equaled promised contributions. However, contrary to common interpretations of psychological contract theory, we found support (for four of five tests) that supervisors' satisfaction with subordinates was lower when fulfillment was low compared to when fulfillment was high. It is possible that low amounts of contributions, even though they represent kept promises, may not provide supervisors with the amount of contributions needed to meet their own physiological, psychological, or personal needs. High amounts of such contributions, on the other hand, may help supervisors reach both personal

and organizational goals, fulfilling needs for survival (via inducements), competence, integrity, status, and well-being. Thus, all fulfilled promises may not be equal.

Consistent with findings in performance evaluation (Crant & Bateman, 1993; Ilgen, Mitchell, & Fredrickson, 1981; Thompson & Bolino, 2018), our results showed that supervisors' satisfaction was low when contributions of all three types (task, OCB, and socioemotional support) were deficient of promised amounts. The negative effects of deficiency can be explained by psychological need theory, since deficiency may impair supervisors' well-being because they have not received needed resources (Porter, 1963; Vander Elst, Van den Broeck, De Witte, & De Cuyper, 2012) and could indicate ineffective leadership of subordinates, threatening supervisors' needs for competence and integrity.

Despite the intuitive notion that excess contributions should be related to supervisors' increased satisfaction, our results show that for excess task and OCB contributions (both studies) satisfaction with subordinates did not increase but leveled off or declined. Subordinates' excess contributions may suggest they have inappropriately allocated their time and effort to tasks that impede or obstruct goal achievement, perhaps on other performance dimensions, for both the subordinate and by extension, the supervisor. For example, excess production may mean that supervisors have excess inventory without customers (e.g., in a florist's shop, preparing more floral arrangements than ordered is wasteful) and may indicate poor management effectiveness to both the supervisor and superiors. As such, the supervisors' need for competence might be negatively affected. Contrary to our predictions, excess socioemotional support (Study 2) was related to increased supervisors' satisfaction with subordinates. It may be that excess socioemotional support satisfies needs for relatedness and strengthens relationships between supervisors and subordinates. Perhaps, at extremely high amounts, satisfaction may decrease because such excess feels intrusive or superfluous, but our data did not include such high amounts. We suggest further investigations of the effects of very high socioemotional support on supervisor satisfaction with subordinates.

### *Theoretical implications*

Nearly six decades ago, Warr and Routledge (1969) pondered why more research had not been conducted to explore the facet of job satisfaction from the supervisor's perspective. Since then, few articles have answered that call (for exceptions, see 2006; Beehr et al., 1994; Nevison, 2018). Our studies contribute to this body of work to further demonstrate specific antecedents of supervisor satisfaction with subordinates using psychological contracts as a lens and need theories as its foundation. Using a psychological contracts lens demonstrates that subordinates' promises of contributions as perceived by the supervisor may be an appropriate standard for subordinate performance evaluations. We introduce need theories to explain how what the subordinate can do for the supervisor (Beehr et al., 2006) results in whether supervisors are satisfied (or not) with subordinates for the promise and delivery of task, OCBs, and socioemotional support that contribute to meeting supervisor physiological, psychological, and personal needs. Supervisors' evaluations of their subordinates' performance is likely to be a powerful influence on subordinates' work experiences, opportunities, and well-being and is thus deserving of more study.

Our results add to the psychological contract literature by suggesting a framework by which supervisors evaluate their subordinates' promised and delivered contributions. Our findings indicate that supervisors' appraisal of their psychological contract with subordinates may mirror aspects of subordinates' appraisal of their psychological contracts. That is, both parties are primarily focused on what resources they obtain from their exchange relationship. Moreover, our results are consistent with prior work that suggests that subordinates are concerned with more than promise-keeping (Lambert et al., 2020; Rousseau & Tijoriwala, 1998; Van der Schaft, Lub, Van der Heijden, & Solinger, 2020) – meaning that supervisors' attitudes toward their subordinates may vary depending on whether subordinates kept promises at low or high amount, and that the effects of excess may depend on the type of contribution involved. By drawing from need theories, we suggest that it is necessary to account for

the types of contributions involved, and how fulfillment and breach, whether by deficiency or excess, may facilitate or hinder supervisors' psychological needs.

We also contribute to psychological contract theory by acknowledging that supervisors inhabit two roles simultaneously, an organizational agent role and a subordinate role. In each role, the theoretical principles associated with psychological need fulfillment may drive evaluations of their relationships with subordinates.

Our work contributes to understanding performance evaluation by showing that the comparison of delivered to promised contributions can serve to denote an important inflection point in supervisors' satisfaction, indicating that supervisors' perceptions of promised contributions may be a valuable standard. This finding was consistent with our contention that it may be worthwhile to jointly model not only the performance level (i.e., delivered contributions) but also the standard against which performance is compared (i.e., promised contributions).

Finally, our work will aid in theory development and testing. As scholars continue to study supervisor–subordinate relationships, our findings serve to help them refine various contexts and research questions about supervisors' evaluation of subordinates' performance. Supervisors do not always desire more from their subordinates in terms of work contributions. Researchers can now refine research questions to determine under what boundary conditions and through what additional mechanisms this foundational finding may be true.

### *Practical implications*

Managers may find it useful to coach supervisors in how to provide feedback regarding their subordinates' contributions. Supervisors should not only be able to guide subordinates who deliver deficient contributions but should be able to explain to subordinates when excess contributions are inappropriate and may even impede progress toward organizational goals.

Managers might also be alert to the possibility that they have inadvertently created conflicts between supervisors' roles as agent and subordinate. For instance, there is an inherent conflict if supervisors' inducements (subordinate role) increase as a result of subordinates' excess contributions, but organizational agents are tasked with managing contributions to meet demand (agent role), avoiding excess and stockpiling. Or in another example, when supervisors are rewarded (subordinate role) for developing new business, perhaps at the expense of their attention devoted to supervisory duties, it may limit their efforts to develop and improve the quality of their subordinates' contributions (agent role).

Subordinates should be aware that contributing work in excess of promised amounts may not be universally desirable from their supervisors' perspective. Just as supervisors should provide structure and guidance to subordinates, subordinates may benefit from seeking feedback from supervisors regarding the quantity, quality, and utility of their contributions (Ashford, 1986; Tagliabue, Sigurjonsdottir, & Sandaker, 2020).

### *Limitations and future research*

A limitation of our work is that the data were cross-sectional and single source, albeit with largely consistent findings over two studies. Yet, in line with other person–environment fit studies and psychological contract studies (Edwards, 1996; Raja, Johns, & Ntalianis, 2004; Weber & Bauman, 2019), this design corresponds with the likelihood that respondents cannot rely on a photographic memory of promises but instead use a reconstructed memory of promises made in the past. Moreover, common method variance cannot be responsible for the curvilinear effects found in both of our studies (Siemson, Roth, & Oliveira, 2010). Future work might employ experimental designs to study the causal relationships occurring in psychological contract appraisal (Deng, Coyle-Shapiro, & Yang, 2018; Lambert, 2011; Montes & Zweig, 2009).

We examined only three types of contributions, but task performance and OCB performance are arguably the most examined types of performance (Katz, 1964; Van Dyne & LePine, 1998). Including socioemotional support from subordinates to supervisors acknowledges that the important social exchange relationship between supervisors and subordinates is likely to be reciprocal. Yet additional studies may generate findings useful for promoting subordinates' innovative behavior, problem solving, and decision-making skills.

We inferred the influence of supervisors' roles as agents and as subordinates but did not empirically tease apart when and how each role was invoked during psychological contract appraisal. It may be that the agent role and subordinate role are generally aligned toward the same objectives but that in some organizational contexts or circumstances there may be conflict such that optimizing the agent role harms the interests of the supervisor from the perspective of the subordinate role, or vice versa. Future research might specifically theorize and examine such possibilities.

Promises of contributions may not be the most commonly used comparison standard for evaluating performance. Supervisors may be more likely to use explicitly and implicitly defined role requirements, or their memories of how other subordinates have performed, as comparison standards. But our results suggest that promised contributions are a viable standard because promised terms explained variance and provided inflection points. Future research may investigate not only a more comprehensive set of contributions but may also jointly model performance and other possible comparison standards (e.g., role requirements, peers' performance; Posthuma, Campion, & Campion, 2018) that supervisors may be implicitly or explicitly using to evaluate subordinate performance.

Although we collected two distinctly different samples, both were small and likely did not reflect the full heterogeneity of the population of subordinates with supervisory responsibilities. Supervisors in our sample were not high-level managers but tended to be in the lower rungs of their organizations (in both the work study and MBA samples) and their subordinates were simultaneously engaged in higher education. It may be that agent and subordinate roles are differently enacted depending on the characteristics of their organizations. Despite our largely supportive results, research should investigate future questions in larger and more diverse samples.

Our results suggest additional research from the supervisor's perspective of the psychological contract is warranted. The effects of breach and fulfillment may influence not only supervisors' satisfaction with subordinates but may also be related to supervisors' performance, their well-being on the job, and perhaps their own career progression as well as related to important subordinate outcomes, such as subordinate performance, promotions, pay, and career progression.

**Competing interest.** The authors declare none.

## References

- Aldrich, H. E., & Ruef, M. (2006). *Organizations evolving* (2<sup>nd</sup> ed.). Los Angeles: Sage.
- Ambrose, M. L., Schminke, M., & Mayer, D. M. (2013). Trickle-down effects of supervisor perceptions of interactional justice: A moderated mediation approach. *Journal of Applied Psychology, 98*(4), 678–689.
- Arvey, R. D., & Murphy, K. R. (1998). Performance evaluation in work settings. *Annual Review of Psychology, 49*(1), 141–168.
- Ashford, S. J. (1986). Feedback-seeking in individual adaptation: A resource perspective. *Academy of Management Journal, 29*(3), 465–487.
- Astakhova, M. N., & Ho, V. T. (2018). Chameleonic obsessive job passion: Demystifying the relationships between obsessive job passion and in-role and extra-role performance. *European Journal of Work and Organizational Psychology, 27*(3), 362–374.
- Bass, B. M., & Bass, R. (2008). *The Bass handbook of leadership: Theory, research, & managerial applications* (4<sup>th</sup> ed.). New York: Free Press.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497–529.
- Beehr, T. A., Glaser, K. M., Beehr, M. J., Beehr, D. E., Wallwey, D. A., Erofeev, D., & Canali, K. G. (2006). The nature of satisfaction with subordinates: Its predictors and importance to supervisors. *Journal of Applied Social Psychology, 36*(6), 1523–1547.
- Beehr, T. A., Weisbrodt, D. M., & Zagumny, M. J. (1994). Satisfaction with Subordinates: A neglected research issue concerning supervisors. *Journal of Applied Social Psychology, 24*(18), 1665–1684.

- Bergeron, D. M., Shipp, A. J., Rosen, B., & Furst, S. A. (2013). Organizational citizenship behavior and career outcomes: The cost of being a good citizen. *Journal of Management*, 39(4), 958–984.
- Bordia, P., Restubog, S. L. D., Bordia, S., & Tang, R. L. (2010). Breach begets breach: Trickle-down effects of psychological contract breach on customer service. *Journal of Management*, 36(6), 1578–1607.
- Bordia, P., Restubog, S. L. D., Bordia, S., & Tang, R. L. (2014). Effects of resource availability on social exchange relationships: The case of employee psychological contract obligations. *Journal of Management*, 43(5), 1447–1471.
- Borman, W. C., & Brush, D. H. (1993). More progress toward a taxonomy of managerial performance requirements. *Human Performance*, 6(1), 1–21.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
- Borman, W. C., White, L. A., & Dorsey, D. W. (1995). Effects of ratee task performance and interpersonal factors on supervisor and peer performance ratings. *Journal of Applied Psychology*, 80(1), 168–177.
- Bowling, N. A., Beehr, T. A., & Swader, W. M. (2005). Giving and receiving social support at work: The roles of personality and reciprocity. *Journal of Vocational Behavior*, 67(3), 476–489.
- Bretz, R. D., Jr, Milkovich, G. T., & Read, W. (1992). The current state of performance appraisal research and practice: Concerns, directions, and implications. *Journal of Management*, 18(2), 321–352.
- Bunderson, J. S. (2001). How work ideologies shape the psychological contracts of professional employees: Doctors' responses to perceived breach. *Journal of Organizational Behavior*, 22(7), 717–741.
- Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 47–74.
- Cole, D. A., Ciesla, J. A., & Steiger, J. H. (2007). The insidious effects of failing to include design-driven correlated residuals in latent-variable covariance structure analysis. *Psychological Methods*, 12(4), 381–398.
- Coyle-Shapiro, J. A.-M., & Parzefall, M. (2008). Psychological contracts. In C. L. Cooper & J. Barling (Eds.), *The SAGE handbook of organizational behavior* (pp. 17–34). London: SAGE Publications.
- Coyle-Shapiro, J. A., Shore, L., Taylor, M. S., & Tetrick, L. (2004). *The employment relationship: Examining psychological and contextual perspectives*. Oxford: Oxford University Press.
- Crant, J. M., & Bateman, T. S. (1993). Assignment of credit and blame for performance outcomes. *Academy of Management Journal*, 36(1), 7–27.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 11(1), 479–516.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900.
- De Jonge, J., & Schaufeli, W. B. (1998). Job characteristics and employee well-being: A test of Warr's Vitamin Model in health care workers using structural equation modelling. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 19(4), 387–407.
- Deng, H., Coyle-Shapiro, J., & Yang, Q. (2018). Beyond reciprocity: A conservation of resources view on the effects of psychological contract violation on third parties. *Journal of Applied Psychology*, 103(5), 561–577.
- Denisi, A. S., & Murphy, K. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421–433.
- Dweck, C. S. (2017). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological Review*, 124(6), 689–719.
- Eastman, K. K. (1994). In the eyes of the beholder: An attributional approach to ingratiation and organizational citizenship behavior. *Academy of Management Journal*, 37(5), 1379–1391.
- Edwards, J. R. (1996). An examination of competing versions of the person-environment fit approach to stress. *Academy of Management Journal*, 39(2), 292–339.
- Edwards, J. R. (2002). Alternatives to difference scores: Polynomial regression and response surface methodology. In F. Drasgow, and N. W. Schmitt (Eds.), *Advances in measurement and data analysis* (pp. 350–400). San Francisco: Jossey-Bass.
- Eisenberger, R., Rhoades Shanock, L., & Wen, X. (2020). Perceived organizational support: Why caring about employees counts. *Annual Review of Organizational Psychology and Organizational Behavior*, 7(1), 101–124.
- Eisenberger, R., Shoss, M. K., Karagonlar, G., Gonzalez-Morales, M. G., Wickham, R. E., & Buffardi, L. C. (2014). The supervisor POS–LMX–subordinate POS chain: Moderation by reciprocation wariness and supervisor's organizational embodiment. *Journal of Organizational Behavior*, 35(5), 635–656.
- Eisenhardt, K. M. (1989). Agency theory: An assessment and review. *Academy of Management Review*, 14(1), 57–74.
- Fehn, T., & Schütz, A. (2020). What you get is what you see: Other-rated but not self-rated leaders' narcissistic rivalry affects followers negatively. *Journal of Business Ethics*, 1–18.
- Feldman, J. M. (1981). Beyond attribution theory: Cognitive processes in performance appraisal. *Journal of Applied Psychology*, 66(2), 127–148.
- Ferris, G. R., Judge, T. A., Rowland, K. M., & Fitzgibbons, D. E. (1994). Subordinate influence and the performance evaluation process: Test of a model. *Organizational Behavior and Human Decision Processes*, 58(1), 101–135.
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117–140.

- Fischmann, G., De Witte, H., Sulea, C., & Iliescu, D. (2018). Qualitative job insecurity and in-role performance: A bidirectional longitudinal relationship? *European Journal of Work and Organizational Psychology*, 27(5), 603–615.
- Fried, Y., & Tieg, R. B. (1995). Supervisors' role conflict and role ambiguity differential relations with performance ratings of subordinates and the moderating effect of screening ability. *Journal of Applied Psychology*, 80(2), 282.
- Gong, B., & Sims, R. L. (2023). Psychological contract breach during the pandemic: How an abrupt transition to a work from home schedule impacted the employment relationship. *Journal of Business Research*, 154, 113259.
- Griep, Y., & Vantilborgh, T. (2018). Reciprocal effects of psychological contract breach on counterproductive and organizational citizenship behaviors: The role of time. *Journal of Vocational Behavior*, 104, 141–153.
- Hill, C. A. (1987). Affiliation motivation: People who need people... but in different way. *Journal of Personality and Social Psychology*, 52(5), 1008.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55.
- Ilgel, D. R., Mitchell, T. R., & Fredrickson, J. W. (1981). Poor performers: Supervisors' and subordinates' responses. *Organizational Behavior and Human Performance*, 27(3), 386–410.
- Ilies, R., Lanaj, K., Pluut, H., & Goh, Z. (2018). Intrapersonal and interpersonal need fulfillment at work: Differential antecedents and incremental validity in explaining job satisfaction and citizenship behavior. *Journal of Vocational Behavior*, 108, 151–164.
- Irving, P. G., & Montes, S. D. (2009). Met expectations: The effects of expected and delivered inducements on employee satisfaction. *Journal of Occupational and Organizational Psychology*, 82(2), 431–451.
- Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs and ownership structure. *Journal of Financial Economics*, 3(4), 305–360.
- Judge, T. A., & Bretz, R. D., Jr. (1994). Political influence behavior and career success. *Journal of Management*, 20(1), 43–65.
- Judge, T. A., & Ferris, G. R. (1993). Social context of performance evaluation decisions. *Academy of Management Journal*, 36(1), 80–105.
- Kamdar, D., & Van Dyne, L. (2007). The joint effects of personality and workplace social exchange relationships in predicting task performance and citizenship performance. *Journal of Applied Psychology*, 92(5), 1286–1298.
- Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral Science*, 9(2), 131–146.
- Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organizations* (2nd ed.). New York: Wiley.
- Krasikova, D. V., & LeBreton, J. M. (2012). Just the two of us: Misalignment of theory and methods in examining dyadic phenomena. *Journal of Applied Psychology*, 97(4), 739–757.
- Lambert, L. S. (2011). Promised and delivered inducements and contributions: An integrated view of psychological contract appraisal. *Journal of Applied Psychology*, 96(4), 695–712.
- Lambert, L. S., Bingham, J. B., & Zabinski, A. (2020). Affective commitment, trust, and the psychological contract: Contributions matter, too! *European Journal of Work and Organizational Psychology*, 29(2), 294–314.
- Lambert, L. S., Edwards, J. R., & Cable, D. M. (2003). Breach and fulfillment of the psychological contract: A comparison of traditional and expanded views. *Personnel Psychology*, 56(4), 895–934.
- Larson, J. R., Jr. (1986). Supervisors' performance feedback to subordinates: The impact of subordinate performance valence and outcome dependence. *Organizational Behavior and Human Decision Processes*, 37(3), 391–408.
- Larson, L. L., Hunt, J. G., & Osborn, R. N. (1976). The great hi-hi leader behavior myth: A lesson from Occam's razor. *Academy of Management Journal*, 19(4), 628–641.
- Lichtman, C. M., & Hunt, R. G. (1971). Personality and organization theory: A review of some conceptual literature. *Psychological Bulletin*, 76(4), 271–294.
- Lin, X., Wu, C. H., Dong, Y., Chen, G. Z. X., Wei, W., & Duan, J. (2022). Psychological contract breach and destructive voice: The mediating effect of relative deprivation and the moderating effect of leader emotional support. *Journal of Vocational Behavior*, 135, 1–17.
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4(4), 309–336.
- Locke, E.A. (1976). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (Vol. 1, pp. 1297–1343). Chicago: Rand McNally
- Long, D. M. (2021). Tacticality, authenticity, or both? The ethical paradox of actor ingratiation and target trust reactions. *Journal of Business Ethics*, 168(4), 847–860.
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. (1991). Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes*, 50(1), 123–150.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370.
- McCluney, C. L., Bryant, C. M., King, D. D., & Ali, A. A. (2017). Calling in Black: A dynamic model of racially traumatic events, resourcing, and safety. *Equality, Diversity and Inclusion: An International Journal*, 36(8), 767–786.
- Meier, L., & Semmer, N. (2018). Illegitimate tasks as assessed by incumbents and supervisors: Converging only modestly but predicting strain as assessed by incumbents, supervisors, and partners. *European Journal of Work and Organizational Psychology*, 27, 764–776.
- Mintzberg, H. (1989). *Mintzberg on management: Inside our strange world of organizations*. New York: Simon and Schuster.

- Mitchell, T. R., & Wood, R. E. (1980). Supervisor's responses to subordinate poor performance: A test of an attributional model. *Organizational Behavior and Human Performance*, 25(1), 123–138.
- Montes, S. D., & Irving, P. G. (2008). Disentangling the effects of promised and delivered inducements: Relational and transactional contract elements and the mediating role of trust. *Journal of Applied Psychology*, 93(6), 1367–1381.
- Montes, S. D., & Zweig, D. (2009). Do promises matter? An exploration of the role of promises in psychological contract breach. *Journal of Applied Psychology*, 94(5), 1243–1260.
- Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review*, 22(1), 226–256.
- Morrison, E. W., & Robinson, S. L. (2004). The employment relationship from two sides: Incongruence in employees' and employers' perceptions of obligations. In J. A.-M. Coyle-Shapiro, L. M. Shore, M. S. Taylor, and L. E. Tetrick (Eds.), *The employment relationship: Examining psychological and contextual perspectives* (pp. 161–180). Oxford: Oxford University Press.
- Nevison, C., Cormier, L., Pretti, J., & Drewery, D. (2018). The influence of values on supervisors' satisfaction with co-op student employees. *International Journal of Work-Integrated Learning*, 19(1), 1–11.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lanham: Lexington Books/DC Heath and Com.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance*, 10(2), 85–97.
- Pierce, J. R., & Aguinis, H. (2013). The too-much-of-a-good-thing effect in management. *Journal of Management*, 39(2), 313–338.
- Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1), 122–141.
- Porter, L. W. (1963). Job attitudes in management: II. Perceived importance of needs as a function of job level. *Journal of Applied Psychology*, 47(2), 141–148.
- Posthuma, R. A., Campion, M. C., & Campion, M. A. (2018). A taxonomic foundation for evidence-based research on employee performance management. *European Journal of Work and Organizational Psychology*, 27(2), 168–187.
- Priesemuth, M., & Taylor, R. M. (2016). The more I want, the less I have left to give: The moderating role of psychological entitlement on the relationship between psychological contract violation, depressive mood states, and citizenship behavior. *Journal of Organizational Behavior*, 37(7), 967–982.
- Raja, U., Johns, G., & Ntalianis, F. (2004). The impact of personality on psychological contracts. *Academy of Management Journal*, 47(3), 350–367.
- Roth, P. L., Switzer, F. S., III, & Switzer, D. M. (1999). Missing data in multiple item scales: A Monte Carlo analysis of missing data techniques. *Organizational Research Methods*, 2(3), 211–232.
- Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, 2(2), 121–139.
- Rousseau, D. M., Hansen, S. D., & Tomprou, M. (2018). A dynamic phase model of psychological contract processes. *Journal of Organizational Behavior*, 39(9), 1081–1098.
- Rousseau, D. M., & McLean Parks, J. (1993). The contracts of individuals and organizations. In L. L. Cummings, and B. M. Staw (Eds.), *Research in organizational behavior* (vol 15, pp. 1–22). Greenwich CT: JAI Press.
- Rousseau, D. M., & Tijoriwala, S. A. (1998). Assessing psychological contracts: Issues, alternatives and measures. *Journal of Organizational Behavior*, 19, 679–695.
- Ryan, R. M., & Deci, E. L. (2000). The darker and brighter sides of human existence: Basic psychological needs as a unifying concept. *Psychological Inquiry*, 11(4), 319–338.
- Schacter, D. L. (2012). Adaptive constructive processes and the future of memory. *American Psychologist*, 67(8), 603–613.
- Schleicher, D. J., Baumann, H. M., Sullivan, D. W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-year integrative conceptual review. *Journal of Applied Psychology*, 104(7), 851–887.
- Semmer, N. K., Elfëring, A., Jacobshagen, N., Perrot, T., Beehr, T. A., & Boos, N. (2008). The emotional meaning of instrumental social support. *International Journal of Stress Management*, 15(3), 235.
- Sheridan, S., & Ambrose, M. L. (2020). My cup runneth over: A daily study of the energy benefits for supervisors who feel appreciated by their subordinates. *Journal of Management*, 48(2), 440–471.
- Shih, C. T., Lin, C. C., & Lee, C. J. (2023). The supervisor's paradox: Why different psychological contract types lead to varied supervisory mentoring. *Journal of Management & Organization*, 1–19. doi:10.1017/jmo.2023.12.
- Shore, L. M., Porter, L. W., & Zahra, S. A. (2004). Employer-oriented strategic approaches to the employee-organization relationship (EOR). In J. A.-M. Coyle-Shapiro, L. M. Shore, M. S. Taylor, and L. E. Tetrick (Eds.), *The employment relationship: Examining psychological and contextual perspectives* (pp. 133–160). Oxford: Oxford University Press.
- Simson, E., Roth, A., & Oliveira, P. (2010). Common method bias in regression models with linear, quadratic, and interaction effects. *Organizational Research Methods*, 13(3), 456–476.
- Sluss, D. M., Van Dick, R., & Thompson, B. (2011). Role theory in organizations: A relational perspective. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology, Vol. 1: Building and developing the organization* (pp. 505–534). Washington DC: American Psychological Association.

- Solomonson, A. L., & Lance, C. E. (1997). Examination of the relationship between true halo and halo error in performance ratings. *Journal of Applied Psychology, 82*(5), 665–674.
- Tagliabue, M., Sigurjonsdottir, S. S., & Sandaker, I. (2020). The effects of performance feedback on organizational citizenship behaviour: A systematic review and meta-analysis. *European Journal of Work and Organizational Psychology, 29*(6), 841–861.
- Thompson, P. S., & Bolino, M. C. (2018). Negative beliefs about accepting coworker help: Implications for employee attitudes, job performance, and reputation. *Journal of Applied Psychology, 103*(8), 842–866.
- Vander Elst, T., Van den Broeck, A., De Witte, H., & De Cuyper, N. (2012). The mediating role of frustration of psychological needs in the relationship between job insecurity and work-related well-being. *Work & Stress, 26*(3), 252–271.
- Van der Schaft, A., Lub, X., Van der Heijden, B., & Solinger, O. N. (2020). The influence of social interaction on the dynamics of employees' psychological contracting in digitally transforming organizations. *European Journal of Work and Organizational Psychology, 29*(2), 164–182.
- Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal, 41*(1), 108–119.
- Vansteenkiste, M., Ryan, R. M., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and Emotion, 44*(1), 1–31.
- Vonk, R. (1998). The slime effect: Suspicion and dislike of likeable behavior toward superiors. *Journal of Personality and Social Psychology, 74*(4), 849–864.
- Warr, P. (1994). A conceptual framework for the study of work and mental health. *Work & Stress, 8*(2), 84–97.
- Warr, P. B., & Routledge, T. (1969). An opinion scale for the study of managers' job satisfaction. *Occupational Psychology, 43*, 95–109.
- Weber, L., & Bauman, C. W. (2019). The cognitive and behavioral impact of promotion and prevention contracts on trust in repeated exchanges. *Academy of Management Journal, 62*(2), 361–382.
- Weisbrodt, D. M. (1991). *Supervisor satisfaction with subordinates: A replication and extension*. Mt.Pleasant MI: Central Michigan University.
- Whiting, S. W., Podsakoff, P. M., & Pierce, J. R. (2008). Effects of task performance, helping, voice, and organizational loyalty on performance appraisal ratings. *Journal of Applied Psychology, 93*(1), 125–139.
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management, 17*(3), 601–617.
- Woodrow, C., & Guest, D. E. (2020). Pathways through organizational socialization: A longitudinal qualitative study based on the psychological contract. *Journal of Occupational and Organizational Psychology, 93*(1), 110–133.
- Xu, M., Qin, X., Dust, S. B., & DiRenzo, M. S. (2019). Supervisor-subordinate proactive personality congruence and psychological safety: A signaling theory approach to employee voice behavior. *The Leadership Quarterly, 30*(4), 440–453.
- Xu, A. J., Loi, R., & Chow, C. W. (2023). Does taking charge help or harm employees' promotability and visibility? An investigation from supervisors' status perspective. *Journal of Applied Psychology, 108*(1), 53–71.

**Tanja R. Darden, PhD**, is an assistant professor of management at Towson University. Her work focuses on the employment relationship, psychological contracts, and diversity.

**Paata Brekashvili, PhD**, is an associate professor of Business Administration at Buller School of Business of Providence University College. His research focuses on employment relationships and interpersonal exchange.

**Dr Lambert** is a professor and a William S. Spears Chair of Business at Oklahoma State University. Her scholarship has focused on the employment relationship, leadership, psychological contracts, person–environment fit theory, and research methods.

**Ryan Currie, PhD**, is an assistant professor at Abraham Baldwin Agricultural College. His work focuses on trust, development, and pedagogy.

**Greg F. Hardt, MS, MA**, is an assistant professor at Mount Saint Joseph University. His research focuses on trust and culture.