

Transformed by the Family: An Episodic, Attachment Theory Perspective on Family–Work Enrichment and Transformational Leadership

Shawn T. McClean¹, Junhyok Yim², Stephen H. Courtright³, and Benjamin B. Dunford⁴

¹ Department of Management & Marketing, University of Wyoming

² Department of Management, Texas A&M University

³ Department of Management & Entrepreneurship, University of Iowa

⁴ Krannert School of Management, Purdue University

While transformational leadership is foundational to individual, team, and organizational success, many managers struggle to consistently exhibit the behaviors captured in transformational leadership. Unfortunately, relatively little is known about what factors explain this day-to-day variation on transformational leadership. Drawing upon and extending attachment theory, we assert that one answer is found at home: managers need daily family support to ensure that they consistently display transformational leader behaviors at work. We thus develop a model suggesting that family–work enrichment (FWE) acts as a within-person prime of promotion focus, which in turn enables supervisors to engage in transformational behaviors on a daily basis. In so doing, we explore a pair of theoretically derived boundary conditions of this effect—supervisor attachment styles. The results from two experience-sampling studies support our model. Specifically, daily FWE was positively associated with transformational leadership through daily promotion focus, with the positive effects being weaker for those higher on attachment avoidance and stronger for those higher on attachment anxiety. This article thus expands our understanding of the link between positive family experiences and leader behaviors, suggesting that while the family is a daily source of positive inspiration for supervisors, these positive results are not universal across all supervisors.

Keywords: leadership, family–work enrichment, experience-sampling

Since its introduction to the leadership literature (Bass, 1985), transformational leadership has been widely studied as a driver of individual, team, and organizational effectiveness (Wang et al., 2011). However, scholars have only scratched the surface of this construct, particularly when it comes to identifying its antecedents. This is regrettable since transformational leadership—or behaviors whereby leaders inspire followers to move beyond their own self-interest and work toward the good of the group (Bass, 1985)—often fails to reach the levels needed by subordinates each day (Tepper et al., 2018). Indeed, the daily demands of leadership often prevent supervisors from consistently inspiring and motivating their employees since “the pressures of today almost always trump the needs of tomorrow” (Hill & Lineback, 2011, p. 145). Supervisors thus need ongoing encouragement to inspire their subordinates to embrace and generate novel ideas, as well as the energy to provide for their subordinates’ personal needs (Byrne et al., 2014). Moreover, the change-oriented nature of transformational leadership involves considerable uncertainty and ambiguity (Johnson et al., 2017), suggesting that supervisors must feel comfortable navigating

this uncertainty in order to display transformational leadership from day to day.

In that regard, prior work has identified potential positive workplace events—such as positive feedback at work (Koopmann et al., 2016)—that may help supervisors feel comfortable and able to display daily transformational leadership. However, given its daily necessity basis (Tepper et al., 2018), we posit that a more complete understanding of daily transformational leadership would emerge from considering non-work factors that encourage such behaviors, particularly those that occur at the beginning of each day. For example, a growing body of research has linked experiences in the family domain to both positive and negative leader behaviors (e.g., Courtright et al., 2016; Dumas & Stanko, 2017; ten Brummelhuis et al., 2014), thus demonstrating that factors outside of the workplace can exert a critical influence on leader behaviors at work. Joining this growing conversation, we assert that daily transformational leader behavior is substantially influenced by daily family-related experiences. However, while previous studies have established that the family domain can influence positive leader behaviors, the theoretical mechanisms that explain this link, as well as the moderators that may enhance or diminish this relationship, remain unclear and largely unexplored.

To better explain the link between family experiences and leader behavior, we draw on attachment theory to test a novel theoretical model that explains how and when leaders’ families influence them to display consistent transformational leadership behavior. In particular, attachment theory explains how daily family support and resources help individuals feel comfortable exploring and engaging with their environment (Feeny, 2004; Shaver & Mikulincer, 2012).

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Shawn T. McClean  <https://orcid.org/0000-0002-7681-7610>

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Correspondence concerning this article should be addressed to Shawn T. McClean, Department of Management & Marketing, University of Wyoming, 1000 E University Ave., Laramie, WY 82071, United States. Email: smcclea1@uwyo.edu

As such, this theory is a natural fit for explaining daily transformational leadership given that this construct involves engaging with employees and motivating them to think in new ways (Bono & Judge, 2004). However, the theory also posits that individuals possess “attachment styles” (Paetzold, 2015; Shaver & Mikulincer, 2007), such that individuals may be attachment avoidant (i.e., distrustful of intimate relationships) or attachment anxious (i.e., overly valuing intimate relationships), and that these attachment styles act as processing frames through which episodes of support and attachment are interpreted (Collins & Allard, 2001). As such, they influence the extent to which daily family support affects an individual’s comfort level with exploring and approaching ideal ends outside of the family context.

Linking these principles of attachment theory with the family-work and leadership literature, we posit that *daily family-work enrichment* (FWE) provides the daily resources needed for leaders to display transformational leadership through its effects on *daily promotion focus* (i.e., a willingness to engage in approach-oriented behaviors toward an ideal future; Higgins, 1997). However, we posit that within-person variation on FWE is processed through the supervisor’s attachment styles, such that supervisors lower on attachment avoidance or higher on attachment anxiety experience higher daily promotion focus from daily FWE, and thus exhibit more transformational leadership that day. Figure 1 displays our conceptual model. We test our model with two daily experience-sampling methodology (ESM) studies designed to capture these within-person effects.

In exploring these effects, our article makes several contributions. First, we contribute to an emerging literature on how supervisors are impacted by family relationships. Although the literature is somewhat clear on how negative family experiences impact leader behaviors (e.g., Courtright et al., 2016), the literature on positive family experiences on leader behavior is less consistent. Whereas Dumas and Stanko (2017) found that FWE influences transformational leader behaviors, ten Brummelhuis et al. (2014) found no link between FWE and similar behaviors. Drawing on attachment theory (Bowlby, 1969), we reconcile these inconsistent findings by identifying promotion focus as a key explanatory mechanism and attachment styles as important moderators of FWE and transformational leadership. In addition, our theory dictates that FWE may be most strongly felt on a daily basis. This within-person perspective is unique in that the effects of family-related support on leader behavior has been mixed to date (e.g., Dumas & Stanko, 2017; ten Brummelhuis et al., 2014), perhaps in part because these studies have not captured the within-person nature of this relationship (Collins & Allard, 2001). Our results thus represent the first within-person investigation of FWE in relation to leader behavior, and also clarifies why and when FWE will impact transformational leader behavior.

Our study also contributes to the leadership and family-work literature separately. First, we extend the study of transformational leadership by proposing FWE as a “positive” *non-work* predictor of daily transformational leader behavior. Indeed, supervisors often fail to meet their subordinates’ daily needs for transformational leadership (Tepper et al., 2018), but the literature has often ignored why this is the case. Thus, our article contributes to the leadership literature by identifying daily FWE as a factor that encourages transformational leader behaviors on a daily basis. Similarly, our article contributes to the family-work literature by integrating attachment theory with this literature. Specifically, this theoretical

integration not only identifies boundary conditions around the effects of FWE, but also extends prevailing theory (Greenhaus & Powell, 2006) by identifying a specific, work-relevant resource generated by the family: increased comfort with activities aimed at achieving gains or ideal ends (i.e., increased promotion focus).

Finally, we contribute to attachment theory. Specifically, research on attachment theory among adults has largely focused on romantic relationships (Hazan & Shaver, 1987). However, given that attachment theory is focused on “close” relationships (Hazan & Shaver, 1994), we extend this theory to familial relations more broadly by testing our predictions first in the context of intimate romantic relationships (Study 1), before generalizing our model to broader family relationships by easing this sample restriction (Study 2). Thus, we extend attachment theory by providing evidence that its tenets reach beyond just romantic relationships to the family as an entire unit, and that theory’s impact reaches beyond the family domain to the workplace.

Theory and Hypotheses

Family-Work Enrichment and Leader Behaviors

In recent years, scholars have noted that the family can enrich employee behavior and psychological states at work, leading to gains at work (Greenhaus & Powell, 2006). Specifically, Greenhaus and Powell note that psychological resources generated by the family may be directly applicable to the workplace and thus facilitate workplace functioning. Based on this phenomenon, scholars conceptualize FWE as the overall perception that one’s family is helpful to workplace, or as Carlson et al. (2006) put it, “the perception that resources are acquired in one domain which help an individual’s functioning in the other” (p. 150). In that regard, Carlson et al. (2014) found that family-work enrichment indeed improved psychological resources at work (see also ten Brummelhuis & Bakker, 2012). More germane to the leadership literature, ten Brummelhuis et al. (2014) found that supervisor FWE facilitates supervisor work engagement.

Despite prior links between FWE and leadership, three important questions remain unanswered. First, little is known regarding *how* FWE impacts daily supervisor behaviors at work. In their theory of FWE, Greenhaus and Powell (2006) posit two paths linking family and work resource spillover: an indirect path through affective reactions and an instrumental path wherein resources are transferred directly to work. However, extant theory is relatively silent regarding the latter path, namely, the resources that are transferred from family to work and their subsequent workplace manifestations. In other words, while Greenhaus and Powell (2006) note that psychological resources generated at home may directly apply to the work domain, the precise nature of these resources is unclear. Thus, our first aim is to elucidate the process by which FWE influences daily transformational leadership, by specifically identifying a psychological resource influenced by FWE that facilitates daily transformational leadership.

Second, we know very little about the specific *behavioral* manifestations of FWE for supervisors. While prior work linked FWE to positive affective transfer from supervisors to subordinates (ten Brummelhuis et al., 2014), the expected link to supportive supervisor behaviors did not emerge. In contrast, Dumas and Stanko (2017) showed a positive effect on transformational leadership. These

mixed findings are problematic due to the relative scarcity of research linking FWE to leader behaviors, as well as their inconclusive findings. Our second aim is thus to identify specific leader behaviors that are impacted by the perception of FWE.

A third issue is a lack of knowledge of *when* FWE encourages positive leader behaviors. By emphasizing the family as a source of enrichment at work (Carlson et al., 2006; Greenhaus & Powell, 2006), the family–work literature has implicitly taken the position that all individuals value support and resources from the family, or that relationships provide stable levels of FWE (Dumas & Stanko, 2017; ten Brummelhuis et al., 2014). However, as discussed below, this is not tenable, as it neglects theory on intimate relationships. Thus, our third aim is to investigate *when* FWE influences positive daily leader behaviors by exposing boundary conditions around the effect of FWE, as well as exploring the effects of FWE from a within-person perspective.

Attachment Theory

We posit that addressing these aims, and achieving a clearer understanding of FWE, must begin with the foundations of FWE—the family relationship. Fortunately, attachment theory does just that. Specifically, across a research stream spanning multiple decades, Bowlby (1969, 1973, 1980) documented a great deal of research on relationships between family members and the impact of those relationships on individual behavior. This theoretical perspective makes two broad stipulations regarding the interactions between intimate relationship partners.

First, attachment theory proposes that within-person variation on perceived support from “attachment figures” (i.e., a person with whom the one should enjoy an intimate relationship) helps individuals feel more comfortable exploring their environment and engaging in approach-oriented activities outside of the relationship (Elliot & Reis, 2003; Shaver & Mikulincer, 2012). This is consistent with the family–work literature, which emphasizes work-relevant resources as outcomes of FWE. Indeed, Feeney (2004) showed that support from a romantic partner increased the perceived likelihood of attaining difficult goals, which is associated with actual exploratory, challenging behaviors. More germane to work, Hazan and Shaver (1990) likened exploratory activities to engaging with one’s work role, including working with and pleasing others at work. Thus, attachment theory suggests that when individuals are provided with support in the home, they feel more motivated to explore and engage with their environment, including at work.

Second, attachment theory provides a critical stipulation about the aforementioned effect: within-person variation on resource provision (i.e., FWE) is processed through attachment-specific processing frames (Campbell et al., 2005). Bowlby (1969) found that, over many episodes of support provision, individuals develop working models of attachment based on how attachment figures provide support (Fraley & Shaver, 2000). These attachment styles, while developed during childhood, are relatively enduring across the lifespan (cf. Girme et al., 2018), and transfer to intimate adult relationships (Hazan & Shaver, 1987). Generally, these attachment styles have been classified into two dimensions: avoidant and anxious (Ainsworth et al., 1978; Paetzold, 2015; Simpson et al., 1992). Attachment avoidant individuals find it difficult to get close to others and dislike when others get close (Hazan & Shaver, 1987), a belief predicated upon a history of lacking support from

relationship partners (Bowlby, 1969). Meanwhile, attachment anxious individuals want closer relationships than they receive and worry about losing their partner, an approach that emerges from a history of inconsistent support by partners.

However, attachment styles are not always active (Collins & Allard, 2001), instead operating outside of conscious thought (Bargh & Chartrand, 1999; Collins & Allard, 2001) and only becoming relevant for information processing when activated by a relational interaction. In the context of FWE, attachment styles become relevant processing frames when activated by daily FWE. When the attachment system is not active (i.e., at normative levels of FWE), attachment styles are not called into action to process deviations from that norm. However, when within-person variation on FWE does occur, attachment theory posits that it will be interpreted differently to the extent that the individual does not expect their partner to continue to provide such support (i.e., attachment avoidant) or places an inordinate amount of value on the support (i.e., attachment anxious). Thus, attachment theory suggests that the provision of support and resources from attachment figures is best suited to a within-person approach.

Attachment theory thus offers compelling insights that add to the literature on family–work enrichment (Greenhaus & Powell, 2006). In particular, attachment theory pinpoints a specific work resource that emerges from FWE (i.e., a willingness to engage in activities toward achieving an ideal future) and boundary conditions around this effect (i.e., attachment styles). Thus, attachment theory suggests a complex interplay between the provision of resources, the source of those resources (i.e., the family) and recipients’ attitudes toward the source of those resources (i.e., attachment styles), that primes a willingness to engage in exploratory behaviors. Based on these points, we next build hypotheses around FWE and transformational leadership.

Linking Family–Work Enrichment and Attachment Theory

As already noted, attachment theory suggests that family enrichment acts as a daily prime that fosters a comfort with exploration and the pursuit of challenges outside of the relationship (Feeney, 2004, 2007; Mikulincer & Shaver, 2005). Therefore, a resource that emerges from FWE is an increased willingness to approach an ideal end state, which we operationalize as the supervisor’s daily promotion focus. Promotion focus was proposed by Higgins (1997, 1998) as a motivational element that defines how individuals approach desired or ideal end states. In particular, individuals have preferences for how they approach pleasurable, and avoid painful, end states (Scholer & Higgins, 2013). In contrast to prevention focus, which is focused on avoiding losses and maintaining security (Higgins, 1998; Neubert et al., 2008), promotion focus centers on growth and gains, thus making it an ideal match for attachment theory, particularly on a daily basis. Indeed, Neubert et al. (2008) extended identified work regulatory focus (e.g., promotion focus at work) as a “psychological state of an employee at any point in time . . . [that is] likely to change to adapt to the prevailing situational cues” (p. 1229).

In line with these theoretical tenets, we expect that daily FWE will interact with both attachment avoidance and anxiety to predict daily promotion focus. This is because daily, within-person FWE represents attachment-relevant deviations from the norm that activate the

attachment system and are therefore processed through the individual's working model of attachment (Collins & Allard, 2001). Indeed, this is consistent with theory in the organizational sciences positing that discrete deviations from the norm prompt distinct information processing patterns (Morgeson et al., 2015), and also aligns with Greenhaus and Powell (2006), who posit that the family can be a source of workplace-relevant psychological resources.

In the context of the attachment system, attachment styles represent processing frames that shape how attachment-relevant events are interpreted, and should thus uniquely moderate the effects of daily, within-person FWE. In particular, attachment theory scholars have noted that attachment avoidance and anxiety are associated with maladaptive responses to support and care from intimate others, specifically the deactivation and hyperactivation of the attachment system, respectively (Mikulincer & Shaver, 2012). We discuss each, in turn, below.

First, attachment avoidance emerges from a lack of support, care, and resources as a child, especially when needed (Bowlby, 1969). As a result, these individuals grow to be distrustful of intimate relationships and prefer distant relationships or independence (Richards & Schat, 2011). Indeed, Mikulincer and Shaver (2012) note that attachment avoidance is associated with attachment system deactivation, resulting in reduced interest in exploration as individuals dismiss relational resources. This deactivation serves a defensive function; given a history of lacking support from intimate others, avoidant individuals are afraid of attaching value to support for fear of being hurt in the future (Bartholomew, 1990) or to repress painful memories (Shaver & Mikulincer, 2002). Thus, individuals higher on attachment avoidance respond less positively to family resources than those lower on attachment avoidance (Rholes et al., 1999). In this way, and consistent with attachment theory, supervisors higher on attachment avoidance should derive less comfort with seeking gains and ideal ends outside of the relationship (Bowlby, 1969). As a result, we expect that daily FWE should have a less positive relationship with daily promotion focus for supervisors higher on attachment avoidance.

Hypothesis 1: Daily FWE interacts with attachment avoidance to predict daily promotion focus, such that the relationship is less positive at higher levels of attachment avoidance.

In contrast to attachment avoidant individuals, who dismiss relational resources, anxiously attached individuals place an overly high value on intimate relationships (Collins & Allard, 2001). In part, this attitude toward intimate relationships emerges from a history of inconsistent care and support during childhood (Bowlby, 1969), leading attachment anxious individuals to often need more support than their partner is willing to give and worry about their partner's willingness to provide resources (Hazan & Shaver, 1987). Attachment anxiety thus results in a hyperactivation of the attachment system such that anxiously attached individuals exhibit overdependence on relationships and engage in overly persistent attempts at gaining support (Hardy & Barkham, 1994; Mikulincer & Shaver, 2005); indeed attachment anxiety has been viewed as a maladaptive attitude toward relationships (Hazan & Shaver, 1987). However, some work has shown that anxiously attached individuals attach more positive meaning to relational resources when they receive them (Overall et al., 2014).

Individuals who place a higher value on relationships should respond differently to daily FWE (Campbell et al., 2005). Specifically, since daily, within-person FWE is a departure from the norm, and since attachment anxiety is based on a history and expectation of uncertainty and inconsistent support (Simpson et al., 1992), those higher on attachment anxiety attach more meaning to these events (Campbell et al., 2005). That is, since those high on attachment anxiety persistently seek FWE, they likely respond positively when those efforts succeed. Following from the tenets of attachment theory, this should thus take the form of increased willingness to explore one's environment and seek gains (Bowlby, 1969). Therefore, we expect that attachment anxiety will interact with daily FWE to predict daily promotion focus, such that the relationship is more positive at higher levels of attachment anxiety.

Hypothesis 2: Daily FWE interacts with attachment anxiety to predict daily promotion focus, such that the relationship is more positive at higher levels of attachment anxiety.

Linking to Transformational Leadership

While attachment theory posits that daily FWE primes a willingness to engage in approach-oriented behaviors or behaviors aimed at attaining ideal ends (i.e., promotion focus), the predictive power of this theory extends to actual behavior. First, the inherently relational nature of attachment theory, which involves experiences with intimate relational others (e.g., the family), points to a relationship-oriented set of supervisory behaviors. However, one of the other central tenets of attachment theory is that positive family experiences—depending on attachment styles—can prompt behavior aimed at realizing gains and attaining an ideal future. Transformational leadership, as a set of behaviors that captures both caring for subordinates and inspiring them to an ideal future (Bono & Judge, 2004), thus aligns well with this perspective. In the context of attachment theory and leadership, this would suggest that supervisors who experience higher levels of promotion focus on a given day are more likely to engage in exploratory supervisory behaviors aimed at reaching an ideal end. We posit, therefore, based on attachment theory that the leader behavior construct most closely impacted by promotion focus is transformational leadership.

Transformational leadership has been defined as a set of behaviors wherein the supervisor motivates and supports followers, communicates a positive vision of the future, and advocates for change (Bass & Riggio, 2006; Johnson et al., 2012). As such, transformational leadership is not only one of the most foundational forms of leader behavior in the leadership literature, but is also an ideal outcome for both attachment theory and promotion focus at the daily level. With regard to attachment theory, exploratory behavior that emerges from the daily support of family resources includes taking on challenges (Feeney, 2004) and novel activities (Feeney & Thrush, 2010), and the pursuit of achievement (Elliot & Reis, 2003). These behavioral outcomes of family resources (as transmitted through a momentary comfort with exploratory activities) are a theoretical fit for transformational leadership.

In addition to being consistent with our attachment theory frame, the leadership literature suggests support for the notion that transformational leader behaviors can be primed by promotion focus, especially on a daily, within-person basis. First, transformational

leadership represents a set of change-oriented behaviors (Detert & Burris, 2007) that are focused on attaining some transcendent future state (Bass & Riggio, 2006). Meanwhile, theory in the leadership literature suggests that a situational promotion focus encourages transformational leader behaviors (Kark & Van Dijk, 2007) because of the openness to change and focus on an ideal future associated with both constructs. Further, van Knippenberg and Sitkin (2013) argue that transformational leadership is inherently promotion-focused. In addition, Lanaj et al. (2012) meta-analytically found that promotion focus is moderately correlated with innovative performance, which can be spurred by transformational leadership (Jung et al., 2008). Finally, Johnson et al. (2017) found that a primed state promotion focus predicted intentions to engage in transformational leader behaviors. In sum, the focus of attachment theory on exploratory engagement with one's environment is a clear match for both transformational leadership and our proposed linking mechanism of daily promotion focus.

While we believe that the literature and our theory support a link between daily promotion focus and daily transformational leadership in the aggregate, leadership scholars have called for greater attention on the facets of transformational leadership and unique predictors of each (van Knippenberg & Sitkin, 2013). Briefly, transformational leadership has been conceptualized as a higher order construct consisting of inspirational motivation (i.e., conveying a strong vision for the future), individual consideration (i.e., developing and connecting with subordinates on an individual level), intellectual stimulation (i.e., challenging the status quo and encouraging creativity), and idealized influence (i.e., displaying high standards and serving as a role model)¹ (Bass, 1985; Bono & Judge, 2004).

In line with the preceding, much of the change-oriented (e.g., Derue et al., 2011; Detert & Burris, 2007) and approach-oriented nature of transformational leadership may rely on the intellectual stimulation and inspirational motivation facets. This is because these facets are focused on changing the status quo and conveying a vision for the future (Avolio et al., 1999; Bono & Judge, 2004; Judge & Piccolo, 2004); indeed, both introduce some degree of uncertainty, making a willingness to engage in such behaviors a necessity for transformational leadership. However, some evidence suggests that promotion focus may also be associated with individualized consideration (Hater & Bass, 1988). Indeed, the emphasis of promotion focus on achieving some ideal, transcendent future state aligns with these dimensions as well.

In sum, we believe that both the preceding logic suggests an overarching positive effect of daily promotion focus on the daily display of transformational leadership.

Hypothesis 3: Daily promotion focus is positively associated with daily transformational leadership.

Attachment theory provides a comprehensive, theoretically rich picture of the link between daily FWE and daily behavior. Specifically, attachment theory dictates that when supervisors experience positive variation on family-work enrichment, those lower on attachment avoidance, and those higher on attachment anxiety, will feel more comfortable with, and thus more likely to engage in, exploratory behaviors that day (i.e., transformational leader behaviors). In light of this guiding framework, and our preceding

predictions relating to daily promotion focus and transformational leadership, we expect that attachment avoidance and anxiety will moderate the indirect effect of daily FWE on daily transformational leadership.

Hypothesis 4: Attachment avoidance moderates the indirect effect of daily FWE on daily transformational leadership through daily promotion focus, such that the relationship should be less positive at higher levels of attachment avoidance.

Hypothesis 5: Attachment anxiety moderates the indirect effect of daily FWE on daily transformational leadership through daily promotion focus, such that the relationship should be more positive at higher levels of attachment anxiety.

Overview of Present Research

As noted above, we build theory pertaining to the daily, within-person effects of FWE on transformational leader behavior. We thus test our hypotheses across two daily ESM studies—each conducted over 3 weeks—in order to test our within-person, daily hypotheses. First, to provide initial evidence for our assertions, we recruited supervisors from a panel data service, with supervisors distributed across the continental United States. This allowed us to not only test our hypotheses in a generalizable setting, but also explore the self-perceptions of supervisors by using a single-source design. This is in line with prior leadership research (e.g., Courtright et al., 2016; McClean et al., 2019) as well as meta-analytic evidence suggesting that subordinate ratings of leader behaviors are clouded by subordinate traits (Wang et al., 2019).

However, to extend this first study, we conducted a second ESM study. Specifically, we recruited a sample of university employees and their supervisors, and supplemented this sample with supervisor/subordinate dyads from a government agency in the Midwestern United States. Study 2 not only allows us to replicate the findings from Study 1, but also extends Study 1 by utilizing employee ratings of supervisors' behaviors. We discuss each study in detail below.

Study 1: Method

Sample and Procedures

We recruited 185 supervisors living with a romantic partner, in line with attachment theory (Hazan & Shaver, 1987), from a panel service operated by Qualtrics (Texas A&M University Institutional Review Board (IRB) # 2017-096D; Title: "Family-Work Enrichment"). Participants first completed a one-time survey measuring attachment avoidance and anxiety and, one week later, began receiving three daily surveys for 15 working days (Monday—Friday for three weeks). We retained data from those who completed at least three days of surveys (Gabriel et al., 2018; Singer & Willett, 2003), resulting in a final sample of 151 supervisors and 1,831 daily observations (80.8% response rate). Of these, 51% were male, 83% lived with a spouse (the remainder lived with a significant other),

¹ Idealized influence has been argued to consist of two forms: attributed (IIA) and behavioral (IIB), with the former focused on the overall social perceptions of the leader by followers, and the latter focused on the actual ethical behavior of the leader (Antonakis et al., 2003).

had been in this relationship for 12.30 years on average ($SD = 7.68$), and were, on average, 39.6 years old ($SD = 8.85$). Finally, these supervisors had been in a supervisory position for 8.26 years on average ($SD = 5.96$).

Measures

Unless otherwise noted, all measures utilized a 5-point Likert scale (1 = “strongly disagree” to 5 = “strongly agree”).

FWE

We measured FWE in the morning with a three-item scale developed by Grzywacz and Marks (2000). A sample item is “The love and respect you get at home makes you feel confident about yourself at work.” Daily reliabilities ranged from .70 to .88, with a mean of .84.

Promotion Focus

Promotion focus was measured each afternoon with three items from Neubert et al. (2008), reflective of the “gains” sub-dimension of promotion focus, which we chose due to attachment theory’s focus on exploration and approaching a better future. We adapted this scale to reflect the momentary feelings of the supervisor (e.g., “Today I feel like taking chances at work to maximize my goals for advancement”). The daily range of reliability was .88–.95, with an average of .92.

Transformational Leadership

We measured transformational leadership in the evening survey with four items from Lanaj et al. (2016). Supervisors were asked to report how often they had engaged in transformational leader behaviors that day using a five-point frequency scale (1 = “not at all” to 5 = “four times or more”). An example item is “Today at work, I challenged a workgroup member to rethink the way he/she does things.” The daily reliabilities for this scale ranged from .80 to .91, with an average of .88.

Attachment Style

To assess supervisor attachment style, we used the Adult Attachment Questionnaire (AAQ; Simpson et al., 1996), as measured during the initial signup survey. Attachment avoidance was measured with eight items including “I don’t like people getting too close to me,” while attachment anxiety used nine items, including “I often worry that my partner(s) don’t really love me.” The reliability for attachment avoidance and attachment anxiety was .85 and .76, respectively.

Cyclical and Temporal Controls²

In line with suggestions by experience sampling scholars (Gabriel et al., 2019), we followed the suggestions of Beal and Ghandour (2011) to account for the day of the week as well as the sine and cosine of that day (Gabriel et al., 2018). Thus, we controlled for these to ensure that our daily effects were not due to cyclicity in our endogenous variables. To further account for temporal effects, we also controlled for lagged, prior-day versions of each

endogenous variable (i.e., daily promotion focus and transformational leadership), consistent with experience sampling research (e.g., Gabriel et al., 2018; Koopman et al., 2016; Rosen et al., 2016). Finally, and to control for potential learning effects over time, we also controlled for the day of the study.

Analysis

We utilized multilevel path analysis using Mplus 8 (Muthén & Muthén, 2017) to account for the nested nature of our data. Daily FWE, promotion focus, and transformational leadership were modeled at Level 1 with random slopes, while lagged, within-person control variables were modeled with fixed slopes (Koopman et al., 2016; McClean et al., in press; Wang et al., 2013). Our between-person moderators were modeled at Level 2. We group-mean centered all Level 1 predictors and grand-mean centered all Level 2 predictors (Aguinis et al., 2013; Enders & Tofiqhi, 2007; Hofmann et al., 2000). Further, we modeled direct effects of daily FWE on daily transformational leadership. For our conditional indirect effect hypotheses, we utilized parametric bootstrapping (Preacher et al., 2010); following past suggestions (Preacher et al., 2010; Selig & Preacher, 2008), we used a Monte Carlo simulation with 20,000 replications to construct 95% bias-corrected confidence intervals around our indirect effects at high (+1 SD) and low (–1 SD) levels of our moderators. Past research has suggested that moderation is supported when the confidence interval of the difference between two conditional indirect effects excludes zero (Preacher et al., 2007).

Study 1: Results

We first examined the within-person variation on each of our daily study variables, all of which showed sufficient within-person variation for multilevel modeling. Specifically, FWE, promotion-focus, and transformational leadership show 27%, 28%, and 40% within-person variance, respectively. We also conducted a multilevel confirmatory factor analysis. Specifically, our hypothesized model includes three within-person variables—daily FWE, promotion focus, and transformational leadership—and two between-person variables—attachment avoidance and anxiety. The results show that this five-factor model exhibited good fit with our data ($\chi^2 = 441.94$, $df = 150$, $RMSEA = .033$, $CFI = .916$, $SRMR_{Within} = .022$, $SRMR_{Between} = .121$).³

Hypothesis Testing

Table 1 shows the descriptive statistics, reliabilities, and correlations among the study variables, while unstandardized coefficients for the multilevel path analysis are shown in Table 2. Hypothesis 1 posited that daily FWE would interact with attachment avoidance when predicting daily promotion focus. As shown in Table 2, this effect was significant and in the expected direction ($\gamma = -.098$, $p = .039$). As Figure 2 shows, the effect of daily FWE on daily promotion focus was positive and significant at low levels of

² Appendix displays the results of both Study 1 and Study 2 without these control variables. Of note, our conclusions remain unchanged regardless of the inclusion of these variables.

³ Note that $SRMR_{Between}$ is higher than conventional standards; however, these are suggestions for non-multilevel models (Gabriel et al., 2018). Moreover, since all other fit indices show that the hypothesized model fits the data well, we conclude that the overall fit is good (West et al., 2012).

Table 1
Descriptive Statistics and Correlations Among Study Variables (Study 1)

Variable	Mean	SD	1	2	3	4	5
<i>Level 1</i>							
1. Family-work-enrichment	4.36	.82	(.84)				
2. Daily promotion focus	3.68	1.11	.12*	(.92)			
3. Daily transformational leadership	2.76	1.11	.05*	.15*	(.88)		
<i>Level 2</i>							
4. Attachment avoidance	2.76	.87	-.29*	.01	.02	(.85)	
5. Attachment anxiety	2.36	.80	-.30*	.09	.04	.50*	(.76)

Note. Reliabilities for each variable are reported in parentheses on the diagonal.
Level 1, $N = 1,831$; Level 2, $N = 151$.
* $p < .05$.

attachment avoidance (slope = .172, $p = .007$), but not at high levels (slope = .003, $p = .952$). Thus, Hypothesis 1 was supported. Hypothesis 2 similarly predicted that daily FWE would interact with attachment anxiety to predict daily promotion focus, such that the relationship would be more positive at higher levels of attachment anxiety. As shown in Table 2, this interaction was significant ($\gamma = .155$, $p = .019$). Figure 3 shows that this slope was positive and significant at high levels of attachment anxiety (slope = .212, $p = .002$), but not at low levels of attachment anxiety (slope = $-.037$, $p = .584$), supporting Hypothesis 2. Finally, Hypothesis 3 linked promotion focus to transformational leadership. As Table 2 shows, daily promotion focus was positively related to daily transformational leadership ($\gamma = .191$, $p = .000$). Thus, Hypothesis 3 was supported.

Conditional Indirect Effects

To test our moderation hypotheses, we followed procedures suggested by Edwards and Lambert (2007) and Preacher et al. (2007) and calculated the value of each indirect effect conditional on each moderator. Specifically, we calculated the value of each indirect effect at high (+1 SD) and low (-1 SD) levels of each moderator (Cohen et al., 2003) before constructing 95% bias-corrected confidence intervals around each indirect effect estimate (Selig & Preacher, 2008). The results of these conditional indirect effects are shown in Table 3.

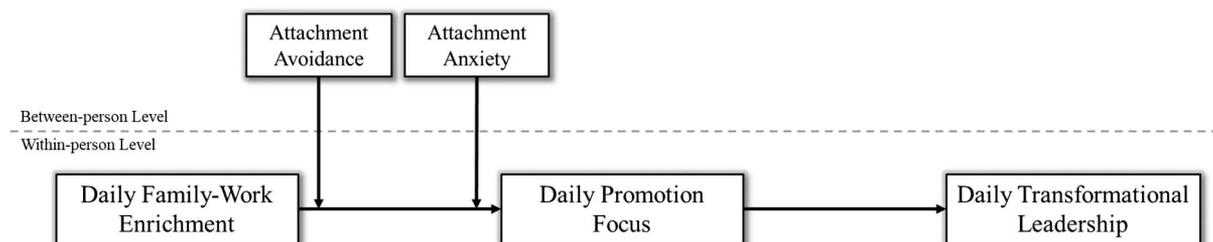
Table 2
Daily Path Analytic Results (Study 1)

	Promotion focus		Transformational leadership	
	γ	SE	γ	SE
<i>Control variables</i>				
Intercept	3.63*	(.10)	2.14*	(.14)
Study day	.00	(.00)	.01	(.00)
Weekday	.01	(.02)	-.06*	(.02)
Weekday (sine)	.04	(.03)	-.11*	(.04)
Weekday (cosine)	-.01	(.03)	.07*	(.03)
Lagged daily promotion focus	.25*	(.05)		
Lagged daily transformational leadership			.08*	(.04)
<i>Study variables</i>				
Daily Family-work Enrichment (FWE)	.09*	(.04)	.03	(.05)
Attachment avoidance	-.06	(.10)		
Attachment anxiety	.14	(.13)		
Daily FWE \times Attachment avoidance	-.10*	(.05)		
Daily FWE \times Attachment anxiety	.16*	(.07)		
Daily promotion focus			.19*	(.03)
Pseudo-R ²	.12		.05	

Note. Unstandardized coefficients reported. Pseudo-R² refers to the reduction in the Level 1 variance of the dependent variable compared to the null model.
Level 1, $N = 1,831$; Level 2, $N = 151$.
* $p < .05$.

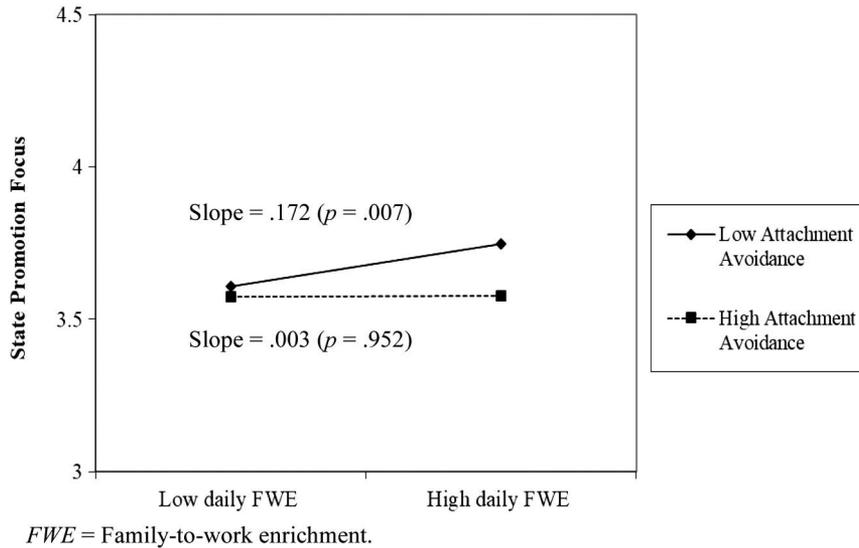
As shown in Table 3, the within-person indirect effect of daily FWE on daily transformational leadership through daily promotion focus was moderated by attachment avoidance (indirect effect difference = $-.032$, 95% CI $[-.070, -.003]$), such that the effect was positive and significant at low levels of attachment avoidance (indirect effect = .033, 95% CI $[.010, .064]$) but not at high levels (indirect effect = .001, 95% CI $[-.020, .022]$). Thus, Hypothesis 4 was supported. Finally, the moderating effect of attachment anxiety on the indirect effect between daily FWE and daily transformational leadership was significant (indirect effect difference = .048, 95% CI $[.009, .100]$). Specifically, this effect was positive and significant at high levels of attachment anxiety (indirect effect = .040, 95% CI $[.014, .077]$), but not at low levels (indirect effect = $-.007$, 95% CI $[-.034, .017]$). Therefore, Hypothesis 5 was supported.

Figure 1
Conceptual Model



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Figure 2
Moderating Effect of Attachment Avoidance on the Relationship Between Daily FWE and Daily Promotion Focus (Study 1)

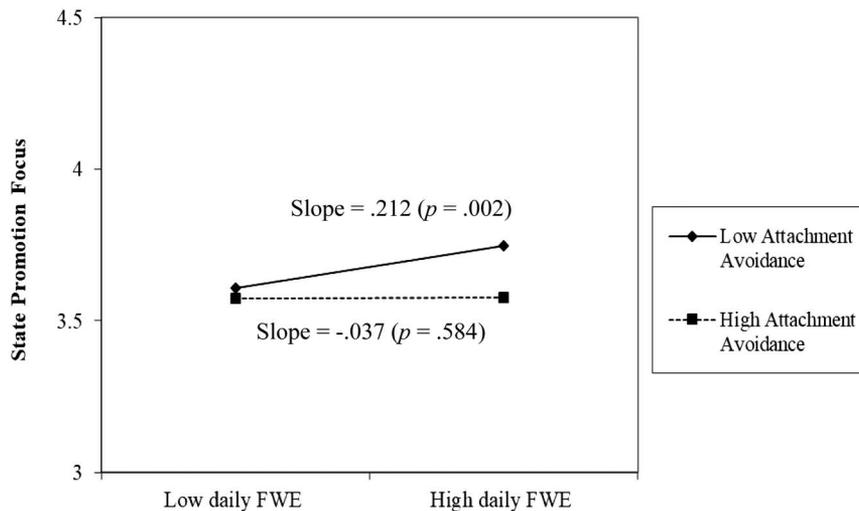


Supplemental Analyses

In addition to attachment avoidance and anxiety, the attachment theory literature has also paid considerable attention to “secure attachment,” conceptualized as low levels of both attachment avoidance and anxiety (Shaver & Mikulincer, 2002; Simpson et al., 1992). While we emphasized attachment avoidance and anxiety in our theory due to these two representing the foundational forms of attachment, daily FWE may exert a stronger effect on daily

promotion focus at higher levels of attachment security (i.e., low attachment avoidance and anxiety). To test for this possibility, we modeled a three-way interaction between daily FWE, attachment avoidance, and attachment anxiety, in predicting daily promotion focus. The results failed to support this model specification. Specifically, the three-way interaction term did not reach significance ($\gamma = -.049, p = .504$). This may be due, in part, to the opposing moderating effects of attachment avoidance and anxiety noted

Figure 3
Moderating Effect of Attachment Anxiety on the Relationship Between Daily FWE and Daily Promotion Focus (Study 1)



FWE = Family-to-work enrichment.

Table 3
Summary of Hypothesized Indirect Effects (Study 1)

	Indirect Effect	Conditional Indirect Effect
Daily FWE → Daily Promotion	.017 [.001, .037]	
Focus → Daily Transformational Leadership		
Attachment avoidance		
High (+1 SD)		.001 [−.020, .022]
Low (−1 SD)		.033 [.010, .064]
Difference		−.032 [−.070, −.003]
Attachment anxiety		
High (+1 SD)		.040 [.014, .077]
Low (−1 SD)		−.007 [−.034, .017]
Difference		.048 [.009, .100]

Note. Unstandardized coefficients are reported. The results obtained from omnibus model. Moderated mediation is supported when the confidence interval of the difference between two conditional indirect effects for a given moderator excludes zero (Preacher et al., 2007). Indirect effects in boldface indicate effects significant at the 95% level (95% bias-corrected CI shown). FWE = Family–work enrichment.

above, and which remain consistent in the presence of the three-way interaction term. Thus, these results further support our theorized interaction patterns.

Study 1: Discussion

Study 1 was designed to explore our hypotheses in a generalizable setting. Consistent with attachment theory, we found that daily variation on FWE positively influenced supervisors' daily display of transformational leadership through their daily promotion focus, contingent on two key individual differences. Specifically, the positive effect of daily FWE on daily promotion focus and, in turn, transformational leader behaviors, was stronger for those higher on attachment anxiety and lower on attachment avoidance.

This study does have a few limitations. First, all responses were obtained from the focal supervisor, which may bias results (Podsakoff et al., 2003, 2012). That is, self-report leader behaviors may reflect the degree to which supervisors believe they engaged in those behaviors rather than the actual receipt of transformational leadership by subordinates. Second, while we limited our sample to supervisors in a romantic relationship to remain consistent with attachment theory (e.g., Hazan & Shaver, 1987; Simpson et al., 1992), this neglects the possibility that other forms of family relationships may provide support and enrichment (e.g., parent–child or sibling relationships). Moreover, the Grzywacz and Marks (2000) measure of FWE specifies the resources that serve as *outcomes* of FWE (e.g., confidence at work), potentially conflating FWE with specific workplace outcomes. Finally, we excluded day-specific wording in this measure, potentially mis-specifying the level of analysis for this construct.

Additionally, despite calls to disentangle the facets of transformational leadership (van Knippenberg & Sitkin, 2013), the preceding study was unable to fully capture these effects. Indeed, and as noted above, the inspirational motivation and intellectual stimulation facets may be the most strongly impacted by daily FWE and subsequent daily promotion focus. However, the four-item

measure of transformational leadership that we used in Study 1 was unable to fully capture this factor structure or potential differential effects. We therefore conducted a second experience sampling study to extend Study 1 in the aforementioned ways and to explore the effects of our model on the different facets of transformational leadership.

Study 2: Method

Sample and Procedures

We initially recruited a sample of 56 employee/supervisor dyads from two research universities, located in the Southern and Midwestern United States, respectively, using bulk email and employee newsletters (Texas A&M University IRB # 2017-096D; Title: “Family-Work Enrichment”). Moreover, to supplement this sample, we also recruited 23 employee/supervisor dyads from a small government agency located in the Midwestern United States.⁴ The format for this study mirrored Study 1; one week prior to the daily study, participants completed a survey measuring demographics and attachment styles. During the daily portion of the study, supervisors completed one survey each morning and afternoon, while subordinates completed one survey at the end of each work day.

We retained data from dyads that provided complete, matched data on at least three days, resulting in 61 dyads and 557 daily observations (60.9% response rate). Supervisors had been a supervisor for 5.53 years on average ($SD = 5.22$), were predominantly female (77.1%), married (82.0%), and 42.2 years of age ($SD = 10.51$). Subordinates were mostly female (77.97%), 38 years old ($SD = 10.98$), and had worked with their supervisor for 3.14 years ($SD = 3.68$).

Measures

FWE

We measured FWE each morning with nine items from Carlson et al. (2006), but modified to fit a daily context. An example item is “Since work yesterday, my family has made me feel happy and this helps me be a better worker.” The daily range of reliability was .89–.97, with an average of .94.

⁴ We conducted a series of tests to determine whether participants differed across these samples. First, we conducted a pair of chi-square tests to determine whether there were gender differences between the samples. The academic and organizational samples did not differ on supervisor gender ($\chi^2(1) = .53, p = .47$) or subordinate gender ($\chi^2(2) = 2.03, p = .36$). Meanwhile, between the two academic samples, no difference emerged on supervisor gender ($\chi^2(1) = 3.18, p = .07$), but there was a difference on subordinate gender ($\chi^2(2) = 9.22, p = .01$). Via a pair of *t* tests, we compared these samples on supervisor and subordinate age. Comparing the academic and organizational samples, no significant differences emerged on supervisor age ($t = -.12, p = .91$), nor on subordinate age ($t = 1.43, p = .16$). The academic samples did not differ on subordinate age ($t = -1.47, p = .15$). They did, however, slightly vary on supervisor age ($t = -2.32, p = .02$). In addition, we conducted a test of our model controlling for subsample (i.e., academic or organizational). Our results remain substantively unchanged despite this test. Given the relative similarity of samples and results, we felt comfortable combining the samples.

Promotion Focus

Each afternoon we asked supervisors to respond to the same three gains-oriented items drawn from Neubert et al. (2008), as used in Study 1. Daily reliabilities ranged from .83 to .99, with a mean of .94.

Transformational Leadership

Each evening, subordinates reported their supervisor's daily transformational behavior with 20 items from the Multifactor Leadership Questionnaire (Bass & Avolio, 1997). Specifically, we used four items to capture each dimension of transformational leadership (i.e., inspirational motivation, behavioral idealized influence, attributed idealized influence, individual consideration, and intellectual stimulation). The daily reliability range was .95–.99, with an average of .98.

Attachment Style

During the initial sign-up survey, supervisors reported their attachment styles using the Adult Attachment Questionnaire (Simpson et al., 1996). As in Study 1, attachment avoidance and anxiety were measured eight items and nine items, respectively. The reliabilities for attachment avoidance and attachment anxiety were .81 and .78, respectively.

Cyclical and Temporal Controls

We followed the recommendations of Beal and Ghandour (2011), and prior ESM research (e.g., Gabriel et al., 2018, 2019; Koopman et al., 2016) and controlled for the day of the week, and the sine and cosine of that day to account for cyclical effects, as well as the study day to account for linear effects. To further account for temporal effects at the daily level, we controlled for each of our endogenous variables from the prior day.

Analysis

We utilized Mplus 8 (Muthén & Muthén, 2017) to test our model. Specifically, we modeled each daily study variable (i.e., FWE, promotion focus, and transformational leadership) at Level 1 with random slopes, while daily exogenous predictors (i.e., cyclical variables and lagged versions of endogenous variables) were

modeled at Level 1 with fixed slopes. Meanwhile, our moderators were modeled at Level 2. In addition, we also modeled a direct path from daily FWE to transformational leadership. We group-mean centered Level 1 predictors, and grand-mean centered Level 2 predictors. To test our conditional indirect effect hypotheses, we followed the same procedures as Study 1. Specifically, we employed parametric bootstrapping (Preacher et al., 2010; Selig & Preacher, 2008) and calculated each of indirect effect at high and low levels of each moderator using a Monte Carlo simulation with 20,000 replications, in order to construct 95% bias-corrected confidence intervals around each effect.

Study 2: Results

We conducted a multilevel confirmatory factor analysis (CFA) to ensure the distinctiveness of our variables. Given the three-dimensional nature of our FWE measure (Carlson et al., 2006) and the four-dimensional nature of transformational leadership, we used a second-order factor model, and this hypothesized model fit our data well ($\chi^2 = 1128.86$, $df = 572$, $RMSEA = .042$, $CFI = .925$, $SRMR_{\text{Within}} = .046$, $SRMR_{\text{Between}} = .134$). Meanwhile, FWE, promotion focus, and transformational leadership showed 30%, 17%, and 35% within-person variation, respectively.

Hypothesis Testing

Table 4 shows the descriptive statistics, correlations, and scale reliabilities, while Table 5 reports the unstandardized coefficients for the multilevel path model. Hypotheses 1 and 2 predicted that daily FWE interacts with attachment avoidance and anxiety, respectively, to predict daily promotion focus. The interaction between daily FWE and attachment avoidance was significant ($\gamma = -.109$, $p = .045$). As shown in Figure 4, the effect of daily FWE on daily promotion focus was positive and significant at low levels of attachment avoidance (slope = .108, $p = .020$), but not at high levels of attachment avoidance (slope = $-.048$, $p = .391$). Meanwhile, the moderating effect of attachment anxiety was also significant ($\gamma = .108$, $p = .020$). As Figure 5 shows, the effect of daily FWE on daily promotion focus was positive and significant at high levels of attachment anxiety (slope = .105, $p = .040$), but not at low levels (slope = $-.045$, $p = .287$). Thus, Hypotheses 1 and 2 were supported. Hypothesis 3, meanwhile, predicted that daily promotion focus

Table 4
Descriptive Statistics and Correlations Among Study Variables (Study 2)

Variable	Mean	SD	1	2	3	4	5
<i>Level 1</i>							
1. Family-work-enrichment	3.30	.94	(.94)				
2. Daily promotion focus	3.46	1.20	.04	(.94)			
3. Daily transformational leadership	2.49	1.53	-.01	.14*	(.97)		
<i>Level 2</i>							
4. Attachment avoidance	2.74	.72	-.12	-.22	-.09	(.82)	
5. Attachment anxiety	2.04	.70	-.34*	-.17	-.04	.26*	(.78)

Note. Reliabilities for each variable are reported in parentheses on the diagonal.

Level 1, $N = 557$; Level 2, $N = 61$.

* $p < .05$.

Table 5
Daily Path Analytic Results (Study 2)

	Promotion focus		Transformational leadership	
	γ	SE	γ	SE
<i>Control variables</i>				
Intercept	3.27*	(.15)	2.02*	(.26)
Study day	.01	(.01)	-.02*	(.01)
Weekday	.05	(.03)	.06	(.04)
Weekday (sine)	.08	(.04)	.02	(.08)
Weekday (cosine)	-.04	(.04)	-.14*	(.07)
Lagged daily promotion focus	.13	(.07)		
Lagged daily transformational leadership			-.15	(.09)
<i>Study variables</i>				
Daily FWE	.03	(.03)	-.07	(.11)
Attachment avoidance	-.29	(.19)		
Attachment anxiety	-.20	(.16)		
Daily FWE \times Attachment avoidance	-.11*	(.05)		
Daily FWE \times Attachment anxiety	.11*	(.05)		
Daily promotion focus			.12*	(.06)
Pseudo-R ²	.03		.50	

Note. Unstandardized coefficients reported. Pseudo-R² refers to the reduction in the Level-1 variance of the dependent variable compared to the null model.

Level 1, $N = 557$; Level 2, $N = 61$.

* $p < .05$.

positively predicts daily transformational leadership. Indeed, daily supervisor promotion focus was positively associated with subordinate ratings of transformational leadership that day ($\gamma = .121, p = .037$), supporting Hypothesis 3.

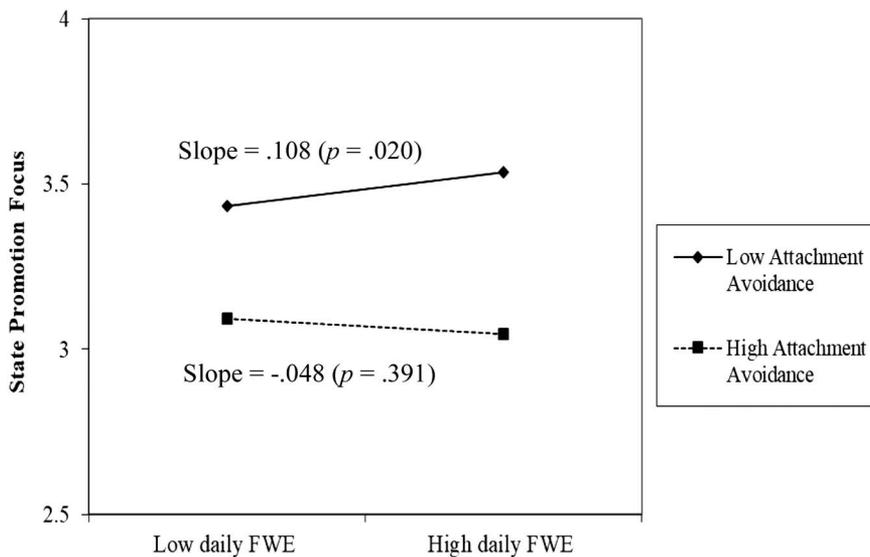
Conditional Indirect Effects

As Table 6 shows, the indirect effect of daily FWE on daily transformational leadership through daily promotion focus was positive and significant at low attachment avoidance (indirect effect = .013, 95% CI [.001, .039]) but not at high levels (indirect effect = -.006, 95% CI [-.031, .005]). The difference between these effects was significant (indirect effect difference = -.019, 95% CI [-.062, -.001]), supporting Hypothesis 4. Finally, the indirect effect was positive and significant at high attachment anxiety (indirect effect = .013, 95% CI [.001, .041]), but not at low levels (indirect effect = -.005, 95% CI [-.025, .002]). These effects were significantly different (indirect effect difference = .018, 95% CI [.001, .057]), supporting Hypothesis 5.

Supplemental Analyses

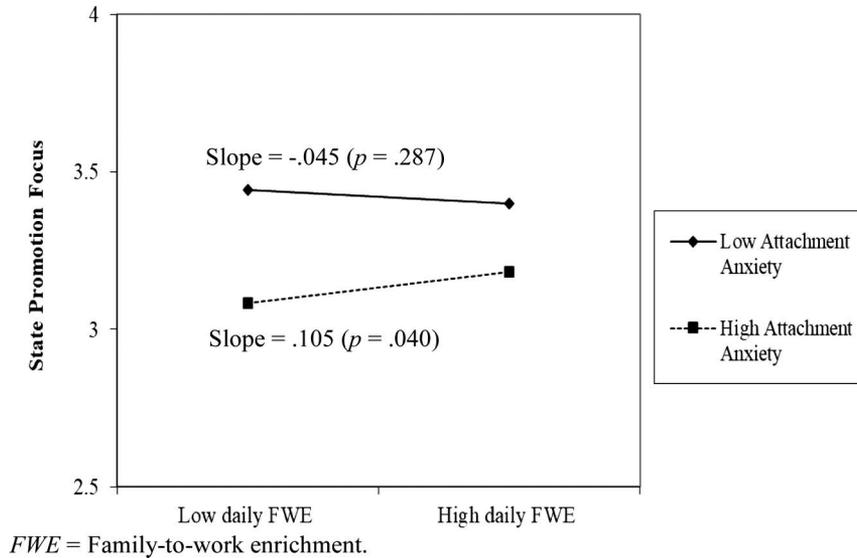
We also conducted a series of supplemental tests to further elaborate on our theory and results. First, we tested whether secure attachment (i.e., the interaction of attachment avoidance and anxiety) influenced responses to daily FWE; a significant three-way interaction term resulted ($\gamma = .109, p = .048$), prompting us to probe the pattern of this interaction. Specifically, the effect of daily FWE on daily promotion focus was not significant for securely attached (i.e., low avoidance and low anxiety) supervisors (slope = .093, $p = .057$). Moreover, this slope did not significantly differ from the slope at low avoidance and high anxiety (slope = .061, $p = .442$; slope difference = -.032, $p = .754$), but did differ from the slope at high avoidance and low anxiety (slope = -.151, $p = .034$; slope difference = -.244, $p = .004$). This pattern of results likely emerges from the diverging effects of attachment avoidance and anxiety; however, we hesitate to fully interpret these

Figure 4
Moderating Effect of Attachment Avoidance on the Relationship Between Daily FWE and Daily Promotion Focus (Study 2)



FWE = Family-to-work enrichment.

Figure 5
Moderating Effect of Attachment Anxiety on the Relationship Between Daily FWE and Daily Promotion Focus (Study 2)



results due to the non-significance of the simple slope for secure attachment, their inconsistency with Study 1, and the smaller sample size in Study 2.⁵

While we focused our hypothesizing on transformational leadership broadly, scholars have called for examinations of dimensions of transformational leadership in isolation (van Knippenberg & Sitkin, 2013). Indeed, there is reason to believe that the inspirational motivation and intellectual stimulation facets may be most relevant to attachment theory's focus on exploratory activities (Avolio et al., 1999; Bono & Judge, 2004; Judge & Piccolo, 2004). Thus, we also sought to examine the effects of promotion focus on each facet of

transformational leadership. In line with our preceding logic, daily promotion focus was a significant predictor of inspirational motivation ($\gamma = .221, p = .006$) and intellectual stimulation ($\gamma = .113, p = .043$). However, it failed to predict and idealized influence ($\gamma = .060, p = .389$). Further, daily promotion focus predicted individual consideration ($\gamma = .110, p = .050$). Indeed, these results align with recent work linking promotion focus to leader behaviors; Johnson et al. (2017) found that promotion focus was not a significant predictor of certain positive leader behaviors, even as it was a significant predictor of transformational leadership in the aggregate.

Study 2: Discussion

Study 2 was designed to address the limitations of Study 1 while also providing additional evidence for our assertions. The results revealed that subordinates perceive higher levels of transformational

Table 6
Summary of Hypothesized Indirect Effects (Study 2)

	Indirect effect	Conditional indirect effect
Daily FWE → Daily Promotion Focus → Daily Transformational Leadership	.004 [–.003, .018]	
Attachment avoidance		
High (+1 SD)		–.006 [–.031, .005]
Low (–1 SD)		.013 [.001, .039]
Difference		–.019 [–.062, –.001]
Attachment anxiety		
High (+1 SD)		.013 [.001, .041]
Low (–1 SD)		–.005 [–.025, .002]
Difference		.018 [.001, .057]

Note. Unstandardized coefficients are reported. The results obtained from omnibus model. Moderated mediation is supported when the confidence interval of the difference between two conditional indirect effects for a given moderator excludes zero (Preacher et al., 2007). Indirect effects in boldface indicate effects significant at the 95% level (95% bias-corrected CI shown). FWE = Family-work enrichment.

⁵ Given the smaller sample size relative to Study 1, we tested whether our Study 2 sample size was sufficient to detect our proposed effects. In particular, we were interested in the power to detect our proposed interactions, given that the smaller Level 2 sample size aligns with our attachment moderators. We followed the suggestions of Muthén and Muthén (2002), and the example of Thiel et al. (2019), who suggest that a power cutoff value of .80 is sufficient to support the detection of an effect. Specifically, we utilized a Monte Carlo simulation with 10,000 iterations to determine the extent to which the results obtained from Study 2 would result from its specific sample size. Put differently, we treated the results from Study 2 (see Table 5) as population parameters, given the lack of prior research examining FWE in the context of attachment theory. The results from this post-hoc power analysis suggest that the interaction between daily FWE and attachment avoidance had a power of .760, while the interaction with attachment anxiety was estimated at .758. Given (a) the relatively close nature of these results to recommended power levels, (b) the results from Study 2 align with those from Study 1, and (c) recent work that has employed similar or smaller samples in ESM research (e.g., Lanaj et al., 2019; Liao et al., 2018; Rosen et al., 2019), we are comfortable that our results did not artificially emerge due to sample size.

leadership on days when the supervisor experienced higher levels of FWE. Similar to Study 1, this effect was transmitted by the supervisor's daily promotion focus and was contingent upon the attachment styles of the supervisor; supervisors lower on attachment avoidance and higher on attachment anxiety benefitted more from daily FWE.

Additionally, while we built theory pertaining to transformational leadership at large, we also examined the differential effects of FWE and promotion focus on the different dimensions of transformational leadership. These tests revealed that promotion focus has differential effects across dimensions of transformational leadership, such that the effect we observe on the overall form of transformational leadership appears to be largely transmitted through the inspirational motivation and intellectual stimulation facets. As such, our results suggest that future research may indeed find value in decomposing transformational leadership into its constituent parts, as has been emphatically suggested by leadership scholars (e.g., van Knippenberg & Sitkin, 2013).

General Discussion

Overview of Study Findings

Despite emerging views that transformational leadership is vital to individual, team, and organizational success, empirical research has been virtually silent about what factors influence manager's *daily* transformational behavior. We asserted that positive family experiences may serve as an important daily source of transformational leadership. To address this underexplored challenge of encouraging consistent, daily transformational behavior, we looked to the source of family enrichment—the family—for theoretical inspiration, and thus drew on attachment theory (Bowlby, 1969, 1973) to explore why and when positive family dynamics encourage transformational leadership.

We operationalized this process by investigating daily FWE as an antecedent of transformational leadership through a theoretically derived mechanism based on attachment theory: the supervisor's daily promotion focus. Furthermore, we leveraged attachment theory to position attachment styles (i.e., attachment avoidance and anxiety) of supervisors as key boundary conditions around the positive effects of FWE on daily promotion focus and thus transformational leadership. The results taken from two experience sampling studies supported our model. Specifically, at low levels of attachment avoidance, daily FWE is positively associated with daily transformational leadership, as transmitted through daily promotion focus. Likewise, at high levels of attachment anxiety, this effect was similarly positive.

Building upon recent work highlighting that employees desire positive leader behaviors every day (Tepper et al., 2018), our results show that the supervisor's family may provide supervisors with the resources they need to display such transformational behaviors for their subordinates. Further, these effects were consistent regardless of whether the focal supervisor reported on their own behavior (Study 1) or if subordinate ratings were used (Study 2). These results also suggest that daily FWE is processed through the supervisor's attitudes toward intimate relationships, and thus that the positive effects of FWE are not as universal as the extant literature would suggest. Finally, supplemental tests revealed that the facets of transformational leadership most affected by FWE are inspirational motivation and intellectual stimulation; that is,

behaviors that involve high levels of exploration and approaching ideal ends.

Contributions to the Family–Work and Leadership Literature

We make several contributions to various literature. To begin, by drawing on attachment theory, we add theoretical nuance and structure to the emerging literature linking family–work and leadership research. Indeed, attachment theory is a natural fit for both the study of FWE as well as a connection between FWE and leader behaviors, and helps extend research linking FWE to transformational leadership in two ways. First, attachment theory suggests that FWE influences daily transformational leadership through the supervisor's willingness to engage in exploratory behaviors. In this way, we explicate a linking mechanism connecting FWE to transformational leadership, thus explaining *why* FWE encourages such behaviors (Whetten, 1989). Second, by applying attachment theory, we propose a pair of critical boundary conditions around this effect: the “attachment styles” of the supervisor. Thus, attachment theory not only identifies a process by which FWE impacts transformational leadership, but for whom an effect exists. In this way, our study challenges an implicit assumption of much of the empirical FWE literature (e.g., Dumas & Stanko, 2017; ten Brummelhuis et al., 2014)—namely, that the impact of FWE on positive leader behavior is largely universal.

Beyond the aforementioned contributions to the joint family–work and leadership literature, we also contribute to each literature separately. Regarding the leadership literature, not only do we join a growing conversation regarding daily predictors of leader behaviors (e.g., Courtright et al., 2016; McClean et al., 2020), we also add to a growing and much-needed perspective of leadership by arguing that the behavior of supervisors can be predicted by their experiences outside of the workplace. This is in line with empirical examinations of non-work influences on leader behavior (e.g., Barnes et al., 2015, 2016; Courtright et al., 2016); however, our results represent, to our knowledge, one of the first attempts at examining daily non-work factors that increase *positive* leader behavior—in this case, transformational leadership. Shifting the focus from preventing negative leader behaviors to encouraging positive leader behaviors is important because the latter can help organizations realize performance gains (Wang et al., 2011) rather than simply prevent performance losses. Thus, our study not only signifies a critical step toward exploring predictors of transformational leader behavior, but also contributes to a relatively new body of knowledge that treats supervisors as holistic individuals.

In addition, by providing supplementary evidence regarding the unique effect of daily promotion focus on specific elements of transformational leadership behaviors, we hope to set a precedent for how the dimensions of transformational leadership should be investigated. Specifically, we tested the differential effects of daily promotion focus across the facets of transformational leadership, and, consistent with our attachment theory frame, found that inspirational motivation and intellectual stimulation were most strongly influenced by promotion focus and, by extension, FWE. In this way, we answer the call of van Knippenberg and Sitkin (2013) to move away from having a gestalt transformational leadership construct. It is our view that further investigating the facets of transformational leadership represents a rich area of future inquiry and a more theoretically sound

approach toward studying leader behavior. As such, this article reveals that existing theoretical perspectives (e.g., attachment theory) are well-equipped to identifying and studying these dimensions of transformational leadership in isolation.

Meanwhile, we also extend the broader family–work literature. Specifically, by drawing theoretical inspiration from attachment theory, our model and results suggest that scholars in this area may benefit from paying increased attention to the relationship that serves as the source of positive resource spillover to work. Specifically, attachment theory posits that the effects of FWE may not be universally positive, but instead contingent upon the supervisor’s attitudes toward intimate relationships. Thus, we revealed a pair of theoretically relevant boundary conditions around FWE that go beyond the leadership context and can help scholars further understand how individuals perceive and process the provision of family support.

Finally, our research points to a new and valuable emphasis on the within-person intersection of the family–work and leadership literature. Specifically, and in contrast to extant work in this area (e.g., Dumas & Stanko, 2017; ten Brummelhuis et al., 2014) attachment theory pointed to the within-person, daily study of FWE and transformational leadership. By integrating this theory into the study of FWE and leadership, we sought to shift the consensus that the family exerts its effects on leadership on a primarily static, between-person basis. In this way, our findings add theoretical nuance and guidance to the study of these literature, particularly with regard to the level of analysis—a particularly relevant undertaking in light of recent calls to pay greater theoretical attention to the temporal issues surrounding leader behaviors (McClellan et al., 2019).

Contributions to Attachment Theory

In addition to our preceding contributions, our theoretical integration and investigation also extends attachment theory in two substantial ways. First, while prior work in the attachment theory literature has implicitly suggested the existence of effects at the within-person level of analysis (e.g., Collins & Allard, 2001), this study offers some of the first evidence to that effect (cf. Campbell et al., 2005). Second, while the preponderance of attachment theory research has been relegated to adult romantic relationships (e.g., Campbell et al., 2005; Fraley & Shaver, 2000; Hazan & Shaver, 1987; Simpson, 1990; Simpson et al., 2007), our two studies paint a more comprehensive picture of these effects. Specifically, our results suggest that, regardless of limiting our sample to romantic relationships or not, the effects of FWE remain largely consistent. Thus, we extend attachment theory research to the broader family context.

Practical Implications

This study also has a number of practical implications. For starters, while prior family–work studies collectively show the benefits of positive family experiences for ordinary employees, our study reveals the benefit of helping *managers* achieve this balance as well on a daily basis. First, transformational leadership, as noted earlier, is something that followers expect, and its positive effects on employee and organizational outcomes are well-established. However, from the current literature, organizations may believe that selection and training are the only ways to foster transformational leadership. Our study points to a different way

that organizations can produce transformational supervisors: helping managers achieve work–family balance so that they can receive the daily support at home they need to be transformational at work on a daily basis. Of course, prior work has shown that daily conflict at home is associated with negative leader behaviors (Courtright et al., 2016). Yet, if organizations want to do more than just prevent negative leader behaviors, then our findings point to the importance of encouraging managers to be inspired by their home life.

To do this, we encourage organizations to incorporate evidence-based practices for facilitating perceptions of FWE. For example, recent research has highlighted a number of organizational policies and factors that can help to encourage FWE, including ensuring a family-friendly work culture and providing social support to both supervisors and employees (Lapierre et al., 2018) to help them focus on their family. These efforts may help organizations prime transformational leader behaviors on a daily basis, and thus help organization realize the kinds of individual, team, and organizational outcomes associated with transformational leadership.

With that said, we recognize that fully affecting dynamics in the family domain may be outside the purview organizations. However, given our findings regarding a direct relationship between daily promotion focus and daily transformational leadership, organizations can also build transformational leadership capabilities by establishing cultures that foster promotion focus among their managers. These include cultures where psychological safety and voice are valued (Liang et al., 2012; Lin & Johnson, 2015).

Limitations and Future Directions

While there are a number of strengths to our article, this article is not without its limitations. The first of these limitations pertains to temporal separation. Because both our independent and intervening variables were reported by the focal supervisor, we followed the suggestions of Podsakoff et al. (2012), who suggest that temporal separation helps minimize risks associated with single-source data. However, it is possible that a number of daily factors could occur between the measurement of these constructs, affecting levels of daily promotion focus. Despite this possibility, we are not overly concerned about the effects of temporal separation on our results for two reasons. First, finding significant effects on a temporally distal measure of our mechanism increases our confidence in these effects, given that temporal separation represents a more conservative test of our proposed relationships. Second, we followed recent recommendations for ESM research (Gabriel et al., 2019), which suggests that, in addition to introducing temporal separation across the model, researchers also control for lagged versions of variables to account for potential temporal effects. Future research, however, may find it valuable to further probe potential temporal effects relating FWE to promotion focus.

A second limitation of the present research revolves around only examining transformational leadership as a dependent variable. Some researchers have rightly taken issue with the measurement and conceptualization of transformational leadership (van Knippenberg & Sitkin, 2013), arguing that there is conflation of the behavior with its outcomes. Thus, future research may find value in further investigating the daily effects of FWE on additional forms of positive leader behavior besides transformational

leadership in order to further account for this issue and expand upon our research.

Third, our Study 2 sample size was relatively small, particularly in comparison to our Study 1 sample size. However, one intention with the Study 2 design was to test the robustness of our Study 1 results when leader behavior was measured from subordinates' rather than the supervisor's perspective. Obtaining this kind of data using an experience sampling design is admittedly difficult, but we do believe that our sample size in Study 2 was sufficient to detect our proposed effects. Still, we recognize that a larger sample may be able to offer more reliable estimates for the interaction between daily FWE and attachment styles. Despite the results of our post-hoc power analysis, and the fact that our results to this effect emerge in both studies, we nevertheless advise future scholars to consider a larger sample of participants.

Finally, recent experience sampling research has suggested that scholars control for daily affective states (Gabriel et al., 2019). Indeed, Greenhaus and Powell (2006) posited an affective path linking the family and work domains. However, we conducted an exploratory test of our data in Study 2, modeling daily work engagement (which has an affective component; Kahn, 1990; Rich et al., 2010) as an alternative mechanism linking daily FWE to daily transformational leadership; the results we reported above remained unchanged despite this test. Further, neither Study 1 nor 2 above controlled for daily positive or negative affect. While we believe that our theoretical reliance on the instrumental path for FWE (Greenhaus & Powell, 2006) reduces the necessity of doing so, and our measure of FWE in Study 2 (Carlson et al., 2006) includes an affective component, we suggest that future work takes care to empirically account for baseline affective states at the beginning of the workday.

Beyond addressing the limitations of the present research, several additional directions for future research emerged from our findings. First, future researchers may find value in investigating whether attachment theory can be further integrated with the study of family-work conflict (FWC). Specifically, those high on attachment anxiety may respond more negatively to daily FWC, in contrast to their more positive response to FWE. Indeed, this perspective is in line with our preceding logic regarding the short-lived benefits of positive experiences (Baumeister et al., 2001; Rozin & Royzman, 2001). However, it may be that negative experiences with the family (i.e., FWC; Courtright et al., 2016) are more salient. Thus, exploring such differential effects may be of value to future research.

Second, scholars may consider the role of attachment security in responding to daily FWE. While our supplemental analyses for both Studies 1 and 2 above were designed to consider this possibility through a three-way interaction, other measures of secure attachment (e.g., Hazan & Shaver, 1987) may shed additional light on this. That is, individuals with a more secure attachment style may respond most positively to FWE when it is provided, and we recommend future research investigate this point further.

Third, we suggest further research into the effects of FWE on transformational leadership, particularly across the dimensions discussed above. As our supplemental results for Study 2 illustrate, daily promotion focus does not exert a significant effect on idealized influence, yet exerts a significant effect on individualized consideration, intellectual stimulation, and inspirational motivation. As

such, future research should explore distinct paths through which each facet of transformational leadership is encouraged by FWE. By extension, additional outcome variables (e.g., creative behavior) might also align with attachment theory and daily promotion focus. While transformational leadership includes intellectual stimulation, which is aligned with motivating creative behavior from subordinates, we posit that a meaningful extension of our research would be to examine its tenets in the context of employee creativity.

Finally, on a more theoretical level, our research sets the stage for a deeper understanding of the temporal issues underlying the family-work and leadership literature (McClellan et al., 2019). While our emphasis on the daily nature of our relationships was theoretically driven, we believe that several other temporal considerations warrant further scholarly attention. For instance, future research should consider the timing of FWE; whether daily FWE occurs in the evening after work or in the morning before work may have important ramifications. That is, evening FWE may have positive implications for supervisor detachment and recovery from work (Sonnetag et al., 2008), while evening rumination (Wang et al., 2013) may exacerbate the effect of evening FWE. Meanwhile, we recommend that future research also consider the duration of the effects of daily FWE. While we emphasized the effects of FWE within a single day, we believe that greater understanding of the duration of this effect—for instance, whether the effect continues across multiple days—would be a worthwhile extension of our findings.

Extending this logic, we urge future scholars to consider the tenets of attachment theory, in the context of FWE, across levels of analysis. While our theory pointed most directly to the within-person level of analysis, it is possible that supervisors respond differently to FWE on a more general level across levels of attachment avoidance and anxiety. For instance, supervisors higher on attachment avoidance may be less responsive to FWE on either a within-person or between-person basis. Meanwhile, supervisors higher on attachment anxiety, due to the general relational uncertainty they feel (Hazan & Shaver, 1987), may likewise respond less positively to FWE on a more general level; the additional meaning these individuals attach to within-person variation on FWE may no longer be germane if that FWE occurs on a general basis. While such an investigation lies beyond the scope of our theorizing, we nevertheless recommend future research examine this potential question. Similarly, scholars may wish to examine the degree to which attachment styles influence supervisors' general tendencies to experience a promotion focus. That is, supervisors higher on attachment avoidance or anxiety demonstrate a generally lower level of promotion focus and, by extension, higher level of prevention focus (Higgins, 1997, 1998).

Conclusion

This study marks an important step forward in our understanding of how and when leaders are more encouraged to exhibit daily transformational leadership. Specifically, we sought to theoretically extend the emerging literature linking the family to leader behaviors by not only explicating the theoretically derived mechanism, but also relevant boundary conditions around the effect using attachment theory. Our findings suggest that daily FWE influences transformational leader behaviors at work through an increased, momentary

willingness to engage in behaviors aimed at achieving instrumental goals (i.e., promotion focus). Further, these effects vary depending on the supervisor's attitudes toward intimate relationships. Based on these findings, organizations striving to help supervisors be more transformational should not only focus on factors within the workplace, but also to the home, as a source of such behaviors each day.

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Appendix A
Path Analytic Results without Control Variables (Study 1 & 2)

	Daily promotion focus		Daily transformational leadership	
	γ	<i>SE</i>	γ	<i>SE</i>
Study 1				
Study variables				
Daily FWE	.12*	(.04)	.05	(.05)
Attachment avoidance	-.06	(.10)		
Attachment anxiety	.14	(.13)		
Daily FWE \times Attachment avoidance	-.10*	(.05)		
Daily FWE \times Attachment anxiety	.14*	(.07)		
Daily promotion focus			.20*	(.03)
Pseudo-R ²		.07		.03
Study 2				
Study variables				
Daily FWE	.02	(.03)	-.09	(.11)
Attachment avoidance	-.29	(.19)		
Attachment anxiety	-.19	(.16)		
Daily FWE \times Attachment avoidance	-.13*	(.05)		
Daily FWE \times Attachment anxiety	.12*	(.05)		
Daily promotion focus			.13*	(.06)
Pseudo-R ²		.01		.46

Note. Unstandardized coefficients reported. Pseudo-R² refers to the reduction in the Level-1 variance of the dependent variable compared to the null model.
 * $p < .05$.

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