

Personal leadership



"We know you've got the raw talent, Corliss, but do you have the requisite desire? Well, do you?"

The development of personal leadership in relationship with job and life satisfaction

Nick Kweldam (s0168610)
Master Business Administration, Human
Resource Management.

University of Twente Supervisors:

A.C. Bos-Nehles and J.C. Looise

Organisation ORMIT:

Yvette Ammerlaan and Ingrid van Tienen

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Inhoud

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1. Introduction

In this thesis the relationship between personal leadership and the happiness of the employees will be researched on behalf of ORMIT. The relevance for this research is that there is proof that employees who have a high life satisfaction and job satisfaction have a higher performance, lower absenteeism, lower turnover and higher commitment (Shaw & Gupta, 2001; Susskind et al., 2000; Redman & Snape, 2006; Schleicher, Hansen & Fox, 2010; in Hofmans Gieter & Pepermans, 2013). Therefore, it is interesting to find the determinants that influence life satisfaction and job satisfaction; many research studies have already been conducted to find these determinants. So is found that work, family, health and leisure have an effect on life satisfaction (Erdogan et al., 2012). For job satisfaction it seems that rewards have a positive effect (Hofmans Gieter & Pepermans, 2013). Furthermore, Sousa-Poza and Sousa-Poza (2000) found that high income, secure job, good advancement opportunities and an interesting job have a positive influence on job satisfaction. Interesting is that not much research has been done in comparable models like personal leadership in relationship with job satisfaction or life satisfaction. For that reason it is interesting that the relationship between personal leadership and the happiness of the employees will be studied properly.

In the next section an introduction of ORMIT is given and how they came to the concept of personal leadership. In section 1.2 personal leadership is explained and in section 1.3 an introduction is given about happiness of the employee and whether it is happiness that should be researched. In section 1.4 the research question will be given.

In section 2.0 the constructs of personal leadership will be theoretically founded. In section 3.0 the theories of satisfaction and employees' happiness will be substantiated and the hypothesis will be given. In section 4.0 comes the research design and the measurements. In section 5.0 the conclusion, discussion and recommendations will be given.

1.1 introduction of the company ORMIT

ORMIT is a company focused on talent and leadership development. With their leadership vision and development approach they are one of the best leadership development specialists. The most typical and perhaps the most distinctive characteristic is the focus on the experience of the employees' pleasure and happiness in the job, on the work floor and in the organization.

ORMIT pays a lot of attention on the experience of employees' pleasure and happiness. ORMIT's vision on leadership corresponds with the vision of the company 'A great place to work'. The company's vision starts with trust. When employees feel trusted, they will work better, be more innovative, will be more satisfied and deliver better results (Levering, 2000). Furthermore, inspiration has also risen from the value profit chain: where highly motivated, loyal and productive employees

deliver value to their customer which results in loyal customers. This will improve the turnover and profit margin that can be used to motivate personnel again (Heskett, Sasser & Schlesinger, 2003).

The vision of ORMIT is stated in the figure below, and they believe in continuous improvement. Periodically they evaluate their way of working and try to improve by practical actions. In addition to do that they try to use all qualities and potential within the organization. With this focus, ORMIT expects that it will increase the overall happiness of employees. With a higher satisfaction of employees they foresee a better collaboration with customers and employees reciprocally. This collaboration will result in better quality and satisfied customers. The results, which are expected to improve, will be analyzed and form the basis for the following improvement cycle.



figure 1: Vision of ORMIT (Ormit, 2012)

At the 'start' point of this model, the concept personal leadership is also integrated. The true question for ORMIT is whether this personal leadership and its constructs has an direct effect on the happiness of the employee. ORMIT wants to see this relationship between personal leadership and the happiness of the employees supported. Because ORMIT assumes that happy and satisfied employees will lead to a better collaboration => better quality of work => satisfied customers and finally to better results. Off course at the end of this thesis will indeed point out whether personal leadership has a positive effect on employees happiness. In section 1.2 personal leadership will be explained. In section 1.3 the disputable concept of happiness will be explained.

1.2 personal leadership the leverage for success

The term 'personal leadership' usually means the ability of leaders to guide employees toward a vision and thereby to take into account any personality. Personal leadership uses abilities as building trust, caring for people and acting morally (Mastrangelo, Eddy & Lorenzet, 2004).

ORMIT has a different idea about to the concept 'personal leadership'. When ORMIT uses the terminology personal leadership, it should be interpreted as the degree to which a person is able to lead and shape his own life. This definition of ORMIT has arisen after meetings, discussions and an interview. In section 2.0 personal leadership will be elaborated and similar concepts and theories will be described in order to compare 'personal leadership' of ORMIT and gain insight in existing concepts.

The basic essence of ORMIT's 'personal leadership' should be interpreted as the degree to which a person is able to lead and shape their own life. When a person shows personal leadership they are aware of their own talents, are focused on learning new things, take responsibility and act like it. According to ORMIT every person is in possession of personal leadership. But not everybody is able to control every aspect of it. Some people are very good in self-reflection and others are perhaps good in monitoring their thoughts. Other people are talented in setting high goals and are able to achieve them. According to ORMIT everybody is able to increase these abilities and is able to 'lead themselves'.

Being a good manager or leader starts with showing personal leadership in combination with the four other aspects of management (Ormit, 2012). These can be seen in the Figure below. This thesis will only focus on personal leadership and not on the four other aspects that make a leader successful. The focus is on personal leadership, because ORMIT believes everybody has it.



figure 2: leadership model of ORMIT (ORMIT, 2012)

1.3 happiness of the employees

The reason why the terminology 'happiness of employees' is used in this introduction, is that ORMIT tried to find an all-embracing terminology for their vision of employees happiness. ORMIT believes that personal leadership increases the happiness of employees. To use the proper theory to measure this happiness, it is important to understand what ORMIT's vision is of employees happiness.

ORMIT's vision is that personal leadership makes employees feel good, satisfied and especially confident, because they get a better knowledge about themselves and more control over their own lives. Therefore is expected that it will make work easier, less stressed, and they will be better in coping with problems. Not only will it lead to a higher job satisfaction, but also to a higher life satisfaction. ORMIT expects that it will also increase life satisfaction, because people who control personal leadership are able to apply it also in daily life. The terminology happiness can also be used, because according Veenhoven (2010) it is the same as life satisfaction and subjective well-being. But according to Seligman (2002, p. 261; in Anger, 2010), "it is important to recognize that 'happiness' and 'well-being' sometimes refer to feelings, but sometimes refer to activities in which nothing at all is felt". Furthermore Chekola (2007) suggests that happiness is more understood as pleasure.

According to Diener (1984) subjective well-being represents the psychological state of wellness which is constant and continual. This is basically an overall evaluation of the person's state of mind and how feels or his health is. Life satisfaction on the other hand is more a global cognitive evaluation of a person. Of course everyone's moods and emotions change over time. But Life satisfaction is the evaluation whether one's life is pleasant or satisfying and to which degree and less dependent of the affective state of the person (Diener, Oishi, & Lucas, 2003; Lucas, Diener, & Suh, 1996). Life-satisfaction has more overlap with the expected effects of personal leadership then subjective well-being, because life satisfaction is less general and more an overall evaluation of one's life; whether his life is satisfying and in which degree, is he happy with his life so far. Based on these findings life satisfaction will be examined in this thesis.

As it remains very important for ORMIT that the employees experience high job satisfaction, it will also be examined. Job satisfaction is not only for that reason taken into account. Job satisfaction is namely a major domain in life satisfaction (Erdogan, Bauer, Truxillo & Mansfield, 2012). This means that job satisfaction has an influence on life satisfaction. Job satisfaction is a perception of fulfillment, that his job and tasks give to the employee every day (Judge, Thoresen, Bono, & Patton, 2001). Houghton and Jinkerson (2007) did research into their concept 'self-leadership' in relation to job satisfaction and positive affect. It seems that self-leadership's constructive thought strategies are positive related to job satisfaction and creates a positive affect by people. But Houghton and Jinkerson (2007) mention that there is not much research done and their research is a good start for

investigating the relation between self-leadership, job satisfaction and positive affect. Of course self-leadership is slightly different than personal leadership of ORMIT.

1.4 Research question

Within this thesis there will be focused on personal leadership in relationship with job and life satisfaction. For ORMIT it still remains important that employees are satisfied with their job. The fact that personal leadership is more 'a way of living', it should also have a positive effect on the life satisfaction of the employee.

Main question: *What is personal leadership and how does personal leadership influence life satisfaction and job satisfaction?*

Sub-questions:

- What is personal leadership?
- What is job and life satisfaction?
- How does personal leadership influence job and life satisfaction?

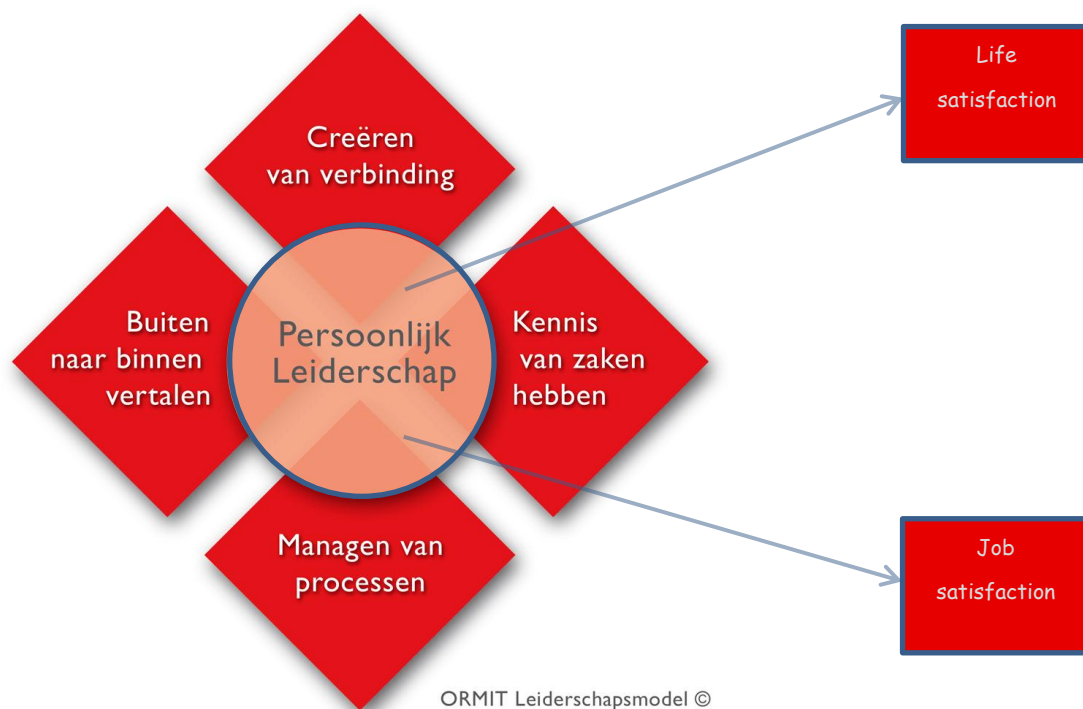


figure 3: Personal leadership in relationship with job and life satisfaction (ORMIT, 2012)

1.5 Methodology

The notion of personal leadership is still vague and not fully substantiated. The notion of personal leadership is the vision of ORMIT and not tested yet. So it might be that personal leadership has no effect at all on job and life satisfaction. Furthermore personal leadership consist out of certain constructs, but there is not investigated whether this is consistent and some important constructs might even be missing. Therefore, the main goal of this thesis is to develop a model of personal leadership in relationship with job and life satisfaction.

Started by translating personal leadership, as ORMIT knows it, into theoretical constructs. ORMIT has created an vision, which they outlined on paper. This document will be analyzed and the prominent elements will be sorted. Thereafter, an interview with the organization will be held to gain a good definition of personal leadership as ORMIT understands it. Also to check whether the prominent elements are indeed important and to get the exact understanding of these elements.

After the Vision of ORMIT is clear, a literature study will be held in order to find theoretical constructs that have overlap with the constructs of personal leadership. For each construct that ORMIT has assigned to personal leadership, will be searched for overlapping theoretical constructs. From these theoretical constructs the one that has the most overlap with the vision of ORMIT, will be designate to the construct of ORMIT. When all the constructs of ORMIT are translated into theoretical constructs, hypothesis will be funded about the relationship with job and life satisfaction. At the end of this thesis a model will be created to outline the relationship between personal leadership, job satisfaction and life satisfaction.

2. The constructs of personal leadership

In this section the concept personal leadership is elaborated, decomposed and its constructs will independently be substantiated. As mentioned in 1.2 the basic essence of ORMIT's 'personal leadership' should be interpreted as the degree to which a person is able to lead and shape his or her own life. When a person shows personal leadership they are aware of their own talents, are focused on learning new things and dare to take decisions and act according to them. This definition and vision has come to mind during several sessions within ORMIT. ORMIT thought about what is the vision of the company is and how they want employees to feel. And what is their distinction with other companies compared within consultancy and traineeships is. After several meetings and discussions they came up with their vision. In this thesis they gave their vision and I created this definition in collaboration with ORMIT. ORMIT also created a document in which their vision of 'personal leadership' is elaborated (see Appendix B). This document has been analyzed and I recognized eight important aspects of their 'personal leadership' in combination with their vision and explanation they gave to me.

The constructs of 'personal leadership' founded are *self-insight, learning ability, self-reflection, self-regulation, ambition, responsibility to make something out of your talent and openness to feedback*.

Because most of these constructs were not defined or elaborated, an interview has been arranged. During this Interview ORMIT has given an explanation of each construct. Here it was important that ORMIT explained it well, and even more important that I did not influence their thoughts about the constructs. The interview had to be done as objectively as possible. So I did not steer them into my vision of the constructs. After they had given their vision of each construct, I built the definition by using their words. These definitions were shown to them in order to see whether I understood it well and if I did not change anything.

In this chapter comparable concepts of 'personal leadership' will be analyzed, to see whether there is an existing concept like 'personal leadership' as ORMIT sees it and in order to compare 'personal leadership' with comparable concepts in the discussion later on.

After that, each construct will be explained in terms of the vision of ORMIT and then the constructs will be further analyzed by approximated theoretical constructs. Then the best theoretical construct that fits with the definition of ORMIT will be chosen.

2.1 Personal leadership and comparable concepts

In the literature there is no specific concept that corresponds with 'personal leadership' as ORMIT defines it. Therefore it is important to find concepts and theories which have similarities with personal leadership. So it is possible to approach it from a scientific point.

There are several concepts and terminologies in the literature that have similarities with the general definition of 'personal leadership' of ORMIT. These related constructs are self-management, self-regulation, self-leadership and self-control.

Personal leadership contains the ability to learn from oneself, because one has self-knowledge. Manz (1986) did a research into the development of their self-leadership. In this article is stated that employees who exert over themselves have emerged from the social learning theory. According to the social learning theory people learn from and within their social environment (Bandura, 1977). Furthermore self-control is also one of the first concepts that focuses on people who practice over themselves (Bandura, 1969; Cautela, 1969; Goldfried & Merbaum, 1973; Kanfer, 1970; Mahoney & Arnkoff, 1978, 1979; Mahoney & Thoresen, 1974; Thoresen & Mahoney, 1974; in Manz, 1986). Self-control is an ability to change or suppress undesired responses like their thoughts, emotions and behaviors to meet a certain goal. This can be a wanted situation or to fulfill a certain wishes (Righetti & Finkenauer, 2011).

From 1979 it gained more interest and in organization literature this process is elaborated and described as self-management (Andrasik & Heimberg, 1982; Manz & Sims, 1980; Marx, 1982; Mills, 1983; Hackman, 1986; in Neck & Manz, 1996). Self-management can be described as a process in which a person is able to choose for a less attractive behavior in the short run, but for the person in the future a more desirable behavior in the future (Manz, 1986, Manz & Sims, 1980; 1989). Self-management skills that make these choices possible are self-problem assessment, self-goal setting, self-rehearsal, self-observation, self-evaluation and self-reinforcement (Manz & Sims, 1984).

The reason Manz (1986) developed a new concept 'self-leadership', is because self-management strategies are behaviors, where often external environment reinforcements are needed (Kerr & Slocum, 1981; Manz & Sims, 1980; Thoresen & Mahoney, 1974; in Manz 1986). Manz (1986) refers to a quote of Thoresen and Mahoney (1974), which illustrates that a person who shows self-control does not depend on external reinforcements as rewards, but handles from intrinsic motivation. This means that self-management is contrary with self-control on the influence of external reinforcements. This is one of the reasons for Manz (1986) to create a new concept called 'self-leadership', which is based on self-influence processes as self-management and self-control systems. Thus, less dependent on external reinforcement.

Manz's (1986) definition of self-leadership is "self-leadership is conceptualized as a comprehensive self-influence perspective that concerns leading oneself toward performance of naturally motivating tasks as well as managing oneself to do work that must be done but is not naturally motivating (Manz, 1986, Page, 589)." Self-leadership is based on strategies people can use to increase their personal effectiveness. There are three main categories: behavior-focused, natural reward and constructive thought pattern (Manz & Neck, 2004; Manz & Sims 2001; Prussia et al., 1998; in Neck & Houghton, 2006). Behavior-focused strategy is necessary to enable behavioral management. It is a strategy to increase the self-awareness and this is mainly important when less attractive tasks are necessary to accomplish (Manz & Neck, 2004; in Neck & Houghton, 2006). To perform this strategy self-observation, self-goal setting, self-reward, self-punishment and self-cueing are required (Neck and Houghton, 2006). Natural reward strategy is the ability to search for rewards in a specific task to keep motivated or gain satisfaction. This strategy is mainly important when less attractive tasks have to be done (Manz and Neck, 2004; in Neck & Houghton, 2006). Constructive thought pattern strategies are there to bend negative thoughts into positive thoughts and thereby it will increase the performance of the task (Manz and Neck, 2004; in Neck & Houghton, 2006).

Furthermore the process of self-regulation is a much broader theoretical framework than self-leadership (Neck & Houghton, 2006). Self-regulation is a process whereby a person monitors the performance and compares it with the desired state. If there is a difference between the current state and the desired state, then a self-regulating process should resolve this discrepancy. This can be done by a behavior change or by adjusting thoughts (Carver & Scheier, 1980).

These perspectives show that there are a lot of models, theories and concepts about people who exert over themselves. These perspectives give also insight in the concept of 'personal leadership' of ORMIT. From this point the constructs of personal leadership will be taken separately and analyzed individually in section 2.2.

2.2 the constructs of personal leadership

In this chapter Personal leadership will be decomposed into the eight constructs and each construct will be analyzed individually. The constructs of personal leadership derived from the document in appendix A and the interview are:

self-insight, learning ability, self-reflection, self-regulation, ambition, responsibility to make something out of your talent and openness to feedback.

First the vision of ORMIT will be given, followed by overlapping theoretical definition's. From these definitions one best fitting theoretical definition will be chosen for the sequel of this thesis.

2.2.1 self-insight

ORMIT's definition of self-insight is the ability of people to know who they are. The ability to understand what they think and why they think of that. Furthermore they understand themselves in terms of strong and weak points, their emotions and behavior. Self-insight goes further than self-knowledge. According to ORMIT, self-insight is necessary to develop themselves and learn new capabilities.

Lyke (2009) derivates insight from the psychoanalytic theory, where it is a mechanism to solve interpersonal problems. Insight is also related to internal-state awareness, because it seems that insight and internal-state awareness both are associated with the ability to identify feelings and expressing feelings. Grant et al. (2002) has a similar understanding of insight. Insight refers to the "the clarity of understanding of one's thoughts, feelings and behavior" (Grant et al., 2002, p. 821).

Furthermore there is also meta-insight. Meta-insight is the understanding of the distinction between how people see their own personality and how others see their personality (Carlson, Vazire & Furr, 2011). In the definition of ORMIT there is no assumption about how others think of you and whether your insight is 'correct' or not. For life it might be important that how you see yourself is congruent with how others see you, but in the vision of ORMIT this is not mentioned. The definition of Grant et al. (2002) has more overlap with the definition of ORMIT, because it is more about the person's vision, it is about his feelings, thoughts and behavior. Therefore insight, as the "the clarity of understanding of one's thoughts, feelings and behavior", will be used in this research.

2.2.2 self-awareness and self-consciousness

ORMIT's definition of self-awareness is that people are aware of the consequences of their actions. They are conscious about their feelings and actions and how it influence their surroundings, But also how the surroundings around them effects them. The awareness of their capabilities and there consequences are central.

In the literature there is an overlap between self-consciousness and self-awareness. According Fenigstein et al. (1975) there is slight difference, namely, that self-consciousness is a more dispositional self-focus and that self-awareness is a more situational self-focus. This means that self-consciousness is more a personality, or can been seen as a stable trait. Self-awareness, on the other hand, is thus a more temporary and flexible state, which can be manipulated. Definition of self-awareness is given in the article of Eriksen (2009) based on the authors Jopling (2000), Natsoulas (1998) and Ryle (1994): "Self-awareness is having conscious knowledge about one's self, about one's beliefs, assumptions, organizing principles, and structure of feelings and their consequences on one's day-to-day lived experience." This definition is almost the same as that of ORMIT. According to Fenigstein et al. (1975) self-consciousness can also be divided into private self-consciousness and public self-consciousness. Where private self- consciousness is about the person itself and its personal thoughts and feelings. Public self- consciousness is about the influence of the person's surroundings on his awareness. In an article of prentice-dunn and Rogers (1982) self-awareness is also split up into private and public self-awareness. When the person experience some level of discomfort in the presence of others, then they might modify their behavior to meet the expectations of others (Buss, 1980; in prentice-dunn and Rogers (1982).

Most of the time self-awareness and self-consciousness are used both and are indifferent of each other. In a research of Nasby (1989) is even revealed that high level of private self-consciousness has overlap with a high level of private self-awareness. Because subjects from that test who scored high on private self-consciousness experienced more self-awareness then subjects who scored low on private self-consciousness. The main and only a slight difference between self-consciousness and self-awareness is that self-consciousness is more the stable set of traits and self-awareness is more the situational state of person. Because self-awareness is manipulative and ORMIT wants to train and influence these constructs, self-awareness is the terminology that will be used in this research. Furthermore OMRI's definition is more about the awareness in certain circumstances. It is about the consequences of certain actions and the influence of certain surroundings. ORMIT's definition is also more about the awareness of situational circumstances then of the stable set of traits.

2.2.3 self-reflection

ORMIT's definition of self-reflection is the ability to confront yourself with a mirror. The ability to look critically at yourself, to become aware of your feelings, actions, strong and weak points.

There are several definitions of self-reflection with slight alterations. In the article Yip (2006) several definitions of self-reflection are given; So is reflection an acquisition of attitudes and skills in thinking (Calderhead, 1989) or a process of critical self-determination (Habermas, 1973). Ruch (2002) elaborated self-reflection and even divided it into four types of reflective learning. Namely technical reflection, practical reflection, process reflection and critical reflection (Ruch, 2000, p. 101). The definition of Ruch (2002) is too elaborated to use in this research and is too sophisticated in comparison with the definition of ORMIT.

According Sylvia and Phillips (2011) Self-reflection evoked from self-awareness. When you want to become aware of yourself you shall have to reflect on yourself. From this point can be seen that self-reflection is important for self-awareness, self-consciousness (Atkins & Murphy, 1993; in Yip, 2006; Sylvia and Phillips, 2011) and insight (Sylvia and Phillips, 2011). For some researchers even so important that they criticize that self-reflection is a part of private self-consciousness (Anderson, Bohon, & Berrigan, 1996; Ben-Artzi, 2003; Chang, 1998; Creed & Funder, 1998; Ruipérez & Belloch, 2003; in Sylvia and Phillips, 2011). Sylvia and Phillips (2011) refute by referring to other researches that show the opposite (see Bernstein, Teng, & Garbin, 1986; Bissonnette & Bernstein, 1990; Britt, 1992; Cramer, 2000; Silvia, 1999; Wicklund, 1990). Based on these arguments and the relevance for ORMIT of self-reflection for self-awareness, and insight, self-reflection will be held separately from self-consciousness in this thesis. A definition that is in line with the definition of ORMIT is the definition of Grant et al. (2002). Where self-reflection refers to "the inspection and evaluation of one's thoughts, feelings and behavior" (Grant et al., 2002, p. 821). This definition has its focus on thoughts, feelings and behavior and which is important for ORMIT. Therefore this definition will be used in this thesis.

2.2.4 self-regulation

ORMIT's definition of self-regulation is the ability to control your feelings, actions and behavior. To steer these things in the right direction towards your goals. Every movement, feeling or behavior has to be regulated to achieve the goals and visions you have set. Also be able to adjust your feeling, actions and behavior when the environment changes.

Self-regulation is a broad term and it is the process whereby a psychological process is brought to a desired state. Most important is that the person regulate this process by itself (Vohs & Baumeister, 2003). Because the desired state is an important aspect of self-regulation, it makes goal setting an central aspect of self-regulation (R. Kanfer, 1990). other important aspects of self-regulation are action control and attention control. Action control refers to the ability of regulating one's feelings and thoughts (Baumann, Kaschel, & Kuhl, 2005; in Hofer, Busch and Kartner, 2011). Attention control refers to the ability to keep devotion to a given goal and thereby the ability to ignore possible distractors (Diehl, Semegon, & Schwarzer, 2006; in Hofer, Busch and Kartner, 2011).

In the article of Porath and Bate (2006) another definition of self-regulation is given: "an individual is enable to guide his or her goal-directed actions over time and across changing circumstances. Next to that the variation of thought, affect, and behavior should also be taken into account (Kanfer, 1990; Karoly, 1993; Zimmerman, 2001)." This definition fits more with the vision of ORMIT, because here the aspect of time and changing environment is included. The importance for ORMIT and self-regulation is that the person is able to adjust itself when changes over time occur. So the person can still fulfill his goal even though the circumstances have changed.

2.2.5 learning ability

ORMIT's definition of learning ability can be divided into two parts. First is mental openness, the ability to absorb new knowledge into your own reference frame and the ability think quickly and adequate. Second is emotional openness, the ability to identify feelings and to absorb new feelings towards particular subjects into your own reference frame. The ability to change your mood valence against a subject, idea or someone.

The theoretical construct that gets the closest to emotional openness of ORMIT is emotional intelligence. In the article of Ermer, Kahn, Salovey and Diehl (2012) Emotional intelligence is defined as "the ability to perceive, manage, and reason about emotions, in oneself and others, and to use this information adaptively (Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2004; Salovey & Mayer, 1990)." Especially the parts about reasoning about emotions and the fact to use this information adaptively are important aspects which come close to the definition of ORMIT. The element that you are open to reason about emotions with yourself or with others, shows your open for emotions. The statement that you use this information adaptively, shows you are willing to absorb new knowledge about emotions. Therefore emotional intelligence will be used to analyze the second part of learning ability, namely emotional openness.

Mental openness is the ability to absorb new knowledge, but also the ability to respond quickly and adequate in certain situations. Dörfler (2005) has created a model of learning ability, which is very elaborated and congruent with the vision of ORMIT. According Dörfler (2005) learning ability consists out of 'learning willingness', 'learning capability' and 'attention'. This means that if a person willing to learn a particular new knowledge, is capable of learning it, and can pay attention to it, (s)he will learn it. these three constructs consists again out of three constructs. Because it comes too elaborated and too difficult to measure all these aspects in this thesis, this model of learning ability will not be used. An older theory about intelligence and learning ability is about fluid and crystalized intelligence. Fluid intelligence is the ability to think and reason abstractly and solve problems. But more important for this research is that fluid intelligence is used to quickly learn new skills and integrate new information (Beier & Ackerman, 2005). Next to fluid intelligence, there is crystallized intelligence. Crystallized intelligence is the acquired knowledge that is gained from past experience. This solid knowledge can be used in the future (Beier & Ackerman, 2005). For this research is not only fluid intelligence interesting, because it seems that prior knowledge is also important by learning. If people have prior knowledge they absorb new information better, compared with no prior knowledge (Beier & Ackerman, 2005). Therefore both domains are important. So Fluid and crystallized intelligence determines learning ability. Nonetheless, crystallized intelligence will not be measured, because this type of intelligence is only from influence on the domain specific. For

example if you want to learn for car mechanic, the prior knowledge about cars is from influence for the speed of learning. How higher the prior knowledge, how faster new things about that domain will be learned. Because this thesis does an general research into learning in relation to job and life satisfaction, only fluid intelligence will be measured. Furthermore a research done by MacCann (2010) to test whether emotional intelligence is different than fluid and crystallized intelligence. The results shows that there is only a correlation between emotional intelligence and crystallized intelligence that might suggest that these constructs have the same characteristics. But overall in this research a distinction is revealed between emotional intelligence and fluid intelligence.

2.2.6 ambition

ORMIT's definition of ambition is to strive constantly to achieve better results. The pursuit to constantly make a difference is also important. Next to that the attempt to have progress in social relationships and personal well-being should not be forgotten.

Ambition is a common word that is often used by people to describe themselves. But it seems in the literature that ambition can have many definitions, which all slightly differ from each other. So when people talk about ambition, everybody has a general idea with what is meant. In this thesis it is very important to have an exact definition of ambition to avoid misinterpretations.

In the article of Judge and Kammeyer-Mueller (2012) they summed up several definitions; For example "People are considered ambitious when they entertain plans and goals for their professional future, are intent on making promotion and on realizing a 'nice career', and agree to describe themselves as ambitious" (Elchardus & Smits, 2008). Another definition of Schwyhart & Smith (1992) ambition is "A willingness to accept job responsibilities." The focus within these definitions of ambition lays on career opportunities. ORMIT also has a focus on ambition in work, but has a more elaborated vision about ambition. So ambitious people should not only strive for success in work, but also in personal relationships and well-being.

Another definition by Hansson et al. (1983): "An individual's having internalized a set of goals and aspirations that themselves promote social progress as well as personal well-being." The second definition fits more with the definition of ORMIT, because there is more attention focused on well-being and social aspects. What actually is missing in this definition is the literal notation of success in career and making a distinction. The beauty of the definition of Hansson et al. (1983) is that personal well-being is a broad term. Therefore it could be expected that ambition in career and making a distinction is covered by personal well-being. Therefore the definition of Hansson et al. (1983) will be used in this thesis.

2.2.7 responsibility to make something of your talent

ORMIT's definition of 'responsibility to make something out of your talent' is that people are responsible for their own choices, actions, feelings and behaviors. Talent in particular, because many people have the talent, but not the requisite desire and responsibility to develop it to its fullest.

The importance of responsibility is the fact that people can explain their actions and also be criticized by others (Semin & Manstead, 1983; Tetlock, 1985, 1992; in Schlenker, Britt, Pennington, Murphy & Doherty, 1994). A first model that describes responsibility consists out of three elements (Schlenker, Britt, Pennington, Murphy & Doherty, 1994). These elements are (1) the prescriptions, this contains information for the actor where he is accountable for. This could be the law, social pressure or work prescriptions. (2) the event; a happening or situation that happens and is relevant to the prescriptions, this could be a simple task or handling, but also the performance over a year. (3) Identity, this is about the actor itself, what are his qualities, how is his commitment and pretensions. Of course these identities have to be relevant to the prescriptions and events (Schlenker, 1986; Schlenker & Weigold, 1989; Schlenker et al., 1991; Schlenker, Britt, Pennington, Murphy & Doherty, 1994).

Personal responsibility is defined as, "the ability to identify and regulate one's own thoughts, feelings and behavior, along with a willingness to hold oneself accountable for the choices made and the social and personal outcomes generated from these choices" (Mergler, 2007). This definition fits well with the vision of ORMIT. The fact you can be held accountable for the choices you made, also includes that you are responsible to make something out of your talent. The first part of the definition looks a lot like the definition of self-regulation, because it is stated that you have to regulate your thoughts, feelings and behavior. The second part of the definition of personal responsibility makes the difference between self-regulation and personal responsibility, because the emphasis is on the accountability of your actions. Self-regulation is only about the regulation and adjusting of behavior.

Because the model and definition of Schlenker et al. (1994) is too elaborated and personal responsibility (Mergler, 2007) fits more with the definition of ORMIT. Personal responsibility as defined by Mergler (2007) will be used in this thesis.

2.2.8 openness to feedback

ORMIT's definition of 'openness to feedback' is the ability to receive feedback and, even more important, to analyze the information whether it is good or bad. By opening yourself to feedback it becomes easier to develop yourself with the new gained information.

Feedback seeking means that a person gathers new information about how to develop one's skills and talents (VandeWalle, Ganesan, Challagalla, & Brown, 2000). As can be seen openness to feedback is important to learn and develop new skills. To make something out of your talent it is important to be open to feedback and have the ability of acceptance. People can be open to feedback, but that does not necessarily mean that people also accept or do anything with this feedback. People have to accept the feedback first before they can use it (Ashford, 1986). Openness to feedback is not as important as acceptance of feedback. The acceptance of feedback is also determined by whether it is positive or negative feedback. In the article of Nease, Mudgett and Quinones (1999) research is done into the relationship with self-efficacy and acceptance of feedback. When people get negative feedback, it could be rejected. Sometimes if it is accepted, it will result in increasing effort or decreasing their goals. Nease, Mudgett and Quinones (1999) also mention that positive feedback is easy to accept and will mostly result in less effort or heighten their goals (Bandura & Cervone, 1986; Bandura & Jourden, 1991; Locke & Latham, 1990; Podsakoff & Farh, 1989). From a research done by Podsakoff and Farh (1989) it seems that self-efficacy plays a huge role. Individuals with high self-efficacy tend to increase their effort in comparison with individuals with low self-efficacy. Not only self-efficacy seems important to acceptance of feedback, but also self-esteem and performance expectations (Ammons, 1956; Laydon & Ickes, 1977; Shrauger & Rosenberg, 1970; in Nease, Mudgett and Quinones, 1999). The effect of self-esteem on receiving negative feedback is that people with low self-esteem evaluate their capabilities lower than people with high self-esteem (Shrauger & Rosenberg, 1970; in Nease, Mudgett and Quinones, 1999). Self-efficacy and self-esteem are returning constructs, which will be discussed in the discussion. For this construct it will be feedback acceptance instead of openness to feedback based on the arguments above. feedback acceptance is "the recipient's belief that the feedback is an accurate portrayal of his or her performance (Ilgen et al., 1979, 356)".

ORMIT's Definition of the construct	Theoretical definition of the construct	Operationalization/measurement
<p><i>2.2.1 self-insight</i></p> <p>Self-insight is the ability of people to know who they are. The ability to understand what they think and why they think of that. Furthermore they understand themselves in terms of strong and weak points, their emotions and behavior.</p>	<p><i>2.2.1 Insight</i></p> <p>Insight refers to the “the clarity of understanding of one’s thoughts, feelings and behavior” (Grant et al., 2002, p. 821).</p>	<ul style="list-style-type: none"> - Understanding of own thoughts - Understanding of own feelings - Understand of own behavior <p>Grant et al. (2002) have an insight scale, which will be used for this research.</p>
<p><i>2.2.2 Self-awareness</i></p> <p>self-awareness is that people are aware of the consequences of their actions. They are conscious about their feelings and actions and how it influence their surroundings, But also how the surroundings around them effects them.</p>	<p><i>2.2.2 self-awareness</i></p> <p>“Self-awareness is having conscious knowledge about one’s self, about one’s beliefs, assumptions, organizing principles, and structure of feelings and their consequences on one’s day-to-day lived experience (Erikson, 2009).”</p>	<ul style="list-style-type: none"> - Knowledge of own beliefs - Knowledge of own assumptions - Knowledge of own organizing principles - Knowledge of own feelings - Knowledge of own consequences <p>Govern, J.M., and Marsch L.A., (2001). Have an self-awareness Scale, which will be used to measure self-awareness.</p>
<p><i>2.2.3 self-reflection</i></p> <p>Self-reflection is the ability to confront yourself with a mirror. The ability to look critically at yourself, to become aware of your feelings, actions, strong and weak points.</p>	<p><i>2.2.3 self-reflection</i></p> <p>Self-reflection refers to “the inspection and evaluation of one’s thoughts, feelings and behavior” (Grant et al., 2002, p. 821).</p>	<ul style="list-style-type: none"> - Ability to reflect own thoughts - Ability to reflect own feelings - Ability to reflect own behavior <p>Grant et al. (2002) have an self-reflection scale, which will be used for this research.</p>
<p><i>2.2.4 self-regulation</i></p>	<p><i>2.2.4 self-regulation</i></p>	<ul style="list-style-type: none"> - Able to adjust thoughts

self-regulation is the ability to control your feelings, actions and behavior. Steer these things in the right direction towards your goals. Every movement, feeling or behavior has to be regulated to achieve the goals and visions you have set.	Self-regulation is that “an individual is enable to guide his or her goal-directed actions over time and across changing circumstances. Next to that the variation of thought, affect, and behavior should also taking into account” (R. Kanfer, 1990; Karoly, 1993; Zimmerman, 2001; in Porath and Bate, 2006.	<ul style="list-style-type: none"> - Able to adjust feelings - Able to adjust behavior - Able to adjust affect - Able to adjust goals - Able to anticipate over time and accros changing circumstances <p>Luszczynska et al. (2004) have an self-regulation scale, which will be used to measure self-regulation.</p>
<p><i>2.2.5 Learning ability</i></p> <p>of learning ability can be divided into two parts. First is mental openness, the ability to absorb new knowledge into your own reference frame. Second is emotional openness, the ability to absorb new feelings towards some subjects into your own reference frame. The ability to change your mood valence against a subject, idea or someone.</p>	<p><i>2.2.5 emotional, fluid and crystallized intelligence</i></p> <p>Emotional intelligence is “the ability to perceive, manage, and reason about emotions, in oneself and others, and to use this information adaptively” (Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2004; Salovey & Mayer, 1990; in Ermer, Kahn, Salovey and Diehl, 2012).</p> <p>Fluid intelligence is “the processing and reasoning components of intelligence (Horn & Cattell, 1966).” crystallized intelligence is defined as “the knowledge acquired through education and experience (Beier & Ackerman, 2005).”</p>	<ul style="list-style-type: none"> - Able to perceive emotions - Able to manage emotions - Able to reason about emotions - Able to use information about emotions adaptively - Ability to solve problems - Speed of solving problems - Domain knowledge <p>The emotional intelligence scale by Schutte et al. (1998)</p> <p>Fluid and crystallized intelligence by.</p>
<i>2.2.6 ambition</i>	<i>2.2.6 ambition</i>	<ul style="list-style-type: none"> - Ambition in work

ambition is to strive constantly to better results. Furthermore, the pursuit to constantly make the difference. Next to that the attempt to have progress in social relationships and personal well-being.	Ambition is when “ individual’s having internalized a set of goals and aspirations that themselves promote social progress as well as personal well-being (hansson et al., 1983; in kammeyer-mueller (2012)	<ul style="list-style-type: none"> - Ambition in social relations - Ambition in personal well-being <p>Duckworth et al. (2007) have an ambition scale.</p>
<p><i>2.2.7 Responsibility to make something of your talent</i></p> <p>‘responsibility to make something out of your talent’ is that people are responsible for their own choices, actions, feelings and behaviors. Talent in particular, because many people have the talent, but not the requisite desire to develop it to its fullest.</p>	<p><i>2.2.7 Personal responsibility</i></p> <p>Personal responsibility is defined as, “the ability to identify and regulate one’s own thoughts, feelings and behavior, along with a willingness to hold oneself accountable for the choices made and the social an personal outcomes generated from these choices (Mergler, 2007).”</p>	<ul style="list-style-type: none"> - Ability to hold oneself accountable for thoughts - Ability to hold oneself accountable for feelings - Ability to hold oneself accountable for behavior - Ability to hold oneself accountable for choices <p>Mergler (2007) has created an personal responsibility questionnaire .</p>
<p><i>2.2.8 Openness to feedback</i></p> <p>‘openness to feedback’ is the ability to receive feedback and, even more important, to analyze whether it is good or bad. By opening yourself to feedback it becomes more easy to develop yourself with the new gained information.</p>	<p><i>2.2.8 Acceptance to feedback</i></p> <p>feedback acceptance is “the recipient’s belief that the feedback is an accurate portrayal of his or her performance” (Ilgen et al., 1979).</p>	<ul style="list-style-type: none"> - Feedback received is congruent with receiver. <p>Tonidandel et al. (2002) has an feedback acceptance questionnaire, but it is hard to implement.</p>

3.0 Job and life satisfaction in relation with personal leadership

Job satisfaction is in fact a part of life satisfaction. In this thesis it is taken separately, because people can be satisfied with their job, but not with their life in general. Furthermore people can be satisfied with their life in general, but it does not necessarily mean that people are satisfied with their job. This research aims to find the influence of personal leadership on job satisfaction as well as life satisfaction.

3.1 Job satisfaction

In organizational research job satisfaction is one of the most studied outcomes (Spector, 1997). The reason for this is probably that it has a strong relationship with turnover, absenteeism and performance (Schleicher, Hansen & Fox, 2010; in Hofmans et al., 2013).

According to Locke (1969, p316) the definition of job satisfaction is “the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values.” Locke (1969) also states that people can be dissatisfied with the job, like Herzberg's (1959) two factor theory. This ‘two factor theory’ explains that some factors are motivation factors and some factors are hygiene factors. Motivation factors can satisfy people and hygiene factors can dissatisfy people. When people get no salary (hygiene factor) they become dissatisfied, but when you give them more salary they do not become satisfied, but they become not dissatisfied. Therefore there is a distinction made between job satisfaction and job dissatisfaction.

Locke's (1969, p316) definition of Job dissatisfaction is “the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues.” He combined these two definitions into one: *“Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing.”*

In the article of Ziegler, Hagen and Diehl (2012, p2019) “job satisfaction is conceptualized as an individual's attitude toward his or her job; that is, an overall evaluative judgment regarding one's job that is caused by affective experiences on the job and (cognitive) beliefs about the job (Brief, 1998; Brief & Weiss, 2002; Weiss, 2002; also see Eagly & Chaiken, 1993; Fisher, 2000; Ilies & Judge, 2004).”

The fact that someone is satisfied with his job is a personal perception. Every person has other demands for their job. Some like responsibility or a challenging job and others prefer not. Therefore it is also hard to determine which determinants influence job satisfaction. One of the biggest determinants of job satisfaction is job rewards, like financial rewards and psychological rewards (Hofmans et al, 2013). Psychological rewards are important to satisfy people, sometimes even more

important than financial rewards (De Gieter, De Cooman, Pepermans, & Jegers, 2010; in Hofmans et al, 2013). Also Adams (1965; in Hofmans et al, 2013) with his equity model shows that when people get more for the work they do, these rewards will make them feel more satisfied with their job. Because more input should result into more output. But Herzberg (1959) also shows that rewards do not always lead to job satisfaction. According to his two-factor theory, it seems that financial reward is a hygiene factor rather than a satisfier. Another theory that invalidated that rewards have a positive effect on job satisfaction comes from a self-determination theory (Deci & Ryan, 1985, 2002; in Hofmans et al., 2013). Here job satisfaction comes from intrinsic motivation, which cannot be influenced by external rewards.

In the last few years more research is done into the determinants that influence job satisfaction. Companies can improve job satisfaction and improve performance, turnover and absenteeism (Schleicher, Hansen, & Fox, 2010; in Hofmans et al, 2013). An interesting research into the determinants of job satisfaction is done by Sousa-Poza and Sousa-Poza (2000). They did research into which factors influence job satisfaction positively and negatively. The main conclusions are that the exhausting, physically demanding and risk (dangerous) aspects of the job have a negative influence on the satisfaction of the job. Determinants that have a positive influence on job satisfaction are high income, secure job, good advancement opportunities, interesting job, ability to work independently, help other people, job is useful to society, good relationship with management and colleagues. Interesting is also when these findings are ranked by their marginal effect, the negative influences are ranked the lowest.

The reason for ORMIT and other companies to measure job satisfaction is that it has a positive effects on different aspects within the company. Such as, according to Judge and Locke (1993) job satisfaction leads to less job avoidance. So more work will be done and less people will call in sick. This can be supported by the fact that job dissatisfaction leads to employee turnover (Griffeth, Hom, & Gaertner, 2000; Harrison, Newman, & Roth, 2006; Tett & Meyer, 1993). And of course job satisfaction leads to better performance of the employees (Schleicher, Hansen & Fox, 2010).

3.2 Life satisfaction

Life satisfaction can be viewed by two perspectives, the top-down and bottom-up perspective (Diener, 1984; Headey, Veenhoven, & Wearing, 1991). When life satisfaction is a function of stable traits, it is a top-down perspective. Based on this perspective some people feel more satisfied with their lives, because of who they are. Examples are that certain personalities lead to a higher life satisfaction (Erdogan, Bauer, Truxillo, and Mansfield, 2012).

According to Erdogan et al. (2012) the Bottom-up perspective sees “life satisfaction is a function of satisfaction with life domains (Heller et al., 2004; Pavot & Diener, 2008)”. Satisfaction is determined whether the people are satisfied with their work, family, health and leisure for example. It is not that easy, because people are different in the way they weigh each domain (Erdogan et al., 2012). This means that it is hard to define which domain has the most influence on life satisfaction, because it is for every person different.

As can be seen in the bottom-up perspective work is a domain of life satisfaction. The reason life satisfaction and job satisfaction are taken separately is that a person might be very unhappy, but he can still be satisfied with his job. It is also possible that someone is not satisfied with his work, but that his other life domains weigh more so that, viewed overall, he is satisfied with life.

Nevertheless, work is a major domain in life satisfaction. This is reflected in the fact that people who are unemployed are less satisfied with life and score lower on well-being (Ervasti & Venetoklis, 2010; Pittau, Zelli, & Gelman, 2010; Winefield, Winefield, Tiggemann & Goldney, 1991). But even a more interesting finding is that jobs that are regarded as a lifestyle choice, where boundaries between work and non-work are vague, job satisfaction seems to have more overlap with life satisfaction (Erdogan et al., 2012).

Relationships and interpersonal needs also seem to have a major influence on life satisfaction. Loneliness has a negative effect on life satisfaction (Mellor, Stokes, Firth, Hayashi, and Cummins, 2008). Most studies into relationships are done by looking at the effects of having close friends and being married, which has a positive effect (Myers & Diener, 1995). When it comes to work-based relationships and life satisfaction few researches are done. A strong correlation has been found between social support by colleagues and life satisfaction (Michel, Mitchelson, Kotrba, LeBreton, and Baltes, 2009). Even more types of social relationships at work also have a positive effect on life satisfaction (Fusilier, Ganster, and Mayes 1986; Huffman, Watrous-Rodriguez, and King, 2008; Bowling et al., 2010; in Erdogan et al., 2012).

According to Diener (1995) it is also important to have challenges in life and goals to achieve. By doing meaningless activities it adds nothing to life satisfaction. This is also confirmed by Verbruggen and Sels (2010), that making progress toward goals has a positive effect on life satisfaction, as well as goal attainment (Greguras & Diefendorff, 2010).

But why is life satisfaction important for ORMIT and other companies? Life satisfaction has many positive effects. For example people who are satisfied with life are more creative and open-minded (Lyubomirsky, King, and Diener, 2005). Companies and especially innovative companies have benefit by creative and open-minded employees. Even more interesting and showing the importance of life satisfaction, is that the relation between life satisfaction with performance is even stronger than with job satisfaction (Jones, 2006). Furthermore life satisfaction has also a higher correlation with performance than organizational commitment has with performance (Jones, 2006).

Life satisfaction also has a positive effect on commitment with others, like colleagues (Susskind et al., 2000; Redman & Snape, 2006). There are many researches between job satisfaction and turnover of employees, but less of life satisfaction in relation with turnover. A research into life satisfaction and turnover proves that life satisfaction decreases turnover, which is positive for companies (Shaw & Gupta, 2001).

Interesting findings about the relationship between work and life satisfaction over age is that elderly people who work part time are more satisfied with life than elderly people who work full-time Chang & Yen (2011).

The fact that job satisfaction influences life satisfaction is more obvious than otherwise. Nonetheless life satisfaction might have an influence on job satisfaction as well. An research done by Georgellis, Lange and Tabvuma (2012) found that non-work life events affect job satisfaction. So is found that marriage and birth of first child increases job satisfaction. based on this finding, is also assumed that life satisfaction influences job satisfaction.

H1: Job satisfaction is related to life satisfaction.

3.3 The constructs of personal leadership in relationship with life and job satisfaction

In this chapter the relationship between the constructs and life and job satisfaction is researched and hypotheses will be made.

3.3.1 insight

Unfortunately there has not been much research on whether Insight is related to life satisfaction or job satisfaction. Nonetheless, Lyke (2009) did research into the relationship between insight and life satisfaction. An interesting finding in that research was that insight has a strong relation with the Subjective Happiness Scale as well as the Satisfaction With Life Scale. A significant positive correlation of $r = .38$ has been found between scores for Insight and the Subjective Happiness Scale. The correlation between Insight and the Satisfaction With Life Scale was also $r = .38$. Furthermore Grant et al. (2001) found that insight was negatively correlated with anxiety and stress. Anxiety and stress decrease life satisfaction, therefore it is expected that insight has a positive effect on life satisfaction. Another research that shows that insight is related to life satisfaction is done by Harrington and Loffredo (2011). They found that insight is positive related to life satisfaction and that people who score high on the insight scale, score also high on life satisfaction. Based on these findings is expected that also in this research insight will correlate with life satisfaction. Unfortunately there has not been found a research that studies the relationship between insight and job satisfaction. Nonetheless is expected that it has also a positive effect on job satisfaction, because job satisfaction is also a part of life satisfaction.

H2: Insight has a positive effect on (a) life satisfaction and (b) job satisfaction

3.3.2 self-awareness

As mentioned in section 2.2.2 there is an huge overlap between self-awareness and self-consciousness. Due the lack of researches done into the relationship between self-awareness and job and life satisfaction. The hypothesis will be funded based on self-consciousness. When looked at the NEO factors self-consciousness is a subscale of neuroticism. Harrington and Loffredo (2001) found in there research that self-consciousness and most psychological well-being were negatively related. Only personal growth was positively related to self-consciousness. Furthermore a strong relationship has been found between neuroticism and negative affectivity (Watson & Clark, 1992).

Ilies & Judge (2002) did research whether Neuroticism is a predictor of job satisfaction. Results show that there is no significant relationship ($\beta = -.13$, ns). According to Ilies and Judge (2002) there was a low statistical power for this analysis and further research is necessary. So expected is, when

assuming self-consciousness is a subscale of neuroticism, that self-consciousness will also correlate negatively with job satisfaction and self-awareness as well.

Literature shows different results than ORMIT expected. ORMIT did expect that self-consciousness had a positive correlation with job satisfaction and life satisfaction. Although literature shows the opposite. Nonetheless according to Harrington and Loffredo (2001) self-consciousness is positively related to personal growth. Therefore self-awareness might remain important for the model of personal leadership, but this will be debated in the discussion. Based on these findings, expected is:

H3: Self-awareness has a negative effect on (a) life satisfaction and (b) Job satisfaction.

3.3.3 self-reflection

When viewed at subjective well-being, often is looked at self-reflection to increase well-being. As debated in in section 2.2.3 self-reflection can be treated as a part of self-consciousness (Anderson, Bohon, & Berrigan, 1996; Ben-Artzi, 2003; Chang, 1998; Creed & Funder, 1998; Ruipérez & Belloch, 2003; in Silvia & Phillips, 2011). When self-reflection is seen as part of self-consciousness, it is expected that self-reflection also has a negative influence on well-being. In a research of Abbe, Tkach, and Lyubormirsky (2003) it is shown that self-reflective people are less happy than people who are not self-reflective. So this is consistent with what is expected in section 3.3.2, where self-awareness is also part of self-consciousness and whereof also is expected to have a negative effect on well-being. Nonetheless according to Sylvia and Phillips (2011) it is still controversial whether self-reflection is part of self-consciousness. Furthermore self-reflection has also impact on other aspects that's influence well-being or life satisfaction. It seems that people who are more self-reflective feel more ashamed, guilty and have social anxiety (Watson, Morris, Ramsey, Hickman and Waddell, 1996). These are not factors that increase life satisfaction, but rather decrease life satisfaction.

An interesting finding is found by Tesser & Conlee (1975). Participants were asked to think about their attitude for a certain time between 30 seconds and 180 seconds. the conclusion from this experiment was, the more time participants spent thinking about their attitude, the more extreme their attitudes became. So when people reflect themselves on negative aspects for 30 till 90 seconds, expected is that they will feel even worse about these aspects of themselves. of course it also possible that when thinking about happy things, you will become happier. This is also confirmed by Scheier and Carver (1977), who states that emotions and attitudes are reinforced when people focus their attention on it. This empowers the idea that people who evaluate themselves and have high self-esteem, will feel better about themselves. Likewise, people who have low self-esteem will feel

worse about themselves (Brown, 1988; Sedikides, 1992). This finding explains why contradictions have been found concerning the influence of self-reflection on life satisfaction. From this point of view people with low self-esteem will decrease their subjective well-being and people with high self-esteem will increase their subjective well-being. Brown and Brown (2011) build further on this appealing finding and concluded the same as Brown (1988) and Sedikides (1992) that people with high self-esteem will have a higher life satisfaction when they have evaluated their qualities. Furthermore people with low self-esteem will have lower life satisfaction when they have evaluated their qualities. This is only found by extreme emotions and attitudes. Based on the findings of Scheier and Carver (1977) it might be that when people focus their attention on positive emotions and attitudes, perhaps it will increase their well-being positively.

Judge and Bono (2001) did research whether self-evaluations traits can predict job satisfaction. In this research the four self-evaluations traits are Self-Esteem, Generalized Self-Efficacy, Locus of Control and Emotional Stability. All four are positive related to job satisfaction, $r = .20$ for self-esteem, $r = .45$ for generalized self-efficacy, $r = .32$ for internal locus of control, and $r = .24$ for emotional stability. Because here the traits of self-evaluation are measured, it is not exactly the same as self-reflection. But the fact that self-esteem is important for the satisfaction in the job and according to Brown and Brown (2011) when self-reflections is applied it strengthened the valence. Therefore the following hypothesis is expected.

H4: Self-reflection has a negative effect on (a) life satisfaction and (b) Job satisfaction.

Additionally it also seems that self-efficacy is an important trait of self-reflection which has influence on job satisfaction. This is a construct that ORMIT does not have within the concept personal leadership. Perhaps an interesting and more effective construct for the concept of personal leadership.

3.3.4 self-regulation

Self-regulation is broad construct that contains several elements. When looked at self-regulation alone. Baumeister & Vohs (2003) founded a significant association between Self-regulation and well-being. When looked at an important element of self-regulation. Diener (1984) found that having goals is a major necessity for well-being. Also, the pursuit and realization of important goals plays an essential role in improving and maintaining well-being of individuals (Brunstein, 1993; Emmons, 1991; Schmuck & Sheldon, 2001; in Job, Langens, Brandstatter, 2009). But according to Latham and Locke (1991) people who have low goals are already satisfied when they achieve a low performance

level. When they achieve a higher performance level, they will be even more satisfied. People who have high goals are only satisfied when they achieve high performance level and will even be dissatisfied when they only manage a lower level of performance.

Hofer, Busch & Kärtner (2011) expect that people who apply action control will score higher on well-being. The reason for this is that Beckmann and Kellmann (2004) found that action control has a positive effect on people who recover from stress. Action control is a part of self-regulation as mentioned in section 2.2.4. When people use action control, they regulate their feelings and thoughts and it creates a positive affect which has a motivating effect and probably lead to a higher satisfaction. Hofer, Busch & Kärtner (2011) also refer to Brunstein (2001) who also found a comparable result regarding action control. Brunstein (2001) found in a longitudinally study that action control has led to a decrease in negative affect and an increase in positive affect. Assuming that positive affect will lead to a better well-being, action control (self-regulation) increases life satisfaction. Furthermore attention control shows negative correlations with depressive symptoms (Diehl et al., 2006). And depressive people do not score high on life satisfaction. There has not been found a research that studies the relationship between self-regulation and job satisfaction. But regarding the fact that goal setting is a part of self-regulation and setting goals is of influence on life satisfaction and Baumeister & Vohs (2003) founded a positive relation between Self-regulation and well-being. expected is that this will also occur for job satisfaction. Therefore is expected that self-regulation has a positive effect on life satisfaction and job satisfaction.

H5: Self-regulation has a positive effect on (a) life satisfaction and (b) Job satisfaction.

According to Porath and Bateman (2006) there are four self-regulatory tactics: feedback seeking, proactive behavior, emotional control and social competence. ORMIT has self-regulation as a construct of personal leadership, although self-regulation seems to cover a lot of constructs ORMIT allocated to Personal leadership. for instance openness to feedback is a construct of personal leadership itself, but according to Porath and Bateman (2006) feedback seeking is tactic from self-regulation. This is not exactly the same, but it has overlap in it. Self-regulation is thus a premises for personal leadership.

3.3.5 emotional and fluid intelligence

A lot of studies have found an positive relationship between emotional intelligence and life satisfaction (Extremera & Fernández-Berrocal, 2005; Gallagher & Vella-Brodrick, 2008; Kong et al., 2012a, 2012b; Palmer et al., 2002; Petrides et al., 2007; Saklofske et al., 2003; in kong and Zhao, 2013). A recent research from Kong and Zhao (2013) confirmed this relationship but also validated the mediating effect of former researches into the effect of positive affect and negative affect

(Gallagher & Vella-Brodrick, 2008; Mikolajczak et al., 2008; Schutte & Malouff, 2011; Shi & Wang, 2007; in kong and Zhao, 2013). Positive affect has a positive effect on life satisfaction and negative affect decreases life satisfaction. The relationship between emotional intelligence, positive affect and life satisfaction is stronger than the relation with negative affect (kong and zhao 2013). When it comes to the relationship between emotional intelligence and job satisfaction, it is almost the same as for life satisfaction. in a research done by Kafetsios and Zampetakis (2008) they found that emotional intelligence is related to job satisfaction, but the mediating effect of positive affect and negative affect also plays an important role. In this thesis it seems that people with a high emotional intelligence also have positive affect and therefore a higher job satisfaction. Based on these findings is expected that:

H6: emotional intelligence has a positive effect on (a) life satisfaction and (b) Job satisfaction.

when it comes to the statement that fluid intelligence is related to life satisfaction, the relationship is unclear. Because there is not much research done whether fluid intelligence is related to job and life satisfaction, researches based on normal intelligence will be used. Since there is a huge overlap between IQ and crystallized and fluid intelligence. A research done by Lynn and Vanhanen (2002) it showed that IQ did not seem to correlate with happiness. However, later on in a larger dataset, Choi and veenhoven (2009) founded a positive relation between IQ and happiness.

The overall relation between intelligence and job satisfaction seems to be negative ($r=-0.02$) in the studie of Ganzach (1998). When job complexity is taken into account as a moderator, it seems that people with high intelligence are more likely to engage in more challenging and complex jobs, which result in a positive effect on job satisfaction(Ganzach, 1998; Wilk, Desmarais, & Sackett, 1995). Thus, intelligent people find more satisfaction in challenging jobs, this is also confirmed by Gottfredson (1986). On the other hand people with low intelligent are more interested in less challenging and complex jobs (Ganzach, 1998; Wilk, Desmarais, & Sackett, 1995). But it is unclear whether less intelligent people like or prefer less challenging and complex jobs. Besides, in later research by Ganzach and Fried (2012) it seems it is the other way around, that intelligence moderates the relationship between job complexity and job satisfaction.

H7: Fluid intelligence has a positive effect on (a) life satisfaction and (b) Job satisfaction.

3.3.6 ambition

Recently a research was done by Judge and Kammeyer-Mueller (2012), in which they discovered the predictors of ambition. It also shows that the personal leadership model of ORMIT is highly interdependent. In section 3.3.2 is mentioned that self-consciousness is a part of neuroticism and is expected that self-consciousness has a negative influence on life satisfaction. In the article of Judge and Kammeyer-Mueller (2012) neuroticism seems to have a slightly negative effect on ambition. So self-consciousness might not only negatively affect life-satisfaction, but also ambition. Further interdependency is seen in mental ability, which has an overlap with learning ability in section 2.2.5. Mental ability has a positive relation with ambition (Judge and Kammeyer-Mueller, 2012). It seems that people with a higher mental ability will be familiar with achieving success within their education. This success within their education will lead them to set more ambitious goals, and even in life (Alexander et al., 1975; Porter, 1976; in Judge & Kammeyer-Mueller, 2012). In addition of aspects that also have influence ambition, conscientiousness and extraversion have also a positive effect on ambition.

Nonetheless for this thesis it is important whether ambition has a relationship with life satisfaction and job satisfaction. Education seems to play an important mediator between ambition and life satisfaction. It seems that the level of education reflects the ambition people have in life. It is so that people who want to be successful in life or work, are already ambitious at school and often attain a high level of education (Meyer, 1977). Furthermore according to Kim & Schneider (2005) students with high ambition on high schools, also obtain a higher level of education in a following study. The level of education is important, because it also reflects for a certain part the income people will get. Income is also a predictor of life satisfaction (Judge & Kammeyer-Mueller, 2012). Furthermore in the definition of ambition is one of the core elements the desire for financial success (Elchardus & Smits, 2008; Hansson et al., 1983), but also the prestige in the job (Elchardus & Smits, 2008; Van Vianen, 1999; Hansson et al., 1983; Schwyhart & Smith, 1972). This is important for life satisfaction, because achievements of their ambitions in work domain creates satisfaction (Sheldon, Ryan, & Reis, 1996; in Judge & Kammeyer-Mueller, 2012). This means that ambition influences job satisfaction and job satisfaction influences life satisfaction. Also noted in section 3.2. When people achieve success, it leads to setting new goals and even higher goals (Locke, Cartledge, & Knerr, 1970; in Judge & Kammeyer-Mueller, 2012). And as already mentioned, goal setting leads to higher satisfaction (Locke & Latham, 2002). Nevertheless, it is possible that someone has too high expectations from oneself, which can lead to dissatisfaction (Mento, Locke & Klein, 1992). Despite the last argument, there is expected that :

H8: Ambition has a positive effect on (a) life satisfaction and (b) Job satisfaction.

3.3.7 personal responsibility

Van Ootegema and Spillemaeckers (2010) mention that there is a remarkable absence of discussion whether responsibility should be taken into the capabilities framework. Responsibility is an important construct, because in order to have a good life people should take up responsibility for their own environment and actions. People should be kept responsible for their own education, having a job, pleasure in life etc.. From this point of view people with a higher feeling of responsibility should be more satisfied with life than people with less or no feeling of responsibility.

In the article of Yuen, Gysbers, Chan, Lau & Shea (2010) is looked at the responsibility for talent development. It seems that talent development starts in the early school years, but it is a complex and dynamic process and therefore difficult to control it (Simonton, 2001; in Yuen et al., 2010). Therefore it requires effort, motivation and commitment to develop one's talent. According to Boykin (2000; in Yuen et al., 2010) it is up to the secondary schools to encourage students to sustain and enhance the development of the children's' talent. The reason why secondary schools should take the responsibility, is because most of the students do not feel the commitment or have the motivation to develop their talent (Patrick et al., 1999; in Yuen et al., 2010). But when students do belief in their particular talent, these beliefs may influence their motivation to develop their talent and they can work toward a career (Lent, Brown, & Hackett, 1994; in Yuen et al., 2010). This process will also influence their life and job satisfaction. As can be seen the belief in their own abilities is also an important aspect and therefore self-efficacy seems again an important construct. So in order to be satisfied with life, it is important to take responsibility to make something of your talent and use it to find your way into life. Unfortunately there could not be found more studies that underpin the relationship between personal responsibility, life and job satisfaction. nevertheless expected is:

H9: personal responsibility has a positive effect on (a) life satisfaction and (b) Job satisfaction.

3.3.8 acceptance of feedback

People who are open to feedback and accept it, can use this feedback to develop themselves. From them is expected that they will be more satisfied. The growth of their personality or talents will lead to a higher satisfaction as well in life as in the job.

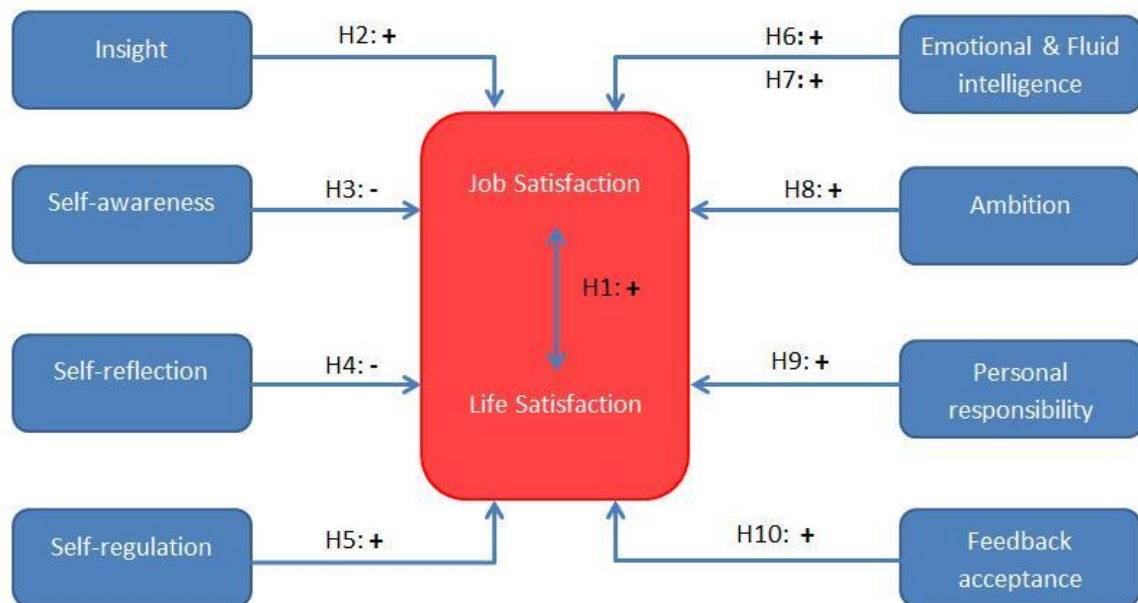
When comparing positive feedback with negative feedback results from the literature shows that positive feedback is more desirable, credible and has a greater impact (Jacobs, Jacobs, Burke, & Cavior, 1974).

Of course people find it easier to accept positive feedback and can be explained by the theory of the self-verification (Swann, 1987) and the self-enhancement theory (Schrauger, 1975). Self-verification theory suggests that the new information must fit within the existing information. Self-enhancement theory suggests that positive feedback or information is adapted easily, because it enhances their personal value. From this point of view, it is likely to assume that positive feedback will lead to a higher satisfaction as well in life as in the job. The article of Swann, Griffin, Predmore & Gaines (1987) goes more in depth and discovered that people with a negative self-view rated negative feedback more truthful than positive feedback. People with a positive self-view perceived positive feedback more accurate. This is in line with the findings of self-evaluation in section 3.3.3, where people with low self-esteem feel worse about themselves when reflecting one's self. and people with high self-esteem feel better about themselves when reflecting one's self. But in this case the feedback comes from someone else.

An interesting research between feedback and job satisfaction is done by Wininger and Birkholz (2013) under a group of college instructors. They researched which source of feedback and its degree of utilization has the most influence on job satisfaction. the most used type of feedback was self-assessment and most useful feedback came from students. Self-assessment contains the ability of self-reflection en self-judgments, this is not relevant for this construct, because here it is about the ability of acceptance of feedback from others and not from one's self. The fact that instructors find the feedback from their students most useful. This also includes that instructors must have accepted this feedback, before it could be rated as useful. Therefore it is expected:

H10: acceptance of feedback has a positive effect on (a) life satisfaction and (b) Job satisfaction.

3.4 model



4. Method

4.1 research design

To determine the best way of gathering data to assess the hypotheses, the purpose of the research should be clear. In this thesis the development of personal leadership is central in order to increase job and life satisfaction. Little is known about personal leadership and not for all constructs in relationship with job and life satisfaction is the same amount of information available. For that reason, a cross-sectional study was chosen and a self-administered questionnaire as instrument. Cross-sectional study in combination with a self-administered questionnaire give you the opportunity to collect a large amount of information in a short period of time (Babbie, 2007). The information gathered is a good contribution to the existing knowledge and should give a good insight into the model of personal leadership and its relationship to job and life satisfaction.

It is advised to conduct the questionnaire online through an 'online questionnaire tool'. The respondents will get an e-mail with the link to the website of this 'online questionnaire tool'. The reason for this is that respondents cannot go to the next question when the former questions have not been completed. This way there will be no missing values. Furthermore, respondents do not have to endeavor to return the questionnaire. Additionally, the processing of the data is easier for the researcher (Kaplan & Saccuzzo, 2009). Of course the questionnaire will be held anonymous for privacy reasons.

A major weakness of standardized tests is that it is in most cases too superficial for attitudes and experiences (Babbie, 2007). Luckily, valid and reliable questionnaires have been used. Next to that, this thesis is written solely to create an overall picture and to gain better insights between personal leadership and job and life satisfaction. Therefore, it is not necessary to go in depth and to prevent that it becomes too complicated it is good to start at a more shallow point.

Because it is a very general questionnaire there are no specific demands on the group of participants. In this thesis there is a focus on highly educated employees within the organization ORMIT. The main request is that it should be employees, because it is otherwise hard to measure job satisfaction. Furthermore, several questions assume the participant has a job. To get a significant statistical conclusion it is important to have sufficient participants. The number of participants that will be needed to gain a reliable statistical power will be based on the rule of thumb by Stevens (1992). According to Stevens (1992) 15 participants are needed per independent construct. Because this research contains eight independent variables on job and life satisfaction. This means that at least 120 participants are needed. To get a significant statistical conclusion you also need a varied group of participants. When everybody scores high on one construct and only low on another construct, it

hard to measure any effect. When there is a variety on the scores of a construct it is more plausible to measure effect.

4.2 measures

The satisfaction with life scale (SWLS, Diener, Emmons, Larsen, & Griffin, 1985) is a five item self-report scale that measures participants' reports of their own satisfaction with their lives. An examples of these questions is "So far I have gotten the important things I want in life." This is one of the most used questionnaires for measuring life satisfaction. It is highly reliable, because the Test–retest reliability, inter-item reliability ($r = .61-.81$), concurrent validity, content validity, discriminant validity, and construct validity have been demonstrated for this instrument (Diener et al., 1985). Factor analysis also shows that the items of this satisfaction with life scale suggests that the instrument measures a single dimension of life satisfaction (Diener et al., 1985). The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). Cronbach's alpha of .87 (Joshnanloo, 2013)

The job satisfaction survey (Spector, 1985) is a 18 item self-report scale that measures participants' reports of their own satisfaction with their job. Examples are "there are some conditions concerning my job that could be improved" and "I am satisfied with my job for the time being." The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The internal consistency reliability (coefficient alpha) over the total scale was .91(Spector, 1985).

The insight scale (Grant et al., 2002) is a eight item self-report scale that measures participants' reports about the clarity of their experience and self-knowledge. examples are "My behavior often puzzles me" and " Often I find it difficult to make sense of the way I feel about things." The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The coefficient alpha was .87 for Insight (Harrington and Ioffredo, 2011).

The self-awareness scale (Govern & Marsch, 2001) is a nine item self-report scale that measures participants' reports about their awareness about own thoughts, emotions and their consequences on one's day-to-day lived experience. Examples are "Right now, I am keenly aware of everything in my environment" and "Right now, I am conscious of my inner feelings." The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The cronbach's alphas were .82 (Public), .70 (Private), and .72 (Immediate Surroundings) (Govern & Marsch, 2001).

The self-reflection scale (Grant et al., 2002) is a 12 item self-report scale that measures participants' reports of the tendency they think about their own thoughts, actions, and feelings. Examples are "I don't often think about my thoughts" and "I am not really interested in analyzing my behavior". The

items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The coefficient alpha was .91 for the Self-Reflection (Harrington and Ioffredo, 2011).

The self-regulation scale (Luszcynska et al., 2004) is a seven item self-report scale that measures participants' reports of the control they have about their own thoughts, actions, and feelings. Examples are "I can concentrate on one activity for a long time, if necessary" and "I stay focused on my goal and don't allow anything to distract me from my plan of action." The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). Cronbach's Alpha was 0.76 (Luszcynska et al., 2004).

Emotional intelligence is measured by an adjusted Emotional intelligence scale based on the original version of Schutte et al., (1998). The original scale has been reduced from 33 to 17 items (see appendix D). This self-report scale measures participants' report of their ability to perceive, manage, and reason about emotions, in oneself and others. Examples are "I help other people feel better when they are down" and "I easily recognize my emotions as I experience them". The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). Cronbach's alpha was 0.87 (Schutte et al., 1998).

Fluid intelligence is measured by a 4 item self-report 'intelligence' test (Trapnell, 1994) that measures participants' reports to what extent they consider themselves intelligent. Examples are "I'm considered exceptionally or unusually intelligent" and "I'm considered extremely 'gifted' or talented at academic things." The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The Cronbach's alpha was .88 for 'Trapnell smart scale' (Paulhus, Lysy & Yik, 1998).

The ambition scale (Duckworth et al, 2007) is a five item self-report scale that measures participants' reports to what extent they consider themselves ambitious. Examples are "I aim to be the best in the world at what I do" and "I think achievement is overrated." The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree).

Personal responsibility is measured by an adjusted personal responsibility scale based on the original version of Mergler (2007). The original personal responsibility scale is focused on students, where this research is focused on employees. Therefore some adjustments have been made (see Appendix C). Furthermore the questionnaire is reduced in items. The first reason is that certain items have overlap with the emotional intelligence scale. The second reason is that the original personal responsible scale is too elaborated and has too many items. The personal responsibility scale is reduced to a 19 item self-report scale that measures participants' reports to what extent they consider themselves responsible for their own actions, feelings and thoughts. Examples are "chance

or luck does not usually play an important role in outcomes.” and “I am mainly responsible for my success in work.” The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The original personal responsibility scale had a cronbach’s alpha of 0.93 (Mergler, 2007).

Feedback acceptance is measured by a adjusted feedback environment scale based on the original version of Steelman et al. (2004). The feedback environment scale is more elaborated than needed to measure acceptance of feedback. From the original feedback environment scale is ‘source credibility’, ‘feedback quality’ and ‘promotes feedback seeking’ taken into this questionnaire. Because first feedback must be recognized, and the acceptance of feedback is only likely when the source is credible and the quality is sufficient to use. The other aspects of the environment scale of steelman et al. (2004) ‘source availability’, ‘unfavorable feedback’, ‘favorable feedback’ and ‘feedback delivery’ are assumed as not relevant for feedback acceptance. The feedback acceptance scale consist of 19 items self-report scale that measures participants’ reports to what extent they accept feedback. Examples are “I value the feedback I receive from my coworkers.” and “I have confidence in the feedback my coworkers give me.” The items were completed on 5-point likert-scale (Strongly Disagree to Strongly Agree). The internal consistency reliability of the original questionnaire was for ‘source credibility’ 0.85 to 0.88, ‘feedback quality’ 0.92 and ‘promotes feedback seeking’ 0.84 to 0.86.

5. Conclusion, discussion & recommendations

In this discussion will be debated whether the model of personal leadership is complete, constructs are missing or even if there might be superfluous constructs. This is done in order to optimize the model of personal leadership to maximize the benefits and influences on job and life satisfaction.

Due to the short time and the elaborated research to define the constructs of personal leadership, the questionnaire is not conducted and therefore these results cannot contribute to the conclusion and recommendations. The conclusion and recommendations will be based on the substantiation of the hypotheses and other researches that contains information that is interesting for personal leadership and its relationship to job and life satisfaction.

First of all the model of personal leadership needs more research to conclude about its influence on job and life satisfaction. Several constructs of personal leadership show that they have an influence on job satisfaction, life satisfaction or comparable measurements like subjective well-being and happiness. Nonetheless the overall model has never been tested. Before concluding whether personal leadership actually leads to a higher job and life satisfaction the questionnaire should be conducted and the results should show the outcome. For now the conclusion is based on theories and earlier researches as they are discussed in section 2 and 3.

The model of personal leadership has been decomposed into eight constructs, to investigate the relationship with job and life satisfaction individually. Unfortunately, not for every construct there is sufficient information regarding its relationship to job or life satisfaction.

For the first construct 'insight', Lyke (2009) found a strong positive relationship with the Subjective Happiness Scale as well as the Satisfaction With Life Scale. Harrington and Loffredo (2011) found a positive relationship between insight and well-being. Based on this founding it is hypothesized that the construct 'insight' is related to life satisfaction. Because little information is available about the relationship between insight and job satisfaction, results of this thesis would be a great contribution for future research. Because no information has been found about the fact that insight is negatively related to job and life satisfaction and only positive relations have been found, insight remains important for the model of personal leadership.

An interesting finding is done about the constructs self-awareness. First, self-awareness has a huge overlap with self-consciousness. Based on the finding's in section 3.3.2., self-consciousness has a negative relationship with life-satisfaction. Therefore it is expected that self-awareness is negatively related to life-satisfaction. This discovery is a contradiction with the expected conclusion before

starting this research. But based on these findings self-awareness will be removed in the model of personal leadership, because it does not contribute to increasing job and life satisfaction.

The same goes for the constructs self-reflection. Self-reflection has also a negative influence on life satisfaction (Abbe, Tkach, and Lyubormirsky, 2003). Therefore, it shall be removed from this model, because it does not contribute to an increase of job and life satisfaction. Nevertheless, when people focus their attention on positive emotions and attitudes it might increase their life-satisfaction (Scheier and Carver, 1977). This means that when people focus on only positive aspects during self-reflection it might increase job and life satisfaction. Therefore this aspect of self-reflection needs more research and for now it is excluded from the model of personal leadership.

Self-regulation is probably the most important construct of personal leadership, because self-regulation is a broad term and has overlap with several other constructs within the model of personal leadership. For example, goal setting is a tactic for self-regulation, but is also important for ambition. Feedback seeking is also a tactic for self-regulation and has overlap with feedback acceptance. Concluded, based on the findings in section 3.3.4, self-regulation has a positive influence on life satisfaction. No researches are found that describe the relationship between job satisfaction and self-regulation. When this questionnaire in this thesis is conducted it can contribute to further research.

There is no doubt whether emotional intelligence is related to life satisfaction (Extremera & Fernández-Berrocal, 2005; Gallagher & Vella-Brodrick, 2008; Kong et al., 2012a, 2012b; Palmer et al., 2002; Petrides et al., 2007; Saklofske et al., 2003; in kong and Zhao, 2013) and job satisfaction (Kafetsios and Zampetakis, 2008; in kong and Zhao, 2013). For emotional intelligence positive and negative affect are very important in terms of how they influence life satisfaction (Gallagher & Vella-Brodrick, 2008; Mikolajczak et al., 2008; Schutte & Malouff, 2011; Shi & Wang, 2007; in kong and Zhao, 2013). Based on the findings in section 3.3.5, it is for now also concluded that fluid intelligence is positively related to job and life satisfaction. More interesting are the findings about the relationship with job satisfaction. It seems that the satisfaction with their jobs depends on the complexity of the job. The higher the intelligence the more complex the job should be, in order to become satisfied. Emotional and fluid intelligence is therefore important for the model of personal leadership.

Based on the elaboration in section 3.3.6, it is hypothesized that ambition has a positive influence on job and life satisfaction. Therefore it is a good contribution to the model of personal leadership. Stimulate the ambition people have, they will become more satisfied with their job and life. It seems that achievements of their ambitions in education and work domains creates satisfaction (Sheldon,

Ryan, & Reis, 1996; in Judge & Kammeyer-Mueller, 2012), as well as in the job and life. When people achieve success, it leads to setting new goals and even higher goals (Locke, Cartledge, & Knerr, 1970; in Judge & Kammeyer-Mueller, 2012) and this will ultimately lead to higher satisfaction (Locke & Latham, 2002).

According to Van Ootegema and Spillemaeckers (2010) people should take up responsibility to have a good life. People should be kept responsible for their own education, having a job, pleasure in life etc.. Therefore it is expected that people who take responsibility will be satisfied with their job and life.

Based on the findings in section 3.3.8, acceptance of feedback is positively related to life and job satisfaction. Based on the theory of self-verification (Swann, 1987) and the self-enhancement theory (Schrauger, 1975) information that fits within the existing information and positive information will be accepted earlier.

From these eight constructs, six will remain within the model of personal leadership. As self-awareness and self-reflection have a negative influence on job and life satisfaction, they are excluded from the model of personal leadership. Self-reflection is questionable, because people might increase their life satisfaction by focusing their attention on positive emotions and attitudes (Scheier and Carver, 1977). This needs more research before concluding otherwise.

Potential constructs

By studying the model of personal leadership with its constructs, several other constructs were noticed and noted. Some constructs such as proactive behavior, self-esteem and self-efficacy were even prominent in appearance. Therefore it is important to take a closer look at these three constructs to see whether they could be an addition to and an improvement of the model of personal leadership.

According to Claes & Van Loo (2011) proactive behavior with elder employees is positively related to the individual outcome “job-related affective well-being”. They also mention that this is in line with the findings of Bindl and Parker (2010). These authors created a model of proactive behaviour that integrates existing frameworks from Crant (2000), Grant and Ashford (2008) and Parker et al. (2006, 2010). This model shows that proactive behaviour leads to better job performance, well-being and career progression. In a meta analytic research done by Ng, Eby, Sorensen, & Feldman (2005, in Li and Liang, Crant, 2010) shows that proactive behavior leads to job satisfaction. The reason why proactivity is associated with job satisfaction, is that people who are pro-active create for themselves an environment where they feel comfortable and is beneficial for personal success. Furthermore the

influence of the valence of affect is also interesting by pro-active behavior. Claes & Loo (2011) also mention that this valence of affect is not tested enough and confirms this by referring to Den Hartog and Belschak (2007), Parker et al. (2010) and Bindl and Parker (2010), who also state that valence of effect needs more research. This valence of affect (positive and negative) also seems to play a huge role for emotional intelligence (Gallagher & Vella-Brodrick, 2008; Mikolajczak et al., 2008; Schutte & Malouff, 2011; Shi & Wang, 2007; in kong and Zhao, 2013). Often it seems that positive affect influences job and life satisfaction positively and negative affect influences job and life satisfaction negatively. For future research the effect of positive and negative affect should also be taken into account.

Self-esteem seems to have an important mediating role. When looked at emotional intelligence and the relationship with job satisfaction. It seems that self-esteem mediate the relationship between emotional intelligence and life satisfaction (Kong, Zhao & you 2012). In this article they also mention that according to Kong & You, (2011) and Zhang & Leung (2002) self-esteem is one of the most studied variables that have an influence on life satisfaction. Because personal leadership is developed in order to increase life en job satisfaction. Based on these arguments, self-esteem is an essential construct which should be taken into the personal leadership model. An interesting observation is also that low self-esteem leads to depression Orth, Robins and Roberts (2008). Depression does certainly not increase life satisfaction. For that reason the focus should be on increasing self-esteem, which will result in a higher job and life satisfaction. Judge and Bono (2001) found that self-evaluation traits, such as self-esteem can predict job satisfaction with a mean correlation of $r = .20$.

Self-efficacy is the belief in one's ability to organize and accomplish specific actions (Bandura, 1997). Several studies show that self-efficacy is related to job satisfaction (Caprara, Barbaranelli, Borgogni, & Steca, 2003; Caprara, Barbaranelli, Steca, & Malone, 2006; in Moè et al., 2010). Therefore it should be taken into the model of personal leadership. An interesting research done by Moè, Pazzaglia and Ronconi (2010) between self-efficacy and job satisfaction, also shows that positive affect is from influence and has a positive moderating effect on the relation between self-efficacy and job satisfaction. So positive affect is also a recurring element, which seems also important for the influence on job an life satisfaction. Judge and Bono (2001) found that self-evaluations traits, such as self-efficacy can predict job satisfaction with a mean correlation of $r = .32$.

Interdependency

At the end of the discussion a proposed model of personal leadership is shown. A very interesting observation made in this thesis, is that the independent constructs are interdependent. When studying the relationship between the construct with job and life satisfaction, I discovered that

certain constructs have influence on each other and certain capabilities are required to gain other capabilities. The first and maybe the most obvious one is self-reflection. The construct Self-reflection seems to be necessary to become self-aware and self-conscious (Atkins & Murphy, 1993; in Yip, 2006; Sylvia and Phillips, 2011), but also to gain insight (Sylvia and Phillips, 2011). Concluded from this perspective, it means that self-awareness and insight are mediating variables, between self-reflection and job and life satisfaction. So people should reflect on themselves in order to become self-aware and to gain insight. Self-reflection is also related with self-esteem. According to Scheier and Carver (1977) emotions and attitudes are reinforced when people focus their attention on it. This empowers the idea that people who evaluate themselves and have high self-esteem, will have a higher satisfaction. Likewise, people who have low self-esteem will have a lower satisfaction (Brown, 1988; Sedikides, 1992). Self-esteem has clearly a moderating effect on the relationship between self-reflection and job and life satisfaction.

Self-regulation is probably the most prevalent construct of personal leadership. This conclusion is based on the fact that Porath and Bateman (2006) noted four self-regulatory tactics: feedback seeking, proactive behavior, emotional control and social competence. As can be seen self-regulation contains comparable elements with the other constructs. So feedback seeking is related to feedback acceptance. Emotional control is related to emotional intelligence and proactive behavior is a proposed construct for the model of personal leadership. Goal setting is also an important factor for self-regulation and has overlap with ambition. It is not these factors have a mediating or moderating effect. It is more that these constructs (feedback acceptance, emotional intelligence, pro-active behavior and ambition) are elements that are basically part of self-regulation. In future research it might be good to choose for self-regulation and drop feedback acceptance, emotional intelligence, ambition and pro-active behavior. Or drop self-regulation and keep feedback acceptance, emotional intelligence, ambition and pro-active behavior. Based on the little information I have about the interdependency between these construct, I would go for dropping self-regulation and keep feedback acceptance, emotional intelligence, ambition and pro-active behavior. This way there is more emphasis on these elements.

Furthermore there might also be a relationship between fluid intelligence, ambition and self-regulation (goal setting). It seems that people with high intelligence are more likely to engage in more challenging and complex jobs (Ganzach, 1998; Wilk, Desmarais, & Sackett, 1995). So it might also be that people with high intelligence have a higher goal setting and thus more ambition. Assuming that challenging and complex jobs are seen as 'higher goals' and 'more ambitious'. Moreover, it also seems that self-regulation (goal setting) is an important factor for the ability to learn (Dweck & Leggett, 1988; Elliott & Dweck, 1988). Also social competence, a tactic from self-

regulation, seems to have a positive effect on academic achievement and school adjustment (Alexander, Entwistle, Blyth, & McAdoo, 1988). This should mean that self-regulation has a positive influence on fluid intelligence. In the article of Porath and Bateman (2006) is referred to Farr et al. (1993) which state that employees with a higher learning goal orientation show more proactive behavior. Because learning goal orientation has overlap with ambition. It can be concluded that people with a higher ambition will show more proactive behavior.

Another reason why self-efficacy and self-esteem should be taken into the model of personal leadership, is because it has influence on accepting feedback. In the article Nease, Mudgett and Quinones, 1999) there is an interesting research done into the relationship between self-efficacy and Feedback. There is stated that when negative feedback is accepted, they will increase their effort or lower their goals (Bandura & Cervone, 1986; Bandura & Jourden, 1991; Podsakoff & Farh, 1989; in Nease, Mudgett and Quinones, 1999). Furthermore that people with high self-efficacy will increase their effort, and people with low self-efficacy will lower their goals (Podsakoff and Farh, 1989). From this point of view can be concluded that people with high self-efficacy will increase their pro-active behavior (effort) when negative feedback has been accepted. This means that self-efficacy moderates the relationship between feedback acceptance and pro-active behavior. But self-efficacy also moderates the relationship between feedback acceptance and ambition, because people with low self-efficacy seem to lower their goals. This also seems to be the case with people who have high self-esteem and low esteem (Ammons, 1956; Laydon & Ickes, 1977; Shrauger & Rosenberg, 1970; in Nease, Mudgett and Quinones, 1999).

Limitations

The first and biggest limitation of this thesis, is the fact that the questionnaire is not conducted. For some constructs a lot of researches into the relationship with job and life satisfaction are done, but not for all. When conducting the questionnaire, very relevant and additional information will be known. Furthermore, the start from this thesis is based on the vision of the organization ORMIT. By doing this, it is actually only viewed and tested whether this vision is correct. By studying their vision and their constructs there has not really been searched to other constructs that could influence job and life satisfaction. Thankfully, other constructs and perhaps even more effective constructs were noticed when studying the eight constructs. Nonetheless, the fact that six from the eight constructs seem to have a positive effect on job and life satisfaction, shows that the vision was certainly not bad and that is was even a good vision.

Contributions and future research

The main contribution of this thesis is the creation of personal leadership in order to increase job an

life satisfaction. Personal leadership is a collection of eight constructs, all of which were expected to increase job and life satisfaction. Based on theoretical research was concluded that self-reflection and self-awareness should not be taken into the model of personal leadership. Additionally is discussed that the model of personal leadership is not complete and sufficiently supported, but it is a good start and a good contribution to a new model that is able to increase job and life satisfaction.

For future research the focus should be on developing the model of personal leadership further. A good start would be conducting the questionnaire in order to see if there is a relationship between the eight constructs, regarding job and life satisfaction. This in order to see in which extent the results match the hypothesis. From that point, many conclusions can be drawn. From that point the development of the model of personal leadership can continue. Additionally, because the model of personal leadership is at its beginning, other theoretical constructs might fit within the model of personal leadership. As mentioned above, self-esteem, self-efficacy and proactive behavior are interesting potential constructs that can add value to the model of personal leadership. Another interesting find is the valence of affect. It seems important for several constructs whether positive affect or negative affect moderates or mediates the relationship with job and life satisfaction. Also mentioned above is the interdependence of the independent variables. Moreover, many constructs have influence on each other or are otherwise related. It might be interesting to analyze this interdependence further and even test the interdependence. Another point is that emotional and fluid intelligence are taking together and it would be better if these were taken separately.

Recommendations

Recommendations for ORMIT is to not dispose self-reflection and self-awareness, because they are relevant for personal growth and talent development. ORMIT is not only interested in job and life satisfaction, but also in the development of their employees. Therefore, self-awareness remains important in the model of personal leadership. According to Harrington and Loffredo (2001) self-consciousness is positively related to personal growth. People who are aware of themselves know what they are capable of and how they can grow. The model of personal leadership is not only developed for increasing job and life satisfaction, but also for talent development. Because personal growth is important for developing one's talent, self-awareness will not be rejected from the model of personal leadership. Nonetheless, it remains important to know that self-awareness might lead to lower job and life satisfaction.

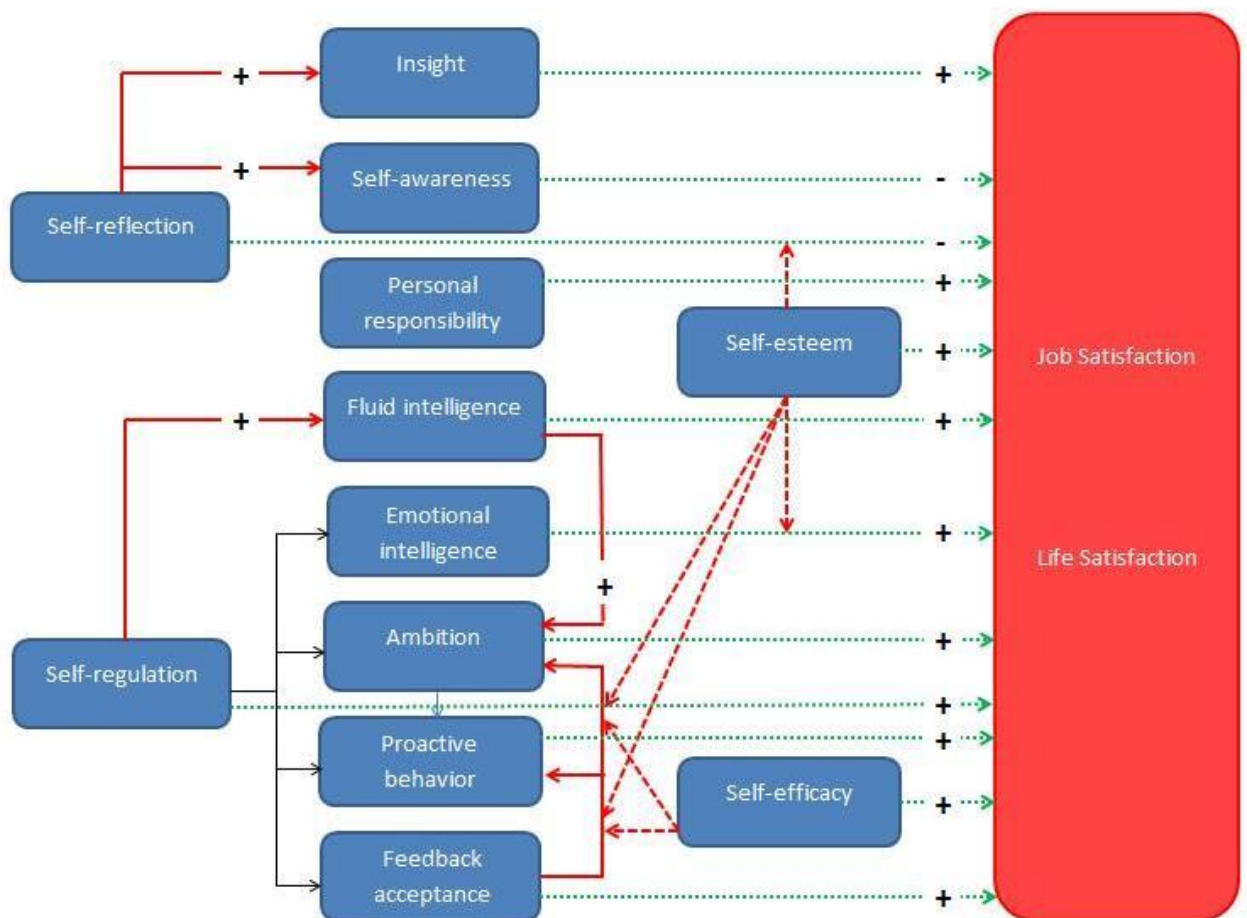
This also applies for self-reflection, because self-reflection is important to become self-aware and develop your talent. Therefore, self-reflection will also not be rejected in the model of personal leadership. Another reason not to reject self-reflection from the model of personal leadership is

based on the findings of Scheier and Carver (1977). According to them, when people focus their attention on positive emotions and attitudes it might increase their life-satisfaction. This means that when people focus on only positive aspects during self-reflection it might increase job and life satisfaction.

For ORMIT the interdependence is also important to keep in mind. When focusing on self-awareness and insight, it is important to use self-reflection for it. Therefore self-regulation will have an influence on feedback, fluid intelligence and ambition. Furthermore it would be good to pay attention to the three recommended constructs; self-efficacy, self-esteem and proactive behavior.

The proposed model of Personal leadership

The red dotted line indicate a moderating effect. For example when someone gets negative feedback, it depends if someone has a high or low self-efficacy that determines whether he will lower his goals or will be more pro-active. The relationships of this model are given in the discussion and mostly in the chapter of interdependency.



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Appendix

Appendix A – interview

Wat verstaat ORMIT onder self-insight?

mensen die zelf inzicht hebben, hebben kennis over zichzelf. Ze begrijpen wat ze denken en waarom ze dat denken. Zelf inzicht gaat verder dan zelfkennis. Ze hebben kennis over hun sterke en zwakke punten, over hun emoties en hun gedrag. Het hebben van inzicht is noodzakelijk om zichzelf verder te ontwikkelen en nieuwe dingen te leren.

Wat verstaat ORMIT onder self-awareness?

zelfbewustzijn is dat mensen zich bewust zijn van hun emoties, gevoelens, acties en handelingen en hoe deze hun omgeving beïnvloeden. Dat ze zich bewust zijn wat de gevolgen zijn van hun eigen acties en uitingen op de omgeving. Uiteraard ook hoe de omgeving hun gedrag, emoties en gevoelens beïnvloeden.

Wat verstaat ORMIT onder self-reflection?

Zelf reflectie is het vermogen om jezelf van een afstand kritisch te bekijken. Op deze manier kun je je eigen gedragingen, gevoelens en emoties beoordelen.

Wat verstaat ORMIT onder self-regulation?

zelf-regulatie is het vermogen om controle te hebben over je eigen gedragingen en emoties om een bepaald doel na te streven. Daarnaast is het aanpassen van je gedragingen, emoties of de doelstelling ook van belang. Met name je handelingen en emoties aanpassen om het beoogde doel te behalen.

Wat verstaat ORMIT onder learning ability?

leervermogen bestaat uit twee onderdelen. Het eerste onderdeel is mentale openheid. Het verwerven van nieuwe kennis en het toepassen daarvan. Het is belangrijk binnen organisaties om snel nieuwe informatie tot je te nemen, maar ook om deze snel en goed toe te passen. Het tweede gedeelte is emotionele openheid. Hierbij is het belangrijk dat mensen instaat zijn emoties van andere snel op te pakken en hierop te anticiperen. Daarnaast om zelf de emoties onder controle te hebben, maar ook om open te staan voor nieuwe emoties ten opzichte van andere mensen, ideeën of onderwerpen.

Wat verstaat ORMIT onder ambition?

Ambitie is het constant streven naar betere resultaten. De ambitie moeten liggen bij het

onderscheiden en constant het verschil proberen te maken. Daarnaast moet er ook gestreefd worden naar een goede gezondheid en gezonde relaties met collega's, vrienden en familie.

Wat verstaat ORMIT onder personal responsibility?

ORMIT vindt dat ieder individu zelf verantwoordelijk is voor het ontwikkelen van zijn of haar talent. De mensen zijn zelf verantwoordelijk voor de keuzes die zij maken. Veel mensen hebben namelijk wel talent, maar niet iedereen heeft de discipline om het verder te ontwikkelen.

Wat verstaat ORMIT onder openness to feedback?

mensen moeten open staan voor het verkrijgen van feedback en instaat zijn om te beoordelen of deze informatie bruikbaar is of niet. Deze verkregen feedback is namelijk belangrijk om jezelf te ontwikkelen.

Appendix B – ORMIT document

ORMIT	Persoonlijk Leiderschap	Buiten naar binnen vertalen	Creëren van verbinding	Kennis van zaken	Managen van processen
	<ul style="list-style-type: none"> streeft voortdurend naar het bereiken van het best mogelijk resultaat, laat hierin leiderschap ambitie zien neemt <u>persoonlijke verantwoordelijkheid</u> voor de realisatie van doelstellingen, zet zich actief ervoor in gaat in de praktijk bewust met eigen talenten en effectiviteit om, past <u>zelfreflectie</u> en <u>zelfsturing</u> toe staat <u>open voor feedback</u>, laat zien nieuwe kennis en inzichten vlot in de praktijk toe te kunnen passen 	<ul style="list-style-type: none"> beschikt over een klant- en oplossingsgerichte basisinstelling gaat bewust om met posities en verhoudingen van de relevante stakeholders legt op eigen initiatief contact (spreekt, mailt, belt e.t.c.) met anderen uit het netwerk en zoekt naar verbreding van contacten houdt de belangrijkste ontwikkelingen (in de buitenwereld) bij en weet die binnen eigen rol/opdracht te benutten 	<ul style="list-style-type: none"> beschikt over een open en 'aansprekende' uitstraling heeft in het handelen oog voor drijfveren, belangen en behoeftes van zichzelf en anderen maakt contact met eigen en andermans beleving betreft relevante anderen (zowel bij ORMIT als bij klanten) actief bij de realisatie van het gezamenlijk doel, stemt de samenwerking bewust met alle betrokken collega's /stakeholders af 	<ul style="list-style-type: none"> bezielt complexe vraagstukken vanuit het geheel, is in staat om verschillende perspectieven daarin in te nemen en te verbinden vergroot kennis en inzichten over de voor de opdrachten relevante business issues, bezielt verschillende perspectieven, posities en verhoudingen ontwikkelt inzicht over - /visie op eigen talent, leiderschap en managementstijl vergroot kennis en inzichten over politieke, economische, maatschappelijke, en technologische ontwikkelingen 	<ul style="list-style-type: none"> stelt zich (mede) sturend en verantwoordelijk op bij de realisatie van doelstellingen weet wat h/zij concreet wil realiseren, neemt actief de nodige stappen daartoe en stuurt waar nodig bij besteedt de aandacht zowel aan de inhoud van vraagstuk als ook aan effecten van eigen handelen (draagvlak & afstemming) bij de betrokkenen laat flexibiliteit in stijl en vaardigheden zien die voor de realisatie van doelstellingen binnen de context van de klant nodig is
	<ul style="list-style-type: none"> Ambitie (voor leiderschap - en ontwikkeling) Verantwoordelijkheid (<i>eigenaarschap</i> voor opdrachten/doelstellingen) Zelfbewustzijn (<i>inzicht in zichzelf</i>, actief gericht op het effectief benutten van eigen talenten) Leervermogen (<i>mentale en emotionele</i> openheid voor de evaluatie van anderen) 	<ul style="list-style-type: none"> Service gericht ('exceed expectations', participant <i>ontzorgen</i>) Omgevingsbewust handelen (verhoudingen in de omgeving (her)kennen en naleven) Netwerk-/relatie opbouwen & onderhouden Haalt innovaties en andere belangrijke ontwikkelingen naar binnen 	<ul style="list-style-type: none"> Positieve en inspirerende uitstraling Betrokken inleven (oog voor de situatie van alle betrokkenen) Maakt contact (ook op beleving) Werkt verbindend samen (vanuit eigen rol met het totale context en alle belangrijke betrokkenen erbij) 	<ul style="list-style-type: none"> 'Meervoudig' denken en kijken (denkkracht m.b.t. verschillende denk- en kijkniveaus ontwikkelen) Kennis m.b.t. business issues, verschillende rollen, posities en verhoudingen Kennis en visieontwikkeling m.b.t. eigen talent, persoonlijk <i>leiderschap</i> en management Kennis m.b.t. algemene ontwikkelingen binnen eigen professie en in de wereld 	<ul style="list-style-type: none"> (Pro)actief doelgericht handelen (<i>coproducent</i> zijn van eigen opdrachtresultaat en eigen ontwikkeling) Realisatiekracht (organiseert en stuurt bij op business resultaat, doorpakkend) Verander(proces)management (effecten van eigen opdracht bij alle stakeholders managen) Stijlflexibiliteit, context gerelateerd (verhouding: inhoud, proces, afstemming)

Appendix C – personal responsibility questionnaire

Article.	Original from article.	Original personal responsibility scale.	Personal responsibility scale in this thesis.
The vocational locus of control scale: questionnaire (Fournier & Jeanrie, 2003)	Making choices doesn't get you anywhere because others decide for you anyway.	Making choices doesn't get <i>me</i> anywhere because others decide for <i>me</i> anyway.	Making choices doesn't get me anywhere because others decide for me anyway.
	Fate or luck couldn't possibly play an important role in decision making.	<i>Chance</i> or luck <i>does not usually</i> play an important role in <i>outcomes</i> .	Chance or luck does not usually play an important role in outcomes.
	You alone are responsible for your future	<i>I am mainly</i> responsible for <i>my</i> future	I am mainly responsible for my future
	To succeed at school. All you have to do is hard work	To succeed at school, <i>I believe you have to</i> work hard.	-
	If you try hard enough. There's always a way to reach your career goals.	<i>I believe</i> if you try hard enough, There's <i>usually</i> always a way to reach your <i>goals</i> .	I believe if you try hard enough, There's usually always a way to reach your goals.
	Having a job is a matter of luck and not choice.	<i>Doing well in school</i> is a matter of luck and not choice.	<i>Doing well at work</i> is a matter of luck and not choice.
	You alone are responsible for your success in school.	<i>I am mainly</i> responsible for <i>my</i> success in school.	I am mainly responsible for <i>my</i> success <i>at work</i> .
The internal versus external control of reinforcement scale (rotter, 1966)	There is a direct connection between how hard I study and the grades I get.	There <i>usually</i> a connection between how hard I study and the grades I get.	-
	Many times I feel that I	Many times I feel that I	Many times I feel that I

	have little influence over the things that happen to me.	have little influence over the things that happen to me.	have little influence over the things that happen to me.
	When I make plans, I am almost certain that I can make them work.	When I make plans, I am almost certain that I can make them work.	When I make plans, I am almost certain that I can make them work.
	Many of the unhappy things in people's lives are partly due to bad luck.	Many of the unhappy things <i>that occur</i> in people's lives are partly due to bad luck.	Many of the unhappy things that occur in people's lives are partly due to bad luck.
	One should always be willing to admit mistakes	<i>I am usually</i> willing to admit <i>my</i> mistakes	I am usually willing to admit my mistakes
	It is impossible for me to believe that chance or luck plays an important role in my life	It is impossible for me to believe that chance or luck plays an important role in my life	It is impossible for me to believe that chance or luck plays an important role in my life
	People's misfortunes result from the mistakes they make.	People's misfortunes result from the mistakes they make.	People's misfortunes result from the mistakes they make.
	It is usually best to cover up one's mistakes.	<i>I believe</i> it is usually best to cover up <i>my</i> mistakes.	I believe it is usually best to cover up my mistakes.
	Many times we might just as well decide what to do by flipping a coin.	Many times I might just as well decide what to do by flipping a coin.	Many times I might just as well decide what to do by flipping a coin.
	Sometimes I can't understand how teachers arrive at the grades they give.	Sometimes I can't understand how teachers arrive at the grades they give.	-
	Becoming a success is a matter of hard work, luck has little or nothing to do with it.	Becoming a success is a matter of hard <i>work</i> .	Becoming a success is a matter of hard work.
	It is not always wise to	<i>I don't</i> plan too far	I don't plan too far

	plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.	ahead because many things turn out to be a matter of good or bad <i>luck</i> anyhow.	ahead because many things turn out to be a matter of good or bad luck anyhow.
	Sometimes I feel that I don't have enough control over the direction my life is taking.	Sometimes I <i>feel</i> I don't have enough control over the direction my life is taking.	Sometimes I feel I don't have enough control over the direction my life is taking.
	What happens to me is my own doing.	What happens to me is mainly my own doing.	What happens to me is mainly my own doing.
	In my case getting what I want has little or nothing to do with luck.	In my case getting what I want has little or nothing to do with luck.	In my case getting what I want has little or nothing to do with luck.
The generalized self-efficacy Scale (schwarzer & Jerusalem, 1995)	I can always manage to solve difficult problems if I try hard enough.	I can always manage to solve difficult problems if I try hard enough.	-
	It is easy for me to stick to my aims and accomplish my goals.	It is easy for me to stick to my aims and accomplish my goals.	-
	I can solve most problems if I invest the necessary effort.	I can solve most problems if I invest the necessary effort.	-
The Emotional intelligence scale (schutte et al., 1998)	I use good moods to help myself keep trying in the face of obstacles.	I use good moods to help myself keep trying in the face of obstacles.	-
	I expect that I will do well on most things I try.	I expect that I will do well on most things I try.	- -
	I am aware of my emotions as I experience them.	I am aware of my emotions as I experience them.	-

	I have control over my emotions.	I have control over my emotions.	-
	I know why my emotions change.	I know why my emotions change.	-
The proactive coping scale (greenglass et al., 1999)	When I experience a problem, I take the initiative in resolving it.	When I experience a problem, <i>I actively seek to resolve it.</i>	-
	After attaining a goals, I look for another, more challenging one.	After <i>reaching</i> a goal, I look for another, more challenging one.	-
The self-regulation scale (schwarzer et al., 1999)	If an activity arouses my feelings too much, I can calm myself down so that I can continue with the activity soon.	If an activity <i>makes me feel stressed</i> , I can calm myself down so that I can continue with <i>the activity</i> .	-
	I stay focused on my goal and don't allow anything to distract me from my plan of action	I <i>usually</i> stay focused on my goal and don't allow anything to distract me from my plan of action	-
	I have a whole bunch of thoughts and feelings that interfere with my ability to work in a focused way.	I have a whole bunch of thoughts and feelings that <i>often distract me from what I am trying to do.</i>	-
	It is difficult for me to suppress thoughts that interfere with what I need to do.	It is <i>often</i> difficult for me to <i>stop</i> thoughts that interfere with what I need to do.	-
The social responsibility scale (nedwek et al., 1998)	I really care about how my actions might affect others.	I really care about how my actions might affect others.	-
	I have responsibility to	I have responsibility to	-

	make the world a better place.	make the world a better place.	
	If I want to risk getting in trouble, that is my business and nobody else's.	If I want to risk getting in trouble, that is my business and nobody else's.	-
	I don't owe the world anything.	I don't owe the world anything.	-
The control – individual protective factors index (Phillips & Springer, 1992)	I am responsible for what happens to me.	I am responsible for what happens to me.	-
	It is important to think before you act.	It is important to think before you act.	-
	Other people decide what happens to me.	Other people decide what happens to me.	-
	If I study hard, I will get better grades.	If I study hard, I will get better grades.	-
	If I feel like it, I hit people.	If I feel like it, I hit people.	-
	When I am mad, I yell at people.	When I am mad, I yell at people.	-
	I do whatever I feel like doing.	I do whatever I feel like doing.	-
	To make a good decision it is important to think.	To make a good decision it is important to think <i>it through first</i> .	-
	I do things without giving them enough thought.	I <i>often</i> do things without giving them enough thought.	-
The restraint-weinberger adjustment	People who get me angry better watch out.	People who make me angry <i>had</i> better watch out.	-

inventory (Feldman & Weinberger, 1994)			
	Before I do something, I think about how it will affect the people around me	Before I do something, I think about how it will affect the people around me	-
	I try very hard not to hurt other people's feelings	I try very hard not to hurt other people's feelings	-
	People can depend on me to do what I know I should.	People can depend on me to do <i>the right thing most of the time.</i>	-
	I do things that are really not fair to people I don't care about.	I <i>often</i> do things that are really not fair to people I don't care about.	-
	I lose my temper and 'let people have it' when I'm angry.	<i>When I'm angry</i> , I lose my temper and 'let people have it'	-
	I become 'wild and crazy' and do things other people might not like.	I <i>sometimes</i> become 'wild and crazy' and do things other people might not like.	-
	I pick on people I don't like.	I <i>sometimes</i> pick on people I don't like.	-
	I think about other people's feelings before I do something they might not like.	I think about other people's feelings before I do something they might not like.	-
	I stop and think things through before I act.	I stop and think things through before I act.	-
	I make sure that doing what I want will not cause problems for	I make sure that doing what I want will not cause problems for	-

	other people.	other people.	
	I will cheat on something if I know no one will find out.	<i>I would</i> cheat on an <i>exam</i> if I knew no one <i>would</i> find out.	-
	Before I do something, I think about how it will affect the people around me.	<i>I think</i> about how <i>my behavior</i> will <i>impact on other people</i> .	-
	I say the first thing that comes into my mind without thinking enough about it.	<i>I often</i> say the first thing that comes into my mind without <i>really</i> thinking about it.	-
The Children's Hopelessness measure (kazdin et al., 1986)	I don't think I will get what really want.	<i>I sometimes think I won't</i> get what I really want	-
	It might as well give up because I can't make things better for myself.	It might as well give up because I can't make things better for myself.	-

Appendix D – deleted questions from emotional intelligence scale

Deleted question	reason
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	Has overlap with: I use good moods to help myself keep trying in the face of obstacles.
I find it hard to understand the non-verbal messages of other people.	Has overlap with: It is difficult for me to understand why people feel the way they do.
Emotions are one of the things that make my life worth living.	Vague question.
I expect good things to happen.	Vague and too general.
When I experience a positive emotion, I know how to make it last.	Has overlap with: I have control over my emotions. Because when you have control over your emotions, you know how to make it last.
I arrange events others enjoy	Has overlap with: I help other people feel better when they are down. These questions are about helping and caring for other.
I am aware of the non-verbal messages I send to others.	Has overlap with: I present myself in a way that makes a good impression on others
When I am in a positive mood, solving problems is easy for me	Has overlap with: When my mood changes, I see new possibilities
By looking at their facial expressions, I recognize the emotions people are experiencing	Has overlap with: I am aware of the non-verbal messages other people send
I know why my emotions change	Has overlap with: I am aware of my emotions as I experience them
When I am in a positive mood, I am able to come up with new ideas	Has overlap with: When my mood changes, I see new

	possibilities
I easily recognize my emotions as I experience them	Has overlap with: I am aware of my emotions as I experience them
When I feel a change in emotions, I tend to come up with new ideas	Has overlap with: When my mood changes, I see new possibilities
When I am faced with a challenge, I give up because I believe I will fail*	Has overlap with: When I am faced with obstacles, I remember times I faced similar obstacles and overcame them. And
I know what other people are feeling just by looking at them	Has overlap with: I use good moods to help myself keep trying in the face of obstacles
I can tell how people are feeling by listening to the tone of their voice	Has overlap with: It is difficult for me to understand why people feel the way they do

Appendix E

insight

Grant, A. M., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality*, 30, 821–836.

1. I am usually aware of my thoughts.

strongly disagree 0 0 0 0 0 strongly agree

2. I'm often confused about the way that I really feel about things.

strongly disagree 0 0 0 0 0 strongly agree

3. I usually have a very clear idea about why I've behaved in a certain way.

strongly disagree 0 0 0 0 0 strongly agree

4. I'm often aware that I'm having a feeling, but I often don't quite know what it is.

strongly disagree 0 0 0 0 0 strongly agree

5. My behavior often puzzles me.

strongly disagree 0 0 0 0 0 strongly agree

6. Thinking about my thoughts makes me more confused.

strongly disagree 0 0 0 0 0 strongly agree

7. Often I find it difficult to make sense of the way I feel about things.

strongly disagree 0 0 0 0 0 strongly agree

8. I usually know why I feel the way I do.

strongly disagree 0 0 0 0 0 strongly agree

Self- awareness

Govern, J.M., Marsch L.A., (2001). Development and Validation of the Situational Self-Awareness Scale. *Consciousness and Cognition*, 10, 366–378.

8. Right now, I am keenly aware of everything in my environment.

strongly disagree 0 0 0 0 0 strongly agree

9. Right now, I am conscious of my inner feelings.

strongly disagree 0 0 0 0 0 strongly agree

10. Right now, I am concerned about the way I Public present myself.

strongly disagree 0 0 0 0 0 strongly agree

11. Right now, I am self-conscious about the way I Public look.

strongly disagree 0 0 0 0 0 strongly agree

12. Right now, I am conscious of what is going on Surroundings around me.

strongly disagree 0 0 0 0 0 strongly agree

13. Right now, I am reflective about my life.

strongly disagree 0 0 0 0 0 strongly agree

14. Right now, I am concerned about what other Public people think of me.

strongly disagree 0 0 0 0 0 strongly agree

15. Right now, I am aware of my innermost Private thoughts.

strongly disagree 0 0 0 0 0 strongly agree

16. Right now, I am conscious of all objects around Surroundings me.

strongly disagree 0 0 0 0 0 strongly agree

Self-reflection

Grant, A. M., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality*, 30, 821–836.

17. I don't often think about my thoughts.

strongly disagree 0 0 0 0 0 strongly agree

18. I rarely spend time in self-reflection.

strongly disagree 0 0 0 0 0 strongly agree

19. I frequently examine my feelings.

strongly disagree 0 0 0 0 0 strongly agree

20. I don't really think about why I behave in the way that I do.

strongly disagree 0 0 0 0 0 strongly agree

21. I frequently take time to reflect on my thoughts.

strongly disagree 0 0 0 0 0 strongly agree

22. I often think about the way I feel about things.

strongly disagree 0 0 0 0 0 strongly agree

23. I am not really interested in analyzing my behavior.

strongly disagree 0 0 0 0 0 strongly agree

24. It is important for me to evaluate the things that I do.

strongly disagree 0 0 0 0 0 strongly agree

25. I am very interested in examining what I think about.

strongly disagree 0 0 0 0 0 strongly agree

26. It is important to me to try to understand what my feelings mean.

strongly disagree 0 0 0 0 0 strongly agree

27. I have a definite need to understand the way that my mind works.

strongly disagree 0 0 0 0 0 strongly agree

28. It is important to me to be able to understand how my thoughts arise.

strongly disagree 0 0 0 0 0 strongly agree

Self-regulation

Luszczynska, A, Diehl, M, Gutiérrez-Doña, B., Kuusinen, P., Schwarzer, R., (2004). Measuring one component of dispositional self-regulation: attention control in goal pursuit. *Personality and Individual Differences*, Vol.37(3), pp.555-566

29. I can concentrate on one activity for a long time, if necessary.

strongly disagree 0 0 0 0 0 strongly agree

30. If I am distracted from an activity, I don't have any problem coming back to the topic quickly.

strongly disagree 0 0 0 0 0 strongly agree

31. If an activity arouses my feelings too much, I can calm myself down so that I can continue with the activity.

strongly disagree 0 0 0 0 0 strongly agree

32. If an activity requires a problem-oriented attitude, I can control my feelings.

strongly disagree 0 0 0 0 0 strongly agree

33. I can control my thoughts from distracting me from the task at hand.

strongly disagree 0 0 0 0 0 strongly agree

34. After an interruption, I don't have any problem resuming my concentrated style of working.

strongly disagree 0 0 0 0 0 strongly agree

35. I stay focused on my goal and don't allow anything to distract me from my plan of action.

strongly disagree 0 0 0 0 0 strongly agree

Emotional intelligence

36. I know when to speak about my personal problems to others

strongly disagree 0 0 0 0 0 strongly agree

37. I expect that I will do well on most things I try

strongly disagree 0 0 0 0 0 strongly agree

38. Other people find it easy to confide in me

strongly disagree 0 0 0 0 0 strongly agree

39. Some of the major events of my life have led me to re-evaluate what is important and not important

strongly disagree 0 0 0 0 0 strongly agree

40. When my mood changes, I see new possibilities

strongly disagree 0 0 0 0 0 strongly agree

41. I am aware of my emotions as I experience them

strongly disagree 0 0 0 0 0 strongly agree

42. I like to share my emotions with others

strongly disagree 0 0 0 0 0 strongly agree

43. I seek out activities that make me happy

strongly disagree 0 0 0 0 0 strongly agree

44. I present myself in a way that makes a good impression on others

strongly disagree 0 0 0 0 0 strongly agree

45. I have control over my emotions

strongly disagree 0 0 0 0 0 strongly agree

46. I motivate myself by imagining a good outcome to tasks I take on

strongly disagree 0 0 0 0 0 strongly agree

47. I compliment others when they have done something well

strongly disagree 0 0 0 0 0 strongly agree

48. I am aware of the non-verbal messages other people send

strongly disagree 0 0 0 0 0 strongly agree

49. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself

strongly disagree 0 0 0 0 0 strongly agree

50. I help other people feel better when they are down

strongly disagree 0 0 0 0 0 strongly agree

51. I use good moods to help myself keep trying in the face of obstacles

strongly disagree 0 0 0 0 0 strongly agree

52. It is difficult for me to understand why people feel the way they do*

strongly disagree 0 0 0 0 0 strongly agree

Fluid Intelligence

53. I'm considered exceptionally or unusually intelligent

strongly disagree 0 0 0 0 0 strongly agree

54. I'm considered a very 'brainy,' scholarly person

strongly disagree 0 0 0 0 0 strongly agree

55. I'm considered extremely 'gifted' or talented at academic things.

strongly disagree 0 0 0 0 0 strongly agree

56. my school grades have usually been near th top of every class.

strongly disagree 0 0 0 0 0 strongly agree

Ambition

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 9, 1087-1101.

57. I aim to be the best in the world at what I do.

strongly disagree 0 0 0 0 0 strongly agree

58. I am ambitious

strongly disagree 0 0 0 0 0 strongly agree

59. Achieving something of lasting importance is the highest goal in life.

strongly disagree 0 0 0 0 0 strongly agree

60. I think achievement is overrated.
strongly disagree 0 0 0 0 0 strongly agree

61. I am driven to succeed.
strongly disagree 0 0 0 0 0 strongly agree

Personal responsibility

62. making choices doesn't get me anywhere because others decide for me anyway.
strongly disagree 0 0 0 0 0 strongly agree

63. chance or luck does not usually play an important role in outcomes.
strongly disagree 0 0 0 0 0 strongly agree

64. I am mainly responsible for my future.
strongly disagree 0 0 0 0 0 strongly agree

65. I believe if you try hard enough, there's usually a way to reach your goals.
strongly disagree 0 0 0 0 0 strongly agree

66. Doing well at work is a matter of luck and not choice.
strongly disagree 0 0 0 0 0 strongly agree

67. I am mainly responsible for my success at work.
strongly disagree 0 0 0 0 0 strongly agree

68. Many times I feel that I have little influence over the things that happen to me.
strongly disagree 0 0 0 0 0 strongly agree

69. When I make plans, I am almost certain that I can make them work.
strongly disagree 0 0 0 0 0 strongly agree

70. many of the unhappy things that occur in people's lives are partly due to bad luck.
strongly disagree 0 0 0 0 0 strongly agree

71. I am usually willing to admit my mistakes.
strongly disagree 0 0 0 0 0 strongly agree

72. It is impossible for me to believe that chance or luck plays an important role in my life.
strongly disagree 0 0 0 0 0 strongly agree

73. people's misfortunes often result from the mistakes they make.

strongly disagree 0 0 0 0 0 strongly agree

74. I believe it is usually best to cover up my mistakes.

strongly disagree 0 0 0 0 0 strongly agree

75. many times I might just as well decide what to do by flipping a coin.

strongly disagree 0 0 0 0 0 strongly agree

76. becoming a success is a matter of hard work.

strongly disagree 0 0 0 0 0 strongly agree

77. I don't plan too far ahead because many things turn out to be a matter of good or bad luck anyhow.

strongly disagree 0 0 0 0 0 strongly agree

78. sometimes I feel I don't have enough control over the direction my life is taking.

strongly disagree 0 0 0 0 0 strongly agree

79. what happens to me is mainly my own doing.

strongly disagree 0 0 0 0 0 strongly agree

80. In my case getting what I want has little or nothing to do with luck.

strongly disagree 0 0 0 0 0 strongly agree

Acceptance of feedback

81. My coworkers are generally familiar with my performance on the job.

strongly disagree 0 0 0 0 0 strongly agree

82. In general, I respect my coworkers' opinions about my job performance.

strongly disagree 0 0 0 0 0 strongly agree

83. With respect to job performance feedback, I usually do not trust my coworkers.

strongly disagree 0 0 0 0 0 strongly agree

84. My coworkers are fair when evaluating my job performance.

strongly disagree 0 0 0 0 0 strongly agree

85. I have confidence in the feedback my coworkers give me.

strongly disagree 0 0 0 0 0 strongly agree

86. My coworkers give me useful feedback about my job performance.

strongly disagree 0 0 0 0 0 strongly agree

87. The performance feedback I receive from my coworkers is helpful.

strongly disagree 0 0 0 0 0 strongly agree

88. I value the feedback I receive from my coworkers.

strongly disagree 0 0 0 0 0 strongly agree

89. The feedback I receive from my coworkers helps me do my job.

strongly disagree 0 0 0 0 0 strongly agree

90. The performance information I receive from my coworkers is generally not very meaningful.

strongly disagree 0 0 0 0 0 strongly agree

91. My coworkers are supportive when giving me feedback about my job performance.

strongly disagree 0 0 0 0 0 strongly agree

92. When my coworkers give me performance feedback, they are usually considerate of my feelings.

strongly disagree 0 0 0 0 0 strongly agree

93. My coworkers generally provide feedback in a thoughtless manner.

strongly disagree 0 0 0 0 0 strongly agree

94. In general, my coworkers do not treat people very well when providing performance feedback.

strongly disagree 0 0 0 0 0 strongly agree

95. In general, my coworkers are tactful when giving me performance feedback.

strongly disagree 0 0 0 0 0 strongly agree

96. My coworkers are often annoyed when I directly ask them for performance feedback.

strongly disagree 0 0 0 0 0 strongly agree

97. When I ask for performance feedback, my coworkers generally do not give me the information right away.

strongly disagree 0 0 0 0 0 strongly agree

98. I feel comfortable asking my coworkers for feedback about my work performance.

strongly disagree 0 0 0 0 0 strongly agree

99. My coworkers encourage me to ask for feedback whenever I am uncertain about my job performance.

strongly disagree 0 0 0 0 0 strongly agree

Life satisfaction

Diener, E., Emmons, R.A., and Larsen, R.J., (1985) The Satisfaction With Life Scale ; Griffin, S *Journal of personality assessment*, Vol.49(1), pp.71-5

100. In most ways my life is close to my ideal.

strongly disagree 0 0 0 0 0 strongly agree

101. The conditions of my life are excellent.

strongly disagree 0 0 0 0 0 strongly agree

102. I am satisfied with life.

strongly disagree 0 0 0 0 0 strongly agree

103. So far I have gotten the important things I want in life.

strongly disagree 0 0 0 0 0 strongly agree

104. If I could live my life over, I would change almost nothing

strongly disagree 0 0 0 0 0 strongly agree

Job satisfaction

Spector P.,E., (1985). Job satisfaction survey. *American Journal of Community Psychology*, Vol 13, No. 6.

105. There are some conditions concerning my job that could be improved.

strongly disagree 0 0 0 0 0 strongly agree

106. My job is like a hobby to me.

strongly disagree 0 0 0 0 0 strongly agree

107. My job is usually interesting enough to keep me from getting bored.

strongly disagree 0 0 0 0 0 strongly agree

108. It seems that my friends are more interested in their jobs.

strongly disagree 0 0 0 0 0 strongly agree

109. I consider my job rather unpleasant.

strongly disagree 0 0 0 0 0 strongly agree

110. I enjoy my work more than my leisure time.						
strongly disagree	0	0	0	0	0	strongly agree
111. I am often bored with my job.						
strongly disagree	0	0	0	0	0	strongly agree
112. I feel fairly well satisfied with my present job.						
strongly disagree	0	0	0	0	0	strongly agree
113. Most of the time I have to force myself to go to work.						
strongly disagree	0	0	0	0	0	strongly agree
114. I am satisfied with my job for the time being.						
strongly disagree	0	0	0	0	0	strongly agree
115. I feel that my job is no more interesting than others I could get.						
strongly disagree	0	0	0	0	0	strongly agree
116. I definitely dislike my work.						
strongly disagree	0	0	0	0	0	strongly agree
117. I feel that I am happier in my work than most other people.						
strongly disagree	0	0	0	0	0	strongly agree
118. Most days I am enthusiastic about my work.						
strongly disagree	0	0	0	0	0	strongly agree
119. Each day of work seems like it will never end.						
strongly disagree	0	0	0	0	0	strongly agree
120. I like my job better than the average worker does.						
strongly disagree	0	0	0	0	0	strongly agree
121. My job is pretty uninteresting.						
strongly disagree	0	0	0	0	0	strongly agree
122. I find real enjoyment in my work.						
strongly disagree	0	0	0	0	0	strongly agree
123. I am disappointed that I ever took this job.						
strongly disagree	0	0	0	0	0	strongly agree