



# Identifying the contextualized personality structure of leaders: A lexical approach



## Master Thesis

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# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

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### **Abstract**

Prior researchers have suggested that the development of contextualized personality models can substantially contribute to personality literature, research, and practices since commonly used personality models might not be ideal to assess the personality of specific people in certain roles. The current study examined the contextualized personality structure of leaders specifically using a lexical approach. In order to answer the research question “What does the new contextualized personality factor structure for leaders look like, using a lexical approach?” participants ( $n = 54$ ) filled in a comprehensive online self-rating questionnaire containing 418 personality-descriptive adjectives. A principal component analysis of the data resulted in the identification of a five-factor solution to the contextualized personality structure of leaders, labelled as follows: Destructive, Powerful/Proactive, Human-orientated, Instrumental/Rational, and Organized. The five-factor structure was comprised with 251 adjectives most frequently used by leaders with diverse backgrounds to describe leaders’ personality. The new personality assessment scales demonstrated satisfactory reliability, was able to explain important variance in leader personality, and was to a fairly high degree distinguishable from commonly used personality models. Taken together, the results suggest that the contextualized personality model is an appropriate measurement tool for leaders’ personality that can help to elaborate on both personality and leadership knowledge. Several theoretical and practical implications, limitations, and directions for future research are addressed.

*Keywords: Personality, Leadership, Lexical, Contextualization*

## Introduction

It has been argued that leadership is potentially the most critical factor in reaching organizational success (Madanchian, Hussein, Noordin, & Taherdoost, 2017; Zaccaro, Rittman, & Marks, 2001). Leaders can provoke positive outcomes and aid organizational success by influencing subordinates and stakeholders in specific ways (Madanchian et al., 2017). Precisely assessing leadership is crucial to understand the role of leaders in reaching organizational success, and therefore important for theoretical and practical purposes. One of the most popular ways to assess leadership is through the personality trait approach which serves as the foundation of many early leadership studies (Stogdill, 1974). Personality traits are defined as relative consistent and enduring sets of behaviors across different situations (Zaccaro, 2007). Most studies that have adopted the trait approach in leadership research relied primarily on general personality models that are developed to characterize a broad range of individuals. However, there are empirical indications that personality differs across situations and social roles (Donahue, Robins, Roberts, & John, 1993; Dunlop, 2015). These findings connote that the personality of leaders potentially differs from the personality of normal individuals which limits current leadership personality research.

In early attempts to characterize leaders using the trait approach, researchers focused mainly on what personality traits were most suitable to describe effective leaders. Here, traits such as friendliness, conscientiousness, and emotional balanced were mentioned as effective (Bentz, 1990; Stogdill, 1974). Nowadays, researchers use mostly existing clusters of personality traits that are reflected in broader dimensions; especially models like the Five-Factor (or Big-Five) model (Digman, 1990; Goldberg, 1990) or the HEXACO model (Ashton & Lee, 2001) are frequently used to characterize individuals. The Five-Factor model consists of five basic personality dimensions: Conscientiousness, Extraversion, Openness to Experience, Agreeableness, and Emotional Stability (Goldberg, 1990). Compared to its predecessor, the Big-Five model, the dimensions of the HEXACO model is becoming more and more popular to describe personality since it is able to explain more variance in personality than the predominant Five-Factor model (Ashton & Lee, 2008; Ashton, Lee, & De Vries, 2014). The HEXACO model consist of: Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O). Nevertheless, in regard to leadership specifically, much of what is known about personality and leadership is still based on the dimensions of the Five-Factor model (Hogan & Kaiser, 2005; Judge, Klinger, Simon, & Yang, 2008). These existing personality models (i.e., HEXACO and Five-Factor model) are essentially developed to capture personality of individuals in general but fails to capture the variability of individuals' personality in specific roles, that is, contextualized personality (Dunlop, 2015). The contextualized approach considers the fact that one's personality is not always stable across different social roles or contexts, or situations (Donahue et al., 1993; Dunlop, 2015). Hence, using broad models for characterizing leaders solely may not be suitable since the extant models, such as the Big-Five or HEXACO, do not take in consideration

that the personality of individuals in a leadership position might differ from the personality of ‘regular’ individuals.

Most studies with the purpose to identify personality factors used a lexical approach. The lexical approach argues that significant individual differences are embodied in the common spoken and written language (Ashton & Lee, 2005). This essentially means that all relevant words to describe personality are expected to be contained in language, and thus practically in the dictionary of that language (Livaniene & De Raad, 2017). The lexical approach uses a full list of relevant personality descriptive words which is then administered to participants in a language community. Thereafter, participants are asked to provide self-ratings on how accurate the words describe their personality in order to arrive at the most important descriptors of personality. Eventually, the lexical approach allows researchers to arrive at understandable names or definitions for a cluster of similar personality descriptive words (i.e., a personality dimension) (De Raad et al., 2010). However, the lexical approach has not been used yet to specifically explore the personality structure of leaders resulting in a contextualized instrument which can aid to more accurately capture the personality of leaders.

The current study uses a contextualized, lexical approach which allows for a more precise and applicable determination of the factor structure of leaders specifically. In this regard, the study sought to determine whether a similar set of personality dimensions emerges for leaders specifically or only a subset of existing personality dimensions. The present study contributes to the leadership and personality literature in two ways. First, the results allows for the identification the contextualized factor structure of leaders which helps to better understand personality (Dunlop, 2015). Specifically, the explorative study applies an exhaustive lexical strategy and a contextualized approach to unravel the personality structure of leaders which can be used in future research to better understand leadership as suggested by Judge et al. (2008). Secondly, this study sought to determine how the factor structure overlaps and distinguishes itself from existing personality models. This will provide new insights regarding the differences between contextualized personality models and broad personality models that are most frequently used for characterizing leaders. As such, the present study sought to determine whether a contextualized personality factor solution for leaders’ personality is a valuable addition to the current leadership knowledge. To do so, the following research question guided the current study: *What does the new contextualized personality factor structure for leaders look like, using a lexical approach?*

## **Theoretical framework**

### **Leadership effectiveness**

Throughout the years, many different perspectives emerged regarding the concept of leadership due to the complexity of the construct (Antonakis & Day, 2017). This complexity has caused the emergence of many leadership definitions (e.g., Bass, 1990; Paglis, 2010; Yukl, Gordon, & Taber, 2002). Hence, in existing academic leadership literature, no universal definition of the concept is provided as most scholars examine the subject from their own perspective. However, academics did reach a consensus about the foundation of leadership, i.e., some process of guiding and influencing followers (Vroom & Jago, 2007). A definition that is widely used by many scholars is the definition from De Jong and Den Hartog (2007) or Hogan and Kaiser (2005), who define leadership as a process of influencing groups of people in order to pursue and achieve common goals. Overall, leadership is a widely investigated construct and can take on various forms with distinctive behaviours, styles, and personality traits (De Jong & Den Hartog, 2007).

Leadership effectiveness refers to the actual performance of a leader to motivate, mobilize, guide, and influence groups of people (i.e., followers) towards achieving unified goals (Edelman & van Knippenberg, 2018; Judge, Bono, Ilies, & Gerhardt, 2002). According to Hogan, Curphy, and Hogan (1994), effective leadership concerns the objective standards by which leaders should be judged. In other words, it refers to the leaders' positive impact on the measurable organizational goals, such as profit, quality, and efficiency (Sudha, Shahnawaz, & Farhat, 2016). The assessment of effective leadership essentially depends on how well a leader is capable to influence followers and achieve goals (Yukl, 2012). To characterize effective leaders, many leadership studies took a personality trait-approach, which holds that some traits such as extraversion or intelligence are related to effective leadership (Judge et al., 2002; Judge, Piccolo, & Kosalka, 2009).

### **The personality approach in leadership**

Personality is an important and much studied construct that has been associated with (effective) leadership (Bentz, 1990; Hogan, Curphy, & Hogan, 1994; Judge et al., 2002; Stogdill, 1974). Personality is described as a consistent way of behaving in certain situations (Lord, De Vader, & Alliger, 1986) and connotes common and distinctive behaviors, thoughts, and feelings that remain fairly stable over time (Andersen, 2006; John, Angleitner, & Ostendorf, 1988). According to Ones, Viswevaran, and Dilchert (2005), personality refers to a broad range of subjective attributes that can distinguish individuals and predict their tendencies to think, act, and behave in certain ways. The stable and enduring factor of personality enables the characterization, definition, and prediction of distinctive patterns of behavior that leaders exhibit and how they adapt to the environment and various situations (Andersen, 2006; Parks & Guay, 2009). Hence, the stable nature and consistency of personality characteristics are manifested in predictable behaviors of individuals across situations and settings. In a more recent study

conducted by Marcus and Roy (2019), personality is found to be a good predictor of various enduring social behaviors, work-related behaviors, and environmental behaviors.

As early as the emergence of the ‘great man theory’ (Carlyle, 1841), which states that leaders possess unique personality attributes such as courage and inspiration, researchers continued attempting to characterize extraordinary leaders using personality traits (Parr, Lanza, & Bernthal, 2016). In this line of research, personality is often assessed with specific traits such as openness, honesty, or agreeableness. Nowadays, fixed aspects of personality that stem from broad personality models are commonly linked to leaders’ effectiveness. For example, Judge et al. (2002) state that personality is an indicator of effective and ineffective leadership. Hence, a personality approach can aid to differentiate individuals and predict whether leaders are effective or not (Hogan et al., 1994; Judge et al., 2002; Parr et al., 2016). The Five-Factor model (i.e., Big-Five model) (Digman, 1990), the HEXACO model (Ashton & Lee, 2001), and dark traits (Paulhus & Williams, 2002) are considered to be the most prominent models used to assess personality (Nai & Martínez i Coma, 2019; Parks-Leduc, Feldman, & Bardi, 2015).

### *The Five-Factor model*

Today, much of what is known about personality and leadership is based on the desirable traits of the Five-Factor model (Hogan & Kaiser, 2005; Judge et al., 2008). The Five-Factor model consist of five basic personality dimensions: Conscientiousness (e.g., disciplined, efficient, organized), Extraversion (e.g., active, energetic, charisma, optimistic), Openness to Experience (e.g., intellectually curious, creative, imaginary, and creating new experiences), Agreeableness (e.g., cooperative, altruistic, conflict avoidance, and tolerance), and Emotional Stability (e.g., calm, detachment, low emotional jealousy, distress, and anxiety) (Costa Jr & McCrae, 2008; Goldberg, 1990; Judge et al., 2009). A description of the Big-Five dimensions is provided in Table 1.

In a meta-analysis conducted by Judge et al. (2002), the dimensions of the Five-Factor model were found positively correlated with leadership. In their study, leadership was referred to as leadership emergence (whether an individual is perceived a leader by others) and leadership effectiveness (actual performance as a leader). Here, a positive relation was found between leadership and Extraversion ( $r = .22$ ), Conscientiousness ( $r = .20$ ), Emotional stability (counterpart of Neuroticism) ( $r = .17$ ), Openness ( $r = .16$ ), and Agreeableness ( $r = .06$ ). Leaders in general tend to score high on Openness, Conscientiousness, Extraversion, and Emotional Stability (Judge et al., 2002). Regarding leadership effectiveness, Judge et al. (2002) showed that all five dimensions of the Five-Factor model combined accounted for 39% of the variance in leaders’ effectiveness. Furthermore, the meta-analytic findings suggest that Extraversion and Openness are significant and consistent predictors and together explain most of the variance in leadership effectiveness. Extraversion in this study was labelled most import since it is inherent to being sociable and dominant which are considered to be important aspects of effective leaders (Judge et al., 2002).

**Table 1.** Five-Factor model descriptions and markers (Goldberg, 1992).

Dimension	Description	Descriptors (among others): The extent an individual is...
Conscientiousness	Refers to the extent an individual is organized, persistent, and motivated to pursue goals accomplishment (Costa Jr & McCrae, 2008; Zhao & Seibert, 2006). Moreover, these individuals are polite, make deliberate decisions, and have eye for details (Judge et al., 2009). As such, Conscientiousness is often linked to the ability to work hard and is an indicator of job performance in general (Barrick, Mount, & Judge, 2001).	...organized, neat, careful, steady, and efficient ( <i>vs. impractical, inefficient, unsystematic, careless, and sloppy</i> )
Extraversion	Refers to talkative, energetic, active, sociable, and optimistic individuals (Costa Jr & McCrae, 2008). Extraverted individuals often express and experience positive emotions, such as energy and enthusiasm, that translate to higher levels of job satisfaction and well-being (Judge et al., 2002; Judge et al., 2009). They feel comfortable in large groups and are often seeking for stimulation and excitement (Zhao & Seibert, 2006).	...assertive, active, talkative, energetic, ambitious, daring, and unrestrained ( <i>vs. shy, reserved, bashful, inhibited, quiet, and withdrawn</i> )
Openness to Experience	Refers to individuals that are naturally and intellectually curious and have the urge to seek new experiences and explore new ideas (Zhao & Seibert, 2006). Openness to Experience is often linked to creativity, a vivid imagination, and the tendency to think different (Judge et al., 2009).	...creative, intellectual, imaginative, and bright ( <i>vs. simple, unreflective, unimaginative, and shallow</i> )
Agreeableness	Refers to individuals' personal orientation. An individual with high levels of Agreeableness can be characterized as trusting, compliant, altruistic, and caring (Judge et al., 2002; Zhao & Seibert, 2006). Moreover, it refers to cooperative values and the capability to build positive and strong interpersonal relationships.	...kind, trustful, cooperative, considerate, sympathetic, and pleasant ( <i>vs. cold, demanding, selfish, rude, harsh, and distrustful</i> )
Emotional Stability	Refers to a perception of well-being and job satisfaction (Judge et al., 2002). Individuals that are emotional stable are often characterized as relaxed, calm, and rather consistent in their emotional expressions (Judge et al., 2009). Individuals with higher levels of Emotional Stability seldom experience negative feelings (Judge et al., 2002).	...relaxed, undemanding, unenvious, and unemotional ( <i>vs. anxious, emotional, jealous, nervous, touchy, envious, and insecure</i> )

*Note.* Negative loading personality descriptors are presented in italics.

Agreeableness, Conscientiousness, and Neuroticism (i.e., the counterpart of Emotional Stability) were found insignificant predictors for leadership effectiveness and lack predictive consistency across samples (Judge et al., 2002). Partially in line with these findings, Silverthorne (2001) found that effective leaders can be distinguished from ineffective leaders if they display more Agreeableness, Conscientiousness, Extraversion, and less Neuroticism. Here, Silverthorne (2001) labelled Emotional Stability as most important dimension because of the consistency across various cultures and samples. More recently, meta-analytic findings show that the Five-Factor model explained 22% of the variance



in leadership effectiveness with Extraversion and Conscientiousness explaining the most variance (Derue, Nahrgang, Wellman, & Humphrey, 2011). Contradictory, while Derue et al. (2011) and Judge et al. (2002) labelled Extraversion as the most important predictor for effective leadership; other research found that Extraversion, specifically affiliation (ability to closely bond with others), is negatively related to leadership effectiveness presumable because affiliated leaders are easily distracted and spend too much time socializing (Do & Minbashian, 2014). Similarly, a weak negative relation between Extraversion and leadership effectiveness was also found in a study conducted by Barbuto, Phipps, and Xu (2010) indicating that extraversion might not be the most important dimension to characterize (effective) leadership as prior research suggested. Instead, Barbuto et al. (2010) reported high Conscientiousness as most important predictor of leadership effectiveness because it relates to obliging and conflict avoidance.

To conclude, while the Big-Five is the most prominent model to assess personality, studies which utilize the Big-Five dimensions in order to link personality and leadership effectiveness, report conflicting results, particularly in terms of the most explanatory dimensions and their predictive power.

### *The HEXACO model*

Besides the dominant Five-Factor model, other studies have found support for a six-dimensional personality model referred to as the HEXACO model (Ashton & Lee, 2001; Ashton, Lee, & Goldberg, 2004). The HEXACO model represents variants of the Big Five dimensions, but revealed an additional sixth dimension that repeatedly was obtained from studies in multiple languages (Ashton & Lee, 2001; Ashton et al., 2004). The dimensions of the HEXACO model consist of: Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O).

The HEXACO model is found to be able to predict more variance in personality compared to the Five-Factor model (Ashton & Lee, 2008). This is mainly because the model reveals an additional sixth dimension (Honesty-Humility) which explains additional variance of personality that is not completely represented in the Five-Factor model (Ashton et al., 2014). The validated sixth factor of Honesty-Humility encompasses individual differences focused on the degree to which someone is fair, modest, and sincere versus manipulative, deceitful, greedy, and pretentious (Ashton et al., 2014; Lee & Ashton, 2004). In the Big-Five model, the characteristics of the Humility-Honesty dimension are to a certain degree incorporated into the Agreeableness dimension. However, the Humility-Honesty components Fairness and Greed-Avoidance are not represented by the Big-Five dimensions at all (Lee & Ashton, 2004). Fairness refers to individual tendencies to stay away from fraud and corruption (Lee & Ashton, 2004). Greed-Avoidance assesses the extent to which individuals are uninterested in social status, luxury, and wealth (Lee & Ashton, 2004). The dimensions Extraversion, Conscientiousness, and Openness to Experience are essentially equivalent to their similar named dimensions of the Big Five model. However, the final two dimensions (Emotionality and Agreeableness) are referred to as rotated

variants of Big-Five's Emotional Stability and Agreeableness (Ashton & Lee, 2008). Rotated variants in this case refers to the shifted around content of the dimensions to reach a better model fit and explain variance in personality more accurately (De Vries, De Vries, De Hoogh, & Feij, 2009). Most notably, HEXACO's version of Agreeableness includes the facets Irritability and Temperamentalness where this is a component of Emotional Stability dimension in the Big-Five (Lee & Ashton, 2004). This has led to HEXACO's Agreeableness referring to whether someone is cooperative, lenient, and patient versus irritable, unforgiving, and critical. Furthermore, the Sentimentality facet is part of Big-Five's Agreeableness but a component of Emotionality in the HEXACO model. The latter results in HEXACO's Emotionality referring to individual differences focused on the extent one is empathic, sentimental, and anxious versus detached, independent, and fearless (Lee & Ashton, 2004). A more exhaustive description of the HEXACO dimensions is provided in Table 2.

**Table 2.** HEXACO model description and markers (De Vries, Ashton, & Lee, 2009).

Dimension	Description	Descriptors (among others): The extent an individual is...
Honesty-Humility	Individuals with high levels of Honesty-Humility experience little tendency to manipulate others, break the rules, and do not favor social status or privileges. Individuals who score low on Honest-Humility can be described as materialistic. Moreover, they will not hesitate to place themselves on a pedestal or break the rules if this results in personal gain (De Vries, Ashton, & Lee, 2009).	...sincere, faithful, honest, helpful, and reliable (vs. <i>boastful, conceited, complacent, arrogant, and sly</i> )
Emotionality	High scoring individual have the tendency to be afraid, concerned, or worried if something tends to go wrong. Furthermore, they tend to require more emotional support. However, these individuals also show more compassion for the problems of others. Low scoring individuals are not extremely emotional, will keep their distance, are rather independent in regard to personal relations. Furthermore, they tend to experience stress or anxiety to a lesser amount in critical situations (De Vries et al., 2009).	...stable, self-assured, steady, determined, decisive (vs. <i>unstable, insecure, worried, nervous, anxious, and dependent</i> )
Extraversion	Individuals with high scores on Extraversion feel at ease when they have to speak in front of a large group of people or have to take the lead. Furthermore, they appreciate themselves more, are comfortable in social environments, and seek social interaction regularly. Individuals with a low score on Extraversion are more reserved and do not fancy being the centre of attention. Moreover. They tend to not like social activities to a high extent (De Vries et al., 2009).	...cheerful, merry, open, joyful, optimistic, lively (vs. <i>introverted, uncommunicative, unapproachable, withdrawn, and surly</i> )

**Table 2.** Continued

Dimension	Description	Descriptors (among others): The extent an individual is...
Agreeableness	Individuals with high scores on Agreeableness are more likely to feel the necessity to work together and compromise with others. They also tend to suppress their anger and act mild, patient, and calm towards others. Low scoring individuals are more defensive and are less forgiving to people who did them wrong in the past. Also, they are more rigorous in their assessment of others (De Vries et al., 2009).	...calm, patient, compliant, tactful, and pleasant ( <i>vs. irascible, quick-tempered, hot-headed, aggressive, and stubborn</i> )
Conscientiousness	High scoring individuals are more likely to be organized and are more disciplined. They excel in achieving goals with their goal-orientated approach. Furthermore, high scoring individuals strive for perfection and have the tendency to carefully think before making decisions. Lower scoring individuals are less likely to keep an agenda because they are less organized. They are more impulsive and are less afraid to make mistakes (De Vries et al., 2009).	...careful, orderly, self-disciplined, prompt, thorough, and serious ( <i>vs. nonchalant, lazy, reckless, lax, and careless</i> )
Openness to Experience	Higher levels of Openness to Experience is often linked with an interest in art and nature. Also, individuals are more pulled towards unconventional people or radical ideas and have a rich fantasy. They often prefer a creative profession and are interested in science (De Vries et al., 2009).	...original, critical, creative, inventive, versatile ( <i>vs. shallow, submissive, short-sighted, and uncritical</i> )

*Note.* Negative loading personality descriptors are presented in italics.

In conclusion, especially the added Honesty-Humility dimension in the HEXACO model allows to better understand the different personality variations (Ashton et al., 2014). Hence, using the Big-Five instead of the HEXACO model will lead to a large loss of valuable information of personality variation (Ashton & Lee, 2018). The HEXACO model is since its introduction frequently adopted in personality research. For example, the dimensions of the HEXACO model have recently been studied in relation to topics such as good citizenship (Pruysers, Blais, & Chen, 2019), emotional exhaustion (Yang, Zhou, Wang, Lin, & Luo, 2019), religiousness (Aghababaei, Wasserman, & Nannini, 2014), describing criminal offenders (Međedović, 2017), achievement of goals (Dinger et al., 2015), and even risky driving behavior (Burtăverde, Chraif, Aniței, & Dumitru, 2017). Although many scholars use the HEXACO model to study personality, most studies to date still use the Big-Five model when addressing leadership. Hence, the predominant scientific model to describe (effective) leadership remains the Big-Five.

#### *Dark personality traits*

Leadership research has primarily focused on positive traits of leadership and has been largely neglecting the negative traits (Furtner, Maran, & Rauthmann, 2017; Hogan & Kaiser, 2005; Judge et al.,

2009). For example, higher levels of desirable traits, such as extraversion, connote higher levels of leadership effectiveness (Derue et al., 2011; Judge et al., 2002). This resulted in a shift where in the last decade researchers more often incorporate the effects of ‘dark’ personality dimensions such as psychopathy, Machiavellianism, and narcissism to describe leadership. Psychopathy refers to patterns of manipulation and exploitations of others (Lee & Ashton, 2005) and indicates a lack of remorse, little affect, and insensitivity (Nai & Martínez i Coma, 2019). Machiavellianism can differentiate individuals to the extent in which they are insincere, callous, and manipulative (Lee & Ashton, 2005). Individuals that are narcissistic are characterized by dominance, exhibitionism, and feelings of superiority (Lee & Ashton, 2005).

The Big Five approach has been labelled as incomplete since it does not incorporate antisocial (i.e., dark or negative) traits (Nai & Martínez i Coma, 2019). For example, the Five-Factor model cannot accurately indicate the presence or absence of dark traits such as psychopathy, Machiavellianism, and narcissism (Paulhus & Williams, 2002). To illustrate this, low scores on Big-Five’s Emotional Stability or Conscientiousness does not indicate high scores on narcissism (Nai & Martínez i Coma, 2019). Contradictory to the Five-Factor model, the HEXACO model has been able to explain satisfactory variance in antisocial traits through the Humility-Honesty trait (Lee & Ashton, 2005). More recent research found that low Humility-Honesty almost perfectly correlates with the Dark Triad and is able to explain common variance (Hodson et al., 2018). Nevertheless, research that focus primarily on dark personality traits should be able to assess the relation with leadership most effectively. In this line of research, researchers can assess the presence or absence of dark traits most accurately. However, it is yet unclear how these dark traits relate leadership to effectiveness. Dark dimensions of personality can both be negative and positive for the effectiveness of leaders (Judge et al., 2009; Padilla, Hogan, & Kaiser, 2007; Rosenthal & Pittinsky, 2006). In regard to narcissism, Judge, LePine, and Rich (2006) reported that narcissism was positively related to assessments of leadership effectiveness in one study and negatively related in another study. Similarly, Owens, Walker, and Waldman (2015) found that higher levels of narcissism lead to lower levels of perceived leadership effectiveness. However, they also found that narcissism can have positive effects on the perception of leadership effectiveness when it is counterbalanced by certain behaviors, such as: admitting mistakes and pointing out strengths of others. A meta-analysis conducted by Grijalva, Harms, Newman, Gaddis, and Fraley (2015) reported a curvilinear relationship between narcissism and effectiveness where a moderate level of narcissism leads to highest leadership effectiveness. Next, the relation between psychopathy and leadership effectiveness is most commonly described as negative because it often leads to lower followers’ satisfaction (Landay, Harms, & Credé, 2019). Contradictory, there is some indication that psychopathic leaders are effective since they are perceived as strategic thinkers, creative, and communicative by their followers (Babiak, Neumann, & Hare, 2010). Thus, some seemingly ‘bad’ traits can also account for positive effects on leadership effectiveness depending on the used criteria, intervening traits, and sample.

### **Flaws in leadership personality research: towards a contextualized approach**

As described in the above, the link between personality and effective leadership is widely studied throughout the years with the use of existing personality models. In general, the results show a strong relation between personality and (effective) leadership. However, using existing models or traits to characterize the personality of effective leaders has some limitations.

First of all, existing models such as the Big-Five or the HEXACO model are essentially developed to be compatible for measuring the personality of a broad range of individuals and not leaders' personality specifically. This broad approach fails to capture relevant variability of personality traits which individuals display in various roles or contexts (i.e., contextualized personality) (Dunlop, 2015). The contextualized approach to personality states that individuals' personality is not stable across different social roles or contexts (Donahue et al., 1993; Dunlop, 2015). For example, significant differences were found in Big-Five traits that were displayed between individuals in their role as student or as a friend (Heller, Watson, Komar, Min, & Perunovic, 2007). The latter connotes that existing models may not be perfectly suitable for characterizing all important leader personality traits. Instead, contextualization is expected to be more suitable and can be achieved by applying a certain 'tag' to questionnaire items that reflects a specific context (De Vries, 2018). In leadership research, a suitable tag would be to add 'as a leader' to the items. Such a tag reduces within-person inconsistencies while answering questionnaire items (Lievens, De Corte, & Schollaert, 2008). Therefore, the contextualized approach is considered a method to increase the predictive value of personality measures in general (De Vries, de Vries, Born, & van den Berg, 2014; Robie, Risavy, Holtrop, & Born, 2017). Nonetheless, in leadership research there is no research yet that elaborated on the contextualized personality structure of leaders.

Secondly, as mentioned before, prior research that used the Five-Factor model to assess the personality of leaders reported mixed results in terms of predictive value, as well as most important traits to characterize effective leaders. Furthermore, research that focused on the antisocial traits in relation to leadership effectiveness also reported contrary results. These mixed results might be accounted for by the non-contextualized approach taken in prior studies. To elaborate on this, respondents who do not have a clear frame-of-reference, that is an added relevant context when completing individual items (i.e., contextualization) (Schmit, Ryan, Stierwalt, & Powell, 1995), tend to present themselves differently depending on what specific situations or roles they have in mind while judging their own personality (Shaffer & Postlethwaite, 2012). To illustrate, one may refer to their personality in the most desirable context. Thus, an individual can show excellent leadership in their private life activities but does not succeed to display that in their work-context. In prior research, evidence is found that contextualized measures of personality are stronger predictors and perceived advantageous over broad (non-contextualized) measurements (De Vries et al., 2014; Heller et al., 2007; Shaffer & Postlethwaite, 2012). Moreover, by specifying the context with a frame-of-reference researchers can reduce response biases

and inconsistencies (Lievens et al., 2008; Swift & Peterson, 2019). Hence, using the contextualized approach can increase the consistency in current leadership personality research.

Thirdly, as suggested by Judge et al. (2008), more research should focus on developing new personality structures. Nowadays, researchers rely largely on the Five-Factor model to describe leaders' personality. Other personality structures might also be uncovered when deviating from existing models which can broaden the knowledge on (effective) leadership (Judge et al., 2009). Hence, new adjectives have the potential to unravel the contextualized personality of leaders. Personality is an abstract concept and cannot be seen or directly observed (John et al., 1988). This requires researchers to carefully distinguish individuals from one another in order to unravel (contextualized) personality structures. One way to identify personality correctly, and to open up the avenue towards identifying and examining new personality dimensions is to take a lexical approach (Allport & Odbert, 1936).

### **The lexical approach**

A lexical approach is based on the assumption that common and important personality attributes or phenomena are rooted in the language of people or communities (Allport & Odbert, 1936; Ashton & Lee, 2005). In describing personality, the lexical approach can be used to distinguish one individual from another (Allport & Odbert, 1936). To do so, the lexical approach uses a set of representative words to establish dimensions of personality variation (Chapman, Reeves, & Chapin, 2018). Here, individual differences will eventually present a set of finite words with synonyms encoded in the common spoken and written language of a language community that are considered most important (Ashton & Lee, 2005; De Raad et al., 2010; John et al., 1988). According to De Raad et al. (2010), the lexical approach is suitable to arrive at a common language personality description, that is an understandable name or definition for a cluster of similar words (i.e., a personality dimension). The suitability of the lexical approach to study personality structures is based on the fact that it follows a systematic process to understand variation in people's personality (Ashton & Lee, 2005). Moreover, contrary to other approaches, lexical research derives personality dimensions empirically from potential personality descriptors in a particular language community, and thus does not rely on prior theories (Ashton & Lee, 2005). It furthermore excludes researchers bias in the selection of personality variables because the full range of subjective personality descriptors are described by individuals in a certain language community (Ashton & Lee, 2007). The lexical approach is the basis for the development of important personality models, such as the Five-Factor model (Goldberg, 1990) and more recently the HEXACO model (Ashton et al., 2004), in which a personality taxonomy is created using mostly single-word adjectives. The lexical approach is similarly used to create taxonomies of social attitudes and beliefs (Saucier, 2000), personal values (Aavik & Allik, 2002), and for the development of computer game traits (Zhu & Fang, 2015).

The lexical approach usually starts with a comprehensive analysis of the dictionary by multiple judges in order to identify terms that could potentially describe personality (Angleitner, Ostendorf, &

John, 1990). Thereafter, several competent judges narrow down the list of terms during multiple intuitive phases to remove irrelevant or rarely used terms in order to eventually present a list of terms most relevant to describe one's personality (Angleitner et al., 1990; Ashton & Lee, 2007). Since the lexical approach aims to distinguish individuals from one another, terms that apply to all individuals are also excluded (e.g., breathing, walking, born). Instead, a lexical study identifies personality-descriptive terms which can include, among other things, stable traits, social roles, activities, states, and moods which can be separated in three word classes: 1) type nouns, 2) attribute nouns, and 3) adjectives (Angleitner et al., 1990). Here, type nouns should fit in either of the following questions: 1) "Am I a(n) [noun]?" (self-rating), or 2) "Is he/she a(n) [noun]?" (other-rating). Attribute nouns should fit in either: 1) "My [noun] is noticeable." (self-rating), or 2) "The [noun] of him/her is noticeable." (other-rating). Finally, adjectives should fit in either: 1) "How [adjective] are you?" (self-rating), or 2) "How [adjective] is he/she?" (other-rating) (see Table 3 for examples). Among the different word classes, adjectives are considered the most valuable to distinguish personality variations (De Vries et al., 2009; Saucier & Goldberg, 1996). The main reason for this is because adjectives enable researchers to determine the extent to which an individual is friendly, these different levels of variations can usually not be accessed with nouns as descriptors.

**Table 3.** Examples of different word classes.

Type Nouns	Attributes Nouns	Adjectives
Artist	Creativity	Creative
Athlete	Energy	Energetic
Comedian	Humor	Humoristic
Friend	Friendliness	Friendly
Model	Attractiveness	Attractive
Genius	Intelligence	Intelligent

When studying personality structures, the lexical approach involves factor analytic techniques of the rating of these personality-descriptive terms (Lee & Ashton, 2005). Lexical researchers obtain the relevant personality-descriptive adjectives through self-rating, and preferably via peer-ratings (Ashton & Lee, 2007). In the current study, an exhaustive set of personality-describing terms, are extracted empirically through the use of the lexical approach. By focusing explicitly on leaders, the current study considers that the basic personality structure of leaders may differ from general personality structures because of the context related variability of personality. In this, an adjective-centered approach is used in an attempt to describe the basic personality dimensions of leaders.

## Method

### Participants

Participants in this study were leaders that were congruent with two conditions: 1) each leader had to be employed either part-time or full-time as a leader during participation, and 2) the leader had at least three formal/hierarchical followers. These conditions were used to ensure that all participants had an accurate and durable perception of their own personality as a leader. In total 60 leaders participated in the study. The data from 6 participants were excluded from analysis because of incomplete questionnaires (completion rate of 90%). Thus, data of 54 participants were included in the study ( $n = 54$ ). On average, the age of leaders was 38.5 ( $SD = 12.8$ ). Among the participants, 35 were male (64.8%) and 19 were female (35.2%). The participants reported an average of 11.1 years ( $SD = 9.8$ ) of experience in a leadership role. The majority of the participants worked full-time, that is 38 or more hours per week (63%). The other 37% worked on average 30.6 hours per week. Given the exploratory and empirical purpose of the study, the generalizability of the results was considered pivotal. Therefore, a cross-sectional sample method was applied where participants had a broad range of educational backgrounds, worked at different organizational levels, and had different occupational backgrounds (e.g., directors, team leaders, branch managers, podiatrists, project managers, professors/teachers, region leaders, and HR managers) in an attempt to retrieve a broad range of representative perspectives from the population (Bryman, 2004). A summary of demographic information can be found in Table 4.

**Table 4.** Additional demographic information.

		<i>n</i>	<i>Percentages</i>
Highest degree	Secondary Vocational Education	11	20.4%
	University of Applied Sciences	33	61.1%
	Master's Degree	7	13.0%
	PhD	3	5.6%
Management level	Operational level	41	75.9%
	Tactical level	4	7.4%
	Strategic level	9	16.7%
Type of organization	Private sector	42	77.8%
	Public sector	10	18,5%
	Other	2	3,7%



### Measures

#### *Leader personality self-rating*

Participants (i.e., leaders) used self-ratings in order to rate the extent of how accurately each of the 418 personality-descriptive adjectives described their own personality in their role as a leader. The adjectives were carefully selected in prior research (see next section for the details of this process). To measure personality, the questionnaire (Appendix A) used a 5-point Likert scale (strongly disagree, somewhat disagree, neither agree or disagree, somewhat agree, and strongly agree). The questions consisted of a 'tag' as described by De Vries (2018) to meet the contextualization requirements. Thus, the questions were displayed as follows: "how ... are you as a leader?", with a personality-descriptive adjective filled in the blank spot. The total list of words was divided into ten blocks of approximately 40 general personality describing adjectives. The adjectives in these blocks were presented to the respondents in a randomized order.

#### *Instrument development*

The 418 personality describing adjectives were selected by De Vries, Oreg, and Berson (personal communication) in a prior study that was part of a collaboration between researchers from the Netherlands and Israel. The list of adjectives was selected during a sequence of lexical research steps. First, a comprehensive list of 3,483 adjectives (i.e., adjectives that can be used to describe one's personality) was extracted from the Dutch and Hebrew lexicon. Next, five judges rated the adjective with a three-point scale ranging from 0 to 2. A rating of 0 indicated either unfamiliar adjectives or adjectives that were not suitable to describe one's personality. A rating of 1 indicated doubts whether the adjective was suitable to describe personality. A rating of 2 indicated that the adjective was both familiar and suitable for personality description. Through this process, the judges narrowed the list down to 1,354 adjectives that received at least score of 1 by all five judges combined. Thereafter, another 542 adjectives were eliminated that were unfamiliar to at least four of the five judges. 126 adjective that received a score of 9 or higher were set aside because those were considered suitable for describing leaders' personality by at least four of judges. Then, the five judges discussed and reconsidered the suitability of the remaining 686 adjectives. At this point the list contained 501 adjectives (i.e., 375 from judge's reconsideration and the prior selected 126 items with a sum score of 9 or higher). This initial list was supplemented with 42 additional adjectives that were previously used in leadership research (Deal & Stevenson, 1998; Epitropaki & Martin, 2004; Lord, Foti, & De Vader, 1984; Schein, 1973; Schyns & Schilling, 2011; Sy, 2010). Thereafter, a total of one-hundred and fourteen participants used a five-point scale, ranging from 1 ("not at all") to 5 ("extremely"), to determine whether or not the selected adjectives can be used to characterize effective leaders, ineffective leaders, effective followers, and ineffective followers. This selection resulted in a relevant list of 265. Thenceforth, 128 additional Dutch adjectives were subtracted from a parallel study conducted in the Netherlands using an identical procedure as

described above. In addition, 52 Dutch unique adjectives were added for Dutch respondents and 27 Hebrew items were excluded. The final list consisted of 418 adjectives.

### **Procedure**

First of all, ethical approval by the University of Twente was obtained. Before distributing the questionnaire among participants, a small pilot was conducted in order to determine the completion time of the questionnaire and filter errors. Thereafter, participants recruited through the personal network of the researchers completed an online survey which was assembled with Qualtrics. Participants could access the questionnaire through the link send to their e-mail address or through the link which was posted on various social media platforms, such as Facebook, WhatsApp, and LinkedIn. Participants could fill in the questionnaire on either a smartphone or a computer depending on personal preferences. When participants followed the questionnaire link, they first had to accept informed consent, congruent with the EU privacy law before proceeding. Next, participants were asked if they were interested to receive feedback on their personality traits as an incentive for participation.<sup>1</sup> Thereafter, the full questionnaire which consisted of 418 personality-describing adjectives, items about leadership effectiveness, and basic demographic items was filled in.

### **Data analysis**

In order to answer the research question, the first step was to identify the number and content of leadership personality dimensions. To achieve this, an Exploratory Factor Analysis (EFA) was conducted using SPSS statistics v25 (IBM Software Analytics, Chicago, USA). More specifically, the current study used the Principal Component Analyses (PCA) which is a suitable approach to identify patterns and similarities amongst observed variables and cluster them in factors (i.e., principal components) (Abdi & Williams, 2010). This analysis essentially allows for the determination of the number and content of factors. A downside of PCA is that the analysis often leads to the identification of a large number of factors (all with an eigenvalue  $\geq 1$ ) which is considered impractical (Nunnally & Bernstein, 1994; Yong & Pearce, 2013). Two popular methods can be used to reduce the number of factors even further: 1) scree plot method (Cattell, 1966), and 2) parallel analysis (Horn, 1965). In this, the scree plot method is typically used to determine the correct number of factors (Yong & Pearce, 2013) and will therefore will be conducted first. To confirm the outcomes of the scree plot method, the parallel analysis will be conducted as well. Thereafter, a rotation method was used in order to provide a better fit for the items. Rotation essentially rotate the axes with the main purpose to fit the clusters of items

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<sup>1</sup> The feedback was based on the Five-Factor model (Goldberg, 1990) and included personal scores, a guide how the scores should be interpreted, a general description of the five dimensions, and a general description of challenges one has to cope with either high or low scores on a certain dimension (see Appendix B). Participants received their feedback by mail between 1-3 weeks after they finished the questionnaire. The feedback was only intended for the participant and was therefore not shared with others than the research team.

(i.e., a factor) more closely to them (Osborne, 2015). The most popular rotation methods are oblique rotation and orthogonal rotation. The difference between the two methods is that oblique rotation allows for correlation between the factors; while orthogonal assumes no correlation between factors (Osborne, 2015). The current study applied an oblique rotation because in social sciences correlations between factors can be expected (Osborne, 2015). To illustrate, a leader usually scores high on Big-Five's Openness to Experience, Conscientiousness, Emotional Stability, and Extraversion which indicates some correlation between the factors as well (Judge et al., 2002).

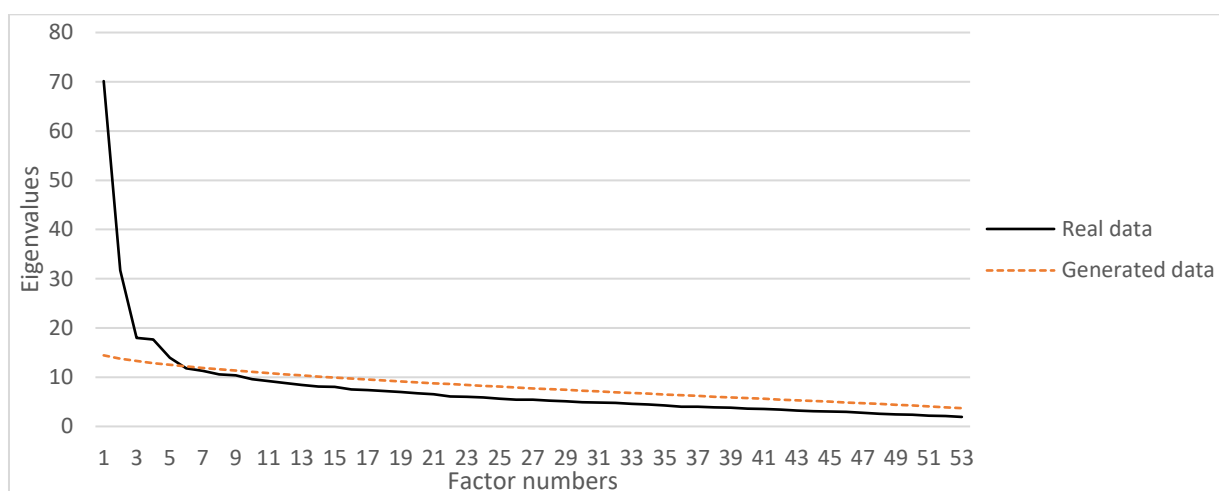
In order to reduce the amount of items per dimension and simultaneously improve the quality and simplicity of the factor solution, items with loadings lower than .40 or cross loadings above .40 were deleted (Costello & Osborne, 2005; Matsunaga, 2010). After removal, EFA was iterated until all remaining items loaded sufficiently on one of the factors. Next, it was judged appropriate to determine the factor loadings and explained variances of the different factor solutions which allowed for the selection of the best fitting and most stable factor structure for leaders.

## Results

### Factor identification

The primary goal of the study was to identify the contextualized factor structure of leaders. To do so, an EFA was performed. More specifically, Principal Component Analysis (PCA) of the 418 personality-descriptive adjectives was performed on the data extracted from the 54 leaders. After conducting the PCA, a total of 53 factors were extracted with eigenvalues over Kaiser's criterion of 1 and accounted for 100% variance. However, due to practical reasons, a closer analysis of the number of factors was conducted using the scree plot approach which is considered an appropriate method for factor reduction purposes (Chapman et al., 2018). The scree plot begins to tail at the third factor. However, another noticeable drop (i.e., Point of Inflexion) is visible at the sixth factor before the plot becomes relatively stable, implying a five-factor solution is most fitting (Figure 1). Because a large sample size (>200) is required for a reliable interpretation of the scree plot (Field, Miles, & Field, 2012), an additional parallel analysis was conducted to confirm the five factor structure. With 1000 permutations and a confidence interval of 95%, the parallel analysis generated estimated eigenvalues that were compared with the actual eigenvalues. In the parallel analysis, components are retained if the eigenvalue of the actual data is higher than the generated data (Horn, 1965). The results of the parallel analysis showed that the generated eigenvalues surpassed the actual eigenvalues at the sixth factor also indicating a five-factor solution as best fitting (Figure 1). Accordingly, further analysis was conducted with the proposed five factors, but additionally with a four -and six factor solution for comparison.

The 418 items were forced into the four, five, and six factors which allowed further interpretation of the items' communalities. An item communality value is equivalent to the  $R^2$  value in the regression analysis. Items with low communalities indicate an overall poor fit with the factor solution. Therefore, as suggested by Child (2006), items with communalities lower than .2 were deleted in an iterated process. The removal of items with low communalities resulted in the deletion of 79 items in the four-factor solution, 51 items in the five-factor solution, and 34 items in the six-factor solution.



**Figure 1.** Scree plot of the Principal Component Analysis and Parallel Analysis.

With the remaining items an oblique rotation method was applied which allows for dimensions to be correlated. Not allowing for any correlations would not make sense in social sciences because in general correlations between factors can be expected, also in personality research (Osborne, 2015). As such, direct oblimin rotation was chosen over Promax rotation because of the relatively small data set in the current study. After specifying and running the direct oblimin rotation, items with insufficient factor loadings should be removed (Matsunaga, 2010). In the current study, items were chosen for removal using the recommended .40 as the minimum loading criteria, or if they had cross loadings with other factors above .40 (Costello & Osborne, 2005). After deletion, the analysis was iterated several times which resulted in an additional reduction of the number of items. The final lists contained a total of 250 items in the four-factor solution, 251 items in the five-factor solution, and 235 items in the six-factor solution. As one might expect, the six-factor solution explained the most variance (45.4%). However, the sixth factor in this solution was classified as unstable because one factor only had three items with a strong loading (.50 or higher) (Costello & Osborne, 2005). Moreover, the six-factor solution had many cross loaded adjectives which is not beneficial for the stability of the factor structure (Costello & Osborne, 2005). The four-factor and the five-factor solution showed similar item loadings and factor stabilities. However, the five-factor solution was preferred over the four-factor solution because it explained 2.4% more variance with only one item more.

Thus, 251 personality-descriptive adjectives divided over five factors were used for further interpretation. Table 5 shows the breakdown of the five factors with the 15 highest loading items per factor. A complete overview of the 251 items with factor loadings is presented in Appendix C. All factors had more than three strong loading items (.50 or higher) which is the bare minimum for a factor to be considered sufficient (Costello & Osborne, 2005). The individual factors were named appropriately but intuitively. Thus, the final contextualized personality dimensions are: Destructive, Powerful/Proactive, Human-orientated, Instrumental/Rational, and Organized.

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

**Table 5.** Highest Factor loadings Resulting from a Principal Component Factor Analysis Using Oblique Rotation ( $N = 54$ ).

Item	Factor loadings				
	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Cunning	.80				
Conceited	.78				
Volatile	.75				
Imperious	.75				
Inflexible	.74				
Brute	.73				
Depressed	.73				
Aggressive	.73				
Fatalistic	.72				
Split	.72				
Insincere	.71				
Quick-tempered	.70				
Envious	.69				
Angry	.69				
Gloomy	.69				
Powerful		.76			
Confident		.70			
Inspiring		.67			
Dubious		-.64			
Dynamic		.63			
Brave		.61			
Sharp		.61			
Enterprising		.60			
Innovative		.60			
Initiating		.59			
Guiding		.59			
Original		.58			
Effective		.57			
Uncertain		-.57			
Convincing		.56			
Kind-hearted			.70		
Cordial			.69		
Friendly			.66		
Caring			.66		
Collegial			.65		
Humane			.63		
Empathic			.63		
Sociable			.63		

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

**Table 5.** Continued

Item	Factor loadings				
	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Helpful			.63		
Lovable			.62		
Benevolent			.59		
Pleasant			.57		
Assistive			.57		
Sincere			.55		
impulsive			.54		
Operative				.75	
Inventive				.73	
Participative				.70	
Considerate				.67	
Insightful				.67	
Uneducated				-.66	
Rational				.65	
Apathetic				-.62	
Sophisticated				.58	
Virtuous				.57	
Articulate				.57	
Tidy				.57	
Determined				.56	
Functional				.52	
Realistic				.50	
Controlled					.71
Punctual					.66
Disciplined					.65
Disorganized					-.65
Organized					.63
Meticulous					.57
Orderly					.56
Changeable					-.55
Careless					-.54
Closed					-.51
Prepared					.49
Aloof					-.47
Open					.47
Conscientious					.46
Easy-going					-.46

*Note.* Only the 15 highest loading items per factors are presented.

Subsequently, as proposed by Costello and Osborne (2005), the deletion of low loading items can increase the explained variance of the model. Accordingly, after deletion of the low loading items, the explained variances were calculated. The first factor, Destructive, explained 21.01% of the variance; the second factor, Powerful/Proactive, 7.89%; the third factor, Human-orientated, 5.10%; the fourth factor, Instrumental/Rational, 4.37%; and the fifth factor, Organized, 3.84%. The factors combined explained a total of 42.21% variance (Table 6).

**Table 6.** Eigen values, total variance and cumulative factors

Factor	Rotation Squared loadings		
	Eigenvalue	% of the total variance explained	Cumulative %
1. Destructive	52.94	21.01	21.01
2. Powerful/Proactive	19.81	7.89	28.90
3. Human-orientated	12.81	5.10	34.00
4. Instrumental/Rational	10.97	4.37	38.37
5. Organized	9.63	3.84	42.21

#### Factor reliability and correlation

Once the contextualized personality dimensions of leaders were identified, a reliability analysis was conducted to determine the alpha reliability of the factors. To do so, Cronbach's Alpha was calculated for the five factors. The breakdown of the reliability for each factor was as follows: .98 for Destructive scale with 134 items, .88 for Powerful/Proactive scale with 42 items, .93 for Human-orientated scale with 34 items, .91 for Instrumental/Rational scale with 22 items, and .90 for Organized scale with 19 items. In all, the reliability was considered satisfactory since all factor scores fell above the recommended bare minimum of .70 (Nunnally and Bernstein, 1994). Correlation analysis showed non-significant weak correlations between the dimensions with  $p < 0.05$  indicating independent dimensions (Table 7). However, a significant negative correlation was found between the first factor (Destructive) and the fifth factor (Organized) with a confidence interval of 90% ( $r = -.25, p < 0.10$ ).

**Table 7.** Correlations and reliabilities of the contextualized personality dimensions of leaders

Dimension	1	2	3	4	5
1. Destructive	(.98)				
2. Powerful/Proactive	-.02	(.88)			
3. Human-orientated	-.14	.10	(.93)		
4. Instrumental/Rational	-.09	.09	.08	(.91)	
5. Organized	-.25*	.04	.03	.04	(.90)

\*  $p < .10$ .



### Comparing the contextualized factor structure with existing personality models

In order to answer the question whether the contextualized factor structure is actually different than the dominant personality models that are most commonly used to characterize leaders' personality, the factor loadings were compared with the loadings on both the Big-Five and the HEXACO model. Table 8 shows how the adjectives used in this study overlap with both the Big-Five model and the HEXACO model. For a total overview of all adjectives and their overlaps; see Appendix D. The results show that the contextualized personality dimensions are clearly comparable with dimensions from existing personality models. However, it seemed appropriate to label the dimensions from the contextualized model as subsets or rotated variants of personality dimensions from existing predominant personality models (i.e., Big-Five and HEXACO). The new dimensions are interpreted as subsets or rotated variants since the factors are not explicitly comparable with only one of existing personality dimensions. Instead, the corresponding factor loadings of the adjectives were rotated over multiple dimensions.

**Table 8.** Total of overlapping adjectives with Big-Five and HEXACO.

Dimensions	Big-Five						HEXACO						
	Agreeableness	Emotional Stability	Extraversion	Conscientiousness	Openness to Experience	Total Big-Five	Agreeableness	Emotionality	Extraversion	Conscientiousness	Openness to Experience	Honesty-Humility	Total HEXACO
Destructive	<b>28</b>	13	19	16	17	93	19	15	19	13	5	<b>22</b>	93
Powerful/Proactive	-	<b>7</b>	3	4	3	17	-	<b>7</b>	3	2	5	-	17
Human-orientated	<b>11</b>	-	6	5	2	24	7	-	6	2	1	<b>8</b>	24
Instrumental/Rational	3	<b>5</b>	2	1	1	12	1	<b>4</b>	2	1	1	3	12
Organized	1	1	4	<b>7</b>	-	13	1	1	4	<b>7</b>	-	-	13
Total	43	26	34	33	23	159	28	27	34	25	12	33	159

*Note.* Highest number of overlaps are presented in boldface per dimension for Big-Five and HEXACO separately.

### Discussion

The current study addresses the necessity to find a contextualized model that might be more precise to describe leaders' personality (Judge et al., 2009). Extant research on the personality of leaders used the Big Five (Digman, 1990) or HEXACO (Ashton & Lee, 2001), predominantly to assess the personality of leaders. An important limitation of using such personality models is that these models neglect the contextualized hypothesis which state that personality tends to differ across social roles, contexts, and situations (Dunlop, 2015). Therefore, the current study applied a contextualized approach to more accurately describe personality of a target group (i.e., leaders). A contextualized approach essentially reduces the potential inconsistencies in personality that individuals display in various contexts, situation, or social roles (Lievens et al., 2008). Such an approach enabled us to reveal a personality structure to characterize leaders' personality more accurately and precisely. Accordingly, the main goal of the current study was to unravel the personality dimensions of leaders using a contextualized lexical approach. A comprehensive list of 418 personality-descriptive adjectives was administered to 54 leaders and allowed for the identification of unique dimensions applicable for describing the personality of leaders specifically. A principal component analysis of the personality-descriptive adjectives revealed a five-factor solution that prevails existing models and is best fitting to characterize leaders. The five personality dimensions were labelled: Destructive, Powerful/Proactive, Human-orientated, Instrumental/Rational, and Organized. The personality dimensions showed satisfactory reliability with Cronbach's alpha reaching .88 or higher. The construct validity of the five-factor model measuring the construct of 'leaders' personality' revealed a total explained variance of 42.21%.

Thereafter, we compared the identified contextualized personality dimensions of leaders with existing dominant factor solutions to determine whether addressing the personality of leaders requires a different factor structure. We found both clear overlaps and differences between the contextualized leadership dimensions and the other widely used personality models. To summarize all the overlaps, *Destructive* in the current model is represented by mostly dark personality descriptive adjectives. Various adjectives correspond with adjectives from the Dark Triad (e.g., manipulative, egocentric, and selfish). In addition, most adjectives of the *Destructive* dimension load negatively with HEXACO's *Honesty-Humility* (e.g., conceited, arrogant, and greedy), but also with Big-Five's and HEXACO's *Agreeableness* (e.g., irascible, aggressive, and hot-headed) and *Extraversion* (e.g., inflexible, fatalistic, and Garrulous). Thus, the *Destructive* dimension is essentially a rotated variant of *Honesty-Humility*, *Agreeableness*, and *Extraversion*. Adjectives from the *Powerful/Proactive* dimension overlap mainly with Big-Five's *Emotional Stability* and HEXACO's *Emotionality* (e.g., confident, brave, and undecisive). In addition, several adjectives such as creative, perspicacious, and progressive are also incorporated in the *Powerful/Proactive* dimension and shows overlap with the *Openness to Experience* dimension from both the Big-Five and the HEXACO model (Ashton & Lee, 2001; Goldberg, 1990). Although the *Powerful/Proactive* dimension overlaps with *Openness to Experience* in prior personality

models, no adjectives were linked to being imaginative nor to higher levels of interest in art and nature. This indicates that assessing one's imaginative ability or affection with art or nature is less relevant for the characterization of leaders. Among others, both the *Honesty-Humility* dimension and the *Human-orientated* dimension can be characterized by several identical adjectives, such as: sincere, faithful, honest, reliable, and helpful. Also, our *Human-orientated* dimension shows high overlap with Big-Five's *Agreeableness*, more than with HEXACO's version of *Agreeableness*, (e.g., friendly, assistive, kind, trustful, helpful) (Goldberg, 1992). This can be explained by the fact that HEXACO's *Agreeableness* measures individual differences in peoples' Irritability and Temperamentality (Lee & Ashton, 2004), whereas Big-Five's *Agreeableness* measures differences in the extent people are trusting, caring, compliant altruistic, and once's capacity to build interpersonal relationships (Judge et al., 2002; Zhao & Seibert, 2006). The *Instrumental/Rational* dimension overall shows relative low overlap with either Big-Five and HEXACO dimensions implying that this dimension is mostly composed with unique adjectives that can only describe leaders accurately. Nevertheless, some noteworthy overlap in adjectives is found with Big-Five's *Emotional stability* and HEXACO's *Emotionality* (e.g., rational, determined, and realistic). The final dimension (*Organized*) includes personality descriptive adjectives that enables to differentiate individuals to the extent they are organized and disciplined (e.g., disciplined, punctual, orderly, conscientious, and careless). This *Organized* dimension is interpreted as a subset of the *Conscientiousness* dimension from both the Big-Five model and the HEXACO model. Here, individuals who score high on *Conscientiousness* tend to be organized, more disciplined, and motivated to achieving goals. Moreover, they are likely to be polite and have the tendency to think carefully before making decisions (Costa Jr & McCrae, 2008; De Vries et al., 2009; Judge et al., 2009).

In short, the emerged contextualized leadership dimensions shows a certain degree overlap with existing personality dimension mentioned in existing personality models. However, our contextualized dimensions all have slightly different foci and are distinct regarding the adjectives they are composed with. Our contextualized factor structure possesses unique components that are not fully represented in existing personality models. Therefore, the contextualized five-factor model is a valuable alternative model to assess leaders' personality.

### Theoretical implications

The study is one of first to combine a lexical approach with a contextualized approach in the field of leadership and thereby offers several theoretical implications for both the personality and leadership literature. First, the study revealed a contextualized personality assessment tool for leaders which can aid future researchers to more precisely assess the personality of leaders. Our contextualized model shows several differences compared to existing models which highlights the importance of using contextualized personality models to most effectively assess personality. For instance, the results showed that the first dimension (*Destructive*) explained most of the total variance in assessing leadership personality. Hence, we uncovered that *Destructive* is a pivotal personality dimension for characterizing

leaders and it is not explicitly mentioned in personality models for general individuals; although we did find adjectives overlapping with adjectives that relate to low *Honesty-Humility* and low *Agreeableness*. The importance of the *Destructive* dimension makes sense since in recent years scholars more often focus on the ‘dark side’ of leadership, also referred to as destructive leadership (Mathieu, Neumann, Hare, & Babiak, 2014; Ryan, Odhiambo, & Wilson, 2019). The *Destructive* dimension in our model consists of 134 ‘dark’ adjectives which makes this dimension extremely useful to accurately measure to what extent a leader has a destructive personality. The results contribute to research since it elaborates on the knowledge on how we can characterize destructive leaders using adjectives. Our findings particularly respond to prior research suggestions for future research where more empirical examination is required to better understand the nature of destructive leadership forms (Einarsen, Aasland, & Skogstad, 2007; Krasikova, Green, & LeBreton, 2013).

Next, our second dimension includes a clear pattern of high loading adjectives that tend to lean towards a unique component called *Powerful* (e.g., confident, powerful, brave, strong-willed, inspiring) and *Proactive* (e.g., enterprising, initiating, and progressive). A similar dimension such as *Powerful/Proactive* is not fully represented in existing personality models and is therefore considered important for the characterization of leaders’ personality specifically. Although some elements of the *Powerful/Proactive* dimension are advocated in certain leadership styles such as servant leadership, charismatic leadership, and pragmatic leadership (Anderson & Sun, 2017), an explicit scale for measuring leaders’ powerfulness and proactiveness for leaders is yet to be explored. Therefore, our study is a valuable starting point for the development of such scale in the leadership personality literature.

Furthermore, this study also uncovered an *Instrumental/Rational* dimension as relevant personality dimension to describe the personality of leaders. The dimension that was established in this study is unique for characterizing leaders. Simultaneously, this dimension was difficult to describe since it contains a high diversity of adjectives. However, the current *Instrumental/Rational* dimension may possibly describe some basic set of attributes for a leader to lead successfully. Here, the current factor reminds us somewhat of transformational leaders who are inspirational, charismatic, intellectual, and considerate (Judge & Piccolo, 2004). Such leaders are perceived effective in prior research (Anderson & Sun, 2017). Accordingly, we expect *Instrumental/Rational* to be a basic personality dimension where high scores are related to higher levels of leadership effectiveness. Future research is required to confirm the latter.

Another important implication for the personality literature is that the results of the current study allows us to determine the similarities between characterizing personality of people in general and people working in a leadership position. Based on our study we found various overlaps between the contextualized model and the existing personality models which provides important insights regarding personality research. The overlaps with existing models are also meaningful additions for both general personality research, as for leaders’ personality research specifically. In other words, we learned that

some dimensions can be used for both the characterization of leaders and general individuals. Despite the similarities of some dimensions, our contextualized dimensions comprise personality-descriptive adjectives that are empirically extracted from only leaders through a lexical approach. Therefore, some dimensions are indeed similar in some way, but are not identical to dimensions from existing personality models in terms of adjectives. In other words, the contextualized personality model is unique and different in various ways which makes it an excellent tool to characterize leaders specifically.

### **Practical implications**

The identification of a personality structure for leaders has a number of practical implications for organizations, leaders, and human resources (HR). The personality structure enables to specifically identify the personality of leaders which offers various practical applications of our model. As such, organizations can use the contextualized personality dimensions to map the current personality of leaders using the adjectives with the corresponding factor loadings. Thereafter, other groups of interest can work on improving self-awareness of leaders' personality. This has practical use for organizations since empirical evidence was found that higher levels of leaders' self-awareness can improve leaders' empathy, fairness, and overall effectivity (Caldwell & Hayes, 2016; Whiteside & Barclay, 2016). HR can initiate executive coaching to identify the personality dimensions and increase self-awareness with the end goal to achieve desired organizational results (Nicolaidis, 2019). Moreover, the usage of personality assessment is found useful in employee selection (i.e., recruitment) and talent management by multiple authors (Hughes & Batey, 2017). Hence, HR can use the contextualized personality of leaders to recruit the best candidates for leadership positions and develop current employed leaders with the main goal to improve the workforce.

### **Limitations and future research directions**

Although the current study identified the contextualized personality structure of leaders successfully, some limitations remain and should be addressed. First, a recurrent point of criticism in personality research is the use of self-rating only to assess one's personality. To fully understand one's personality, Hogan and Kaiser (2005) suggest that personality should be assessed from two perspectives: 1) how someone thinks about him- or herself (i.e., self-ratings), and 2) how others think about that person (i.e., other ratings). However, most personality studies rely upon subjective self-ratings to assess personality (McDonald, 2008; Paulhus & Vazire, 2007). A disadvantage of using self-ratings is that respondents tend to present themselves as more desirable than reality might perceive (Goffin & Boyd, 2009). Such desirable responses could pose a threat for the validity of personality research (Müller & Moshagen, 2019). On the other hand, using self-ratings only is considered suitable to extract personality-relevant information since one can describe their own personality most accurately (Paulhus & Vazire, 2007). Moreover, as suggested by De Vries (2018), the self-rating questions in the current study were provided with a 'tag' to meet the contextualized requirements. The contextualization reduces within-

person inconsistencies and increases the predictive value of personality measures in general, including self-rating measures (Lievens et al., 2008; Robie, Risavy, Holtrop, & Born, 2017).

Secondly, the current study relied on a small sample size. Several scholars have given guidelines for the minimum required sample size for effective factor analysis. For example, Guadagnoli and Velicer (1988) state that factor analysis is stable at 150-200. Others label 300 participants as ‘good’ for conducting factor analysis (Van Voorhis & Morgan, 2007). A sample size of 50 is considered poor for factor analysis and will most likely result in computational difficulties when conducting factor analysis (Tabachnick, Fidell, & Ullman, 2007). Due to the small sample size ( $n = 54$ ) and the large number of variables (418 adjectives), the current study was not able to conduct follow-up analyses due to linear dependencies in the correlation matrix. This has led to several limitations in the data analysis. First of all, Kaiser’s Measure of Sampling Adequacy and Bartlett’s Test of Sphericity, which are measures to determine the suitability of the data for factor analysis, could not be extracted. Therefore, it remains difficult to determine whether the data was adequate for factor analysis. Secondly, the current sample size was not suitable to conduct Confirmatory Factor Analysis (CFA). CFA is a statistical technique that can be used to verify and determine the goodness of fit of the identified factor structure with various indices (Brown & Moore, 2012), such as: chi-square, root-mean-square error of approximation (RMSEA), comparative fit index (CFI), non-normed fit index (NNFI), and the standardized root-mean-square residual (SRMSR). However, since the current study was one of first to unravel the personality structure of leaders specifically, the focus was rather exploratory. Historically EFA is often applied to explore and identify underlying factors among a set of variables (Child, 2006). Therefore, EFA was suitable for the purpose of the current study. However, future research must apply the personality descriptive adjectives to a larger sample size in order to verify the identified factor structure using CFA with various indicators and compare the models’ goodness of fit with other factor solutions.

Third, the current study identified two dimensions that both seem to refer to two distinct constructs. As such, the second dimension consist of two components: 1) Powerful, and 2) Proactive. The fourth dimension is also composed with two distinct components: 1) Instrumental, and 2) Rational. The data suggests that all components are important to characterize leaders. However, these components are very different from each other in terms of personality descriptive adjectives, which may indicate the possibility that splitting the second and fourth dimension into four separate dimensions is more fitting for the model. Therefore, further research must take the emergence of a possible seven-factor structure in consideration. Here, more data is required to state whether the components should be referred to as separate dimensions.

Fourth, even though the current study used both international and Dutch adjectives to identify the personality structure of leaders, the sample included only Dutch leaders. Therefore, it remains difficult to generalize the findings from this study across borders and cultures. Yet, the leaders in the sample spanned a broad set of leadership roles, organization types, and organizational cultures within the Netherlands. Nevertheless, the results of this study might only be applicable for the characterization

of Dutch leaders. Future studies, preferably with a bigger sample size, should take place in other countries that allows to determine any possible cross-cultural differences to develop a more accurate understanding of leadership personality dimensions across other languages and countries (Van Dierendonck et al., 2017).

At last, the current study did not consider gender differences during the identification of the personality structure of leaders. This was partly due to the small sample size. Prior research found gender differences among HEXACO traits. For example, woman scored higher on Honesty-Humility, Emotionality, Openness to Experience, and Conscientiousness than men (Babarović & Šverko, 2013; Lee & Ashton, 2004). Accordingly, future research must consider gender differences in regard the factor structure of leaders. Moreover, prior research found gender differences between personality dimensions and the outcomes variable ‘self-efficacy’ (Huszczo & Endres, 2017). Here, they found that Big Five’s Conscientiousness and Openness to Experience were stronger predictors of leaders’ self-efficacy for women than for men. Therefore, it is recommended that future research focussed on how our contextualized factor structure relates to various outcome variables, such as: self-efficacy, effectiveness, job satisfaction, or expertise, must also consider gender differences.

### Conclusion

To date, research on contextualized personality models is relatively scarce. Therefore, the aim of this study was to investigate the contextualized factor structure of individuals working in leadership positions. In order to do so, the following research question was answered in the current study:

*What does the new contextualized personality factor structure for leaders look like, using a lexical approach?*

The principal component analysis allowed us to reveal an alternative factor structure for the characterization of leaders’ personality. The new factor solution acts as a combination of both comparable components from earlier personality studies, as well as unique and new components that can be used to characterize leaders explicitly. Therefore, our new factor structure can, with additional research, substitute more general personality models in order to most accurately assess leadership personality. Many future personality researchers who focuses on individuals in leadership positions specifically stand to gain the most using the contextualized personality dimensions emerged from this study. Future research can adopt our factor structure to further investigate the complex phenomenon referred to as leadership personality.

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## Appendices

### Appendix A: Questionnaire

Beste leidinggevende,

Bedankt voor uw deelname aan dit onderzoek. Deze vragenlijst is een onderdeel van een internationaal onderzoeksproject in samenwerking met The Business School of The Hebrew University of Jerusalem (Israel), en de Universiteit van Twente (Nederland). Het doel van dit onderzoek is om meer te leren over verschillende stijlen van leidinggeven. De gegevens verkregen uit deze studie zullen strikt vertrouwelijk worden verwerkt en ALLEEN worden gebruikt voor onderzoeksdoeleinden.

In deze fase zal een lijst met bijvoeglijk naamwoorden aan u gepresenteerd worden en zullen wij u vragen om te evalueren in hoeverre elk bijvoeglijk naamwoord u als leidinggevende beschrijft. Het zal ongeveer **20 minuten** duren om de gehele vragenlijst te voltooien.

Door deel te nemen aan de vragenlijst, gaat u er mee akkoord om deel te nemen aan het onderzoek. Natuurlijk bent u vrij om uw deelname in elk stadium te beëindigen, zonder negatieve gevolgen. Voor vragen of problemen bent u meer dan welkom om contact op te nemen met Nathalie Schurink, via het e-mailadres (n.schurink@student.utwente.nl) of telefoonnummer: 06-34634208 of met Rico Veerman, via het e-mailadres (r.veerman@student.utwente.nl) of telefoonnummer: 06-47027250.

Zou u hieronder kunnen bevestigen dat u de bovenstaande voorwaarden gelezen en begrepen heeft?

#### De vragenlijst.

Op de volgende pagina vindt u een groot aantal bijvoeglijke naamwoorden die wel of niet uw normale patronen van gedrag / houding / persoonlijkheid weerspiegelen. U wordt gevraagd om te evalueren of elk bijvoeglijk naamwoord uw leiderschapsstijl adequaat beschrijft. Om dit te doen, kunt u de volgende zin in gedachten houden en uzelf afvragen in welke mate elk woord in het lege deel van deze zin past: "Hoe ... bent u?".

Geef aan in welke mate u het eens of oneens bent door één van de volgende opties te kiezen:

- (1) Zeer mee oneens
- (2) Oneens
- (3) Neutraal
- (4) Eens
- (5) Zeer mee eens

Het invullen van de volledige lijst met bijvoeglijke naamwoorden is van groot belang voor het onderzoek, daarom stellen we uw deelname zeer op prijs. Er zijn geen goede of foute antwoorden, beantwoord de onderstaande vragen zo eerlijk en nauwkeurig mogelijk.

**Deel 1**

"Hoe ... bent u als leidinggevende?"

Geef voor de volgende bijvoeglijke naamwoorden aan in hoeverre u het eens of oneens bent dat deze uw leiderschapsstijl accuraat beschrijven.

Blok 1	Blok 2	Blok 3	Blok 4
vreemd	bitter	afpersend	afgunstig
behulpzaam	eenkennig	ontrouw	onsympathiek
geschoold	lafhartig	diplomatiek	hypocriet
eigenaardig	intolerant	meegaand	scherp
onafhankelijk	langzaam	participatief	ziekelijk
gezellig	kortzichtig	vooringenomen	belangstellend
rancuneus	ongeïnteresseerd	evenwichtig	ondergeschikt
schijnheilig	afstandelijk	argwanend	welbespraakt
ontoegankelijk	dapper	doelmatig	sadistisch
beheerst	gefocust	opofferingsgezind	functionerend
beschaafd	tobberig	effectief	oprecht
levendig	vriendelijk	slecht	ongericht
vindingrijk	gestrest	wantrouwend	gekweld
humoristisch	hatelijk	uitputtend	gewelddadig
aanvallend	vermetel	secur	realistisch
logisch	zwartgallig	charismatisch	extreem
star	bang	hartelijk	onzelfzuchtig
minachtend	onderdanig	onaangenaam	begrijpend
zelfgenoegzaam	hoffelijk	rationalistisch	capabel
opdringerig	betrouwbaar	gemotiveerd	onberekenbaar
argumentatief	glashard	bezeten	corrupt
aangenaam	apathisch	hardwerkend	walgelijk
intelligent	creatief	humaan	zorgvuldig
tolerant	dictatoriaal	vooruitstrevend	communicatief
direct	assertief	veelzijdig	tiranniek
opzichtig	destructief	achterdochtig	belezen
pessimistisch	nep	inspirerend	despotisch
haastig	ambitieu	bot	degelijk
afstotend	zwak	gezond	volhardend
onpeilbaar	uitdagend	ergerlijk	impulsief
inzichtgevend	moreel	onverdraagzaam	hebberig
flexibel	listig	plichtsgetrouw	dom
volwassen	twistziek	onderzoekend	onbeheerst
invloedrijk	woedend	ordelijk	dynamisch
besluitvaardig	ruimdenkend	boos	kleurrijk
kleingeestig	geïnteresseerd	zelfverzekerd	defensief
onbetrouwbaar	serieus	alert	heethoofdig
competent	meevoelend	futloos	humeurig
pedant	overtuigend	verstoord	treiterend
egoïstisch	nieuwsgierig	vrolijk	voorzichtig

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Blok 5	Blok 6	Blok 7	Blok 8
eerlijk	uitstekend	compulsief	kleinzielig
machtslustig	stabiel	ijverig	geavanceerd
nonchalant	gecompliceerd	instabiel	kritisch
energiek	negatief	enthousiast	doortastend
eebiedig	koppig	waaghalzerig	lui
twijfelachtig	oppervlakkig	afhankelijk	leidend
integer	efficiënt	duister	georganiseerd
geniepig	loyaal	tactisch	angstig
leugenachtig	leidinggevend	beziend	vitaal
onbeleefd	slim	geestelijk gezond	vertrouwenwekkend
besluiteloos	kruiperig	spottend	opzettelijk
verstrooid	imponerend	goedgeïnformeerd	masochistisch
egocentrisch	bereidwillig	pretentius	initiatiefrijk
geduldig	welwillend	gemakkelijk	racistisch
onrechtvaardig	bedrieglijk	opstandig	bewust
berekenend	zwaarmoedig	halsstarrig	zichtbaar
schreeuwend	bruut	ophitsend	gehoorzaam
passief	comfortabel	laf	immoreel
sympathiek	prestatiegericht	collegiaal	onevenwichtig
oorlogszuchtig	competitief	grootdoenerig	hulpvaardig
ondersteunend	behaagziek	open	stug
agressief	wilskrachtig	stoutmoedig	gretig
asociaal	aardig	doelgericht	gecontroleerd
bespottelijk	optimistisch	ondernemend	beledigend
aalglad	ongeremd	opgewonden	gesloten
roekeloos	voorbereid	hysterisch	onstandvastig
idiot	wisselvallig	gefixeerd	attent
onopgevoed	betrokken	fatsoenlijk	zelfvoorzienend
dwaas	redelijk	cognitief	blijmoedig
arm	kalm	verfrissend	manipulatief
bedrieglijk	actief	bemoedigend	heetgebakerd
intellectueel	consciëntieus	uitbuitend	aanmatigend
innovatief	opvliegend	gefrustreerd	zorgzaam
ontactisch	opgewekt	verachtelijk	arrogant
obstinaat	subversief	standvastig	dweperig
cynisch	demonisch	afstotelijk	wijs
lief	idealistisch	gehaaid	dikdoenerig
origineel	verward	zelfvoldaan	accuraat
brutaal	zelfzuchtig	goed	zwaartillend
rechtvaardig	wild	praatziek	huichelachtig

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Blok 9	Blok 10	Blok 11
stipt	slinks	tactvol
benaderbaar	levenslustig	gemakzuchtig
goed opgeleid	wereldvreemd	muggegifterig
krachtig	driftig	verbitterd
doodsbang	fatalistisch	inventief
haatdragend	verantwoordelijk	sluw
ongeorganiseerd	onzeker	heerszuchtig
systematisch	slagvaardig	zelfingenomen
narcistisch	tactloos	laks
uniek	gespleten	wantrouwig
productief	ongastvrij	sociaal
objectief	onverschillig	onoprecht
onbeschaamd	verzorgd	
sceptisch	verstandig	
wreed	recalcitrant	
lichtzinnig	wispelturig	
oneerlijk	leergierig	
grillig	goedhartig	
scherpzinnig	geloofwaardig	
megalomaan	streng	
barbaars	eenzelvig	
minzaam	moeilijk	
excentriek	gecoördineerd	
zelfbewust	schizofreen	
voorkomend	nerveus	
trouw	stiekem	
kinderlijk	uitgekookt	
zelfstandig	pervers	
nuchter	hardleers	
onbuigzaam	toegewijd	
kinderachtig	jaloers	
warrig	twijfelend	
tevreden	rechtdoorzee	
rationeel	labiel	
onvriendelijk	neerbuigend	
gedisciplineerd	vastberaden	
spannend	prikkelbaar	
nors	onredelijk	
onverantwoordelijk	meeslepend	
blufferig	coöperatief	
		vernielzuchtig
		consequent
		ongevoelig
		naïef
		verwaand
		op de voorgrond tredend

*Note.* All items used a 5-point scale in which 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*.

## Deel 2

Hieronder volgen een aantal uitspraken welke inzicht geven in uw eigen perceptie van uw functioneren als leidinggevende.

Geef aan in welke mate u het eens of oneens bent met de uitspraken.

- 
- |    |   |
|----|---|
| 1  | Ik ben consistent een goed presterende leidinggevende   |
| 2  | Ik ben effectief  |
| 3  | Ik maak weinig fouten   |
| 4  | Ik lever werk van hoge kwaliteit  |
| 5  | Vergeleken met andere leidinggevers ben ik niet erg efficiënt   |
| 6  | Ik slaag er vaak niet in om doelen te halen   |
| 7  | Niemand kent de taken binnen mijn afdeling beter dan ikzelf   |
| 8  | Ik ben zeer bekwaam in alle aspecten van de taken die ik uitvoer  |
| 9  | Vanwege mijn competenties gaan mijn medewerkers meestal akkoord met mijn advies over hoe zij hun werk moeten doen |
| 10 | Ik denk dat ik een goede vriend voor mijn medewerkers kan zijn  |
| 11 | Ik denk dat mijn medewerkers mij leuk vinden (als hun leidinggevende)   |
| 12 | Ik kan goed opschieten met mijn medewerkers   |
| 13 | Het is plezierig om met mij (als leidinggevende) te werken  |
- 

*Note.* All items used a 5-point scale in which 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*.

### Deel 3

Ten slotte volgen er nu een aantal demografische vragen (deze zullen strikt vertrouwelijk worden behandeld).

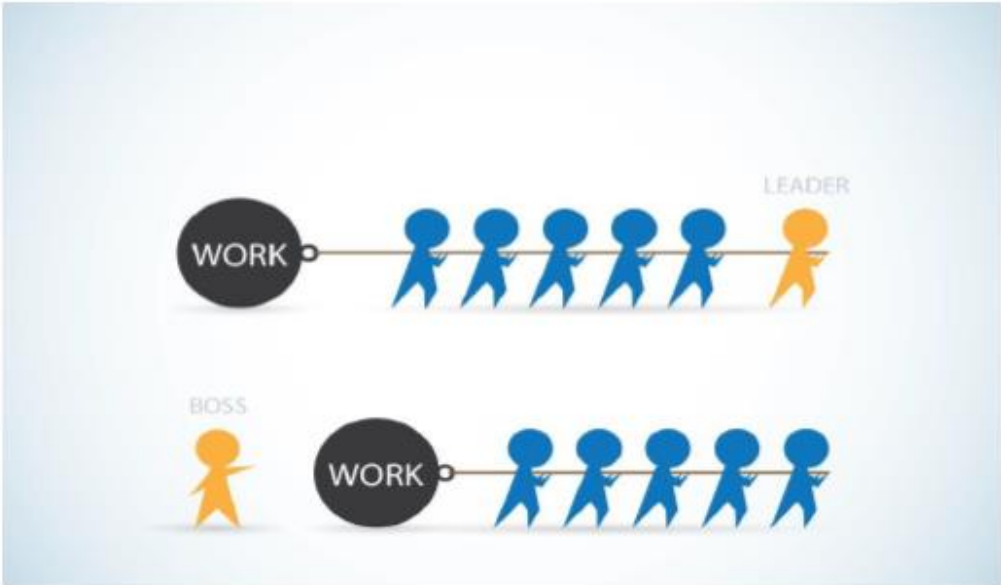
---

1	Wat is uw geslacht?
	- Man
	- Vrouw
	- Anders, namelijk:
2	Wat is uw leeftijd?
3	Wat is uw hoogste opleidingsniveau?
	- Voortgezet onderwijs
	- Middelbaar beroepsonderwijs
	- Hoger beroepsonderwijs
	- Masteropleiding
	- PhD
	- Anders, namelijk:
4	Wat is uw functie?
5	Op welke managementniveau geeft u leiding?
	- Operationeel management
	- Tactisch management
	- Strategisch management
6	Hoeveel jaren ervaring heeft u als leidinggevende?
7	Hoe lang werkt u in uw huidige functie als leidinggevende?
8	Hoe lang bent u werkzaam bij uw huidige bedrijf
9	Voor hoeveel uur bent u contractueel aangesteld?
10	Aan hoeveel medewerkers geeft u leiding?
11	Hoeveel werknemers heeft de organisatie in totaal?
12	Wat is het type organisatie?
	- Private sector
	- Publieke sector
	- Niet-gouvernementele organisatie (NGO)
	- Anders, Namelijk:

---

**Appendix B: Feedback document participants**


## Analyse van uw leiderschapskarakteristieken




Naam leidinggevende: [name]

Onderwerp: Feedback op uw karaktereigenschappen die voortkomen uit de gemaakte vragenlijst.

Datum: [date]



UNIVERSITY  
OF TWENTE.



האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM

Beste leidinggevende,

Dit rapport kan u helpen om een beter beeld van uzelf als leider te krijgen en om uw leiderschap nog meer te kunnen ontwikkelen. U zult aan de hand van uw profiel er dan ook achter komen wat op dit moment uw kwaliteiten en beperkingen zijn van uw leiderschap. U kunt ervoor kiezen om deze informatie te gebruiken om uw leiderschap te ontwikkelen.

Dit rapport is speciaal gemaakt voor uzelf en de gegevens zullen niet voor andere doeleinden gebruikt worden.

Hedendaags gebruiken veel onderzoeken de Big Five persoonlijkheidsdimensies om een persoonlijkheidsprofiel te schetsen. De Big Five geeft inzicht in de vijf hoofddimensies van uw persoonlijkheid. Deze dimensies worden gebruikt om meer inzicht te geven over hoe u als persoon bent. De vijf dimensies zijn: verdraagzaamheid, consciëntieusheid, extravertie, emotionele stabiliteit en openheid.

Op de volgende pagina's vindt u additionele informatie over de vijf dimensies en hierbij wordt ook aangegeven hoe u op de verschillende dimensies scoort. U kunt uw score per dimensie aflezen via de bijbehorende 'thermometer'. De dimensies zijn uitvoerig beschreven met een uitleg en toelichtingen van de persoonskenmerken die hierbij passen. Daarnaast vindt u een omschrijving van de uitdagingen die bij de dimensie behoren.

Lees de omschrijvingen aandachtig door om tot een beter inzicht te komen met betrekking tot uw eigen persoonlijkheid als leider zijnde. Dit is een hulpmiddel om u te helpen een verdieping te zoeken in uw eigen kwaliteiten.

**Let op!** Het kan voorkomen dat u uzelf niet herkent in het geschetste profiel of dat u het niet overal mee eens bent. De huidige feedback is enkel afgeleid van de adjectieven uit de vragenlijst welke correleren met de Big Five dimensies en is daarmee enkel indicatief. Er ontbreken aanvullende methodes om het profiel nauwkeurig te kunnen schetsen (dialogen, assessments en andere persoonlijkheidstesten).

Mede dankzij uw deelname aan dit onderzoek heeft u een bijdrage geleverd aan de wetenschap hoe de persoonlijkheidsstructuur van een effectieve leider eruitziet.

**Bedankt voor uw deelname aan het onderzoek!**

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**Uitleg van de scores uit de persoonlijkheidsvragenlijst**

Van de gegevens van alle leidinggevendenden samen zijn er gemiddelden en standaarddeviaties per dimensie berekend. Door middel van het gemiddelde en de standaarddeviaties zijn er 'percentielscores' berekend, deze zijn in tabel 1 weergegeven. Met de percentielscores kunt u uw eigen scores interpreteren.

Uw eigen scores zijn terug te vinden in de thermometers die vermeld staan bij de uitleg van elke karaktereigenschap verderop in het document.

Wanneer naar de thermometers gekeken wordt lijkt het misschien dat u overal hoog op scoort. Echter wanneer u uw scores met de percentielscores vergelijkt, kan blijken dat u ten opzichte van andere leidinggevendenden laag scoort.

Het is dus van belang dat u uw resultaten uit de thermometers vergelijkt met de gegevens uit de tabel.

Scoort u bijvoorbeeld op verdraagzaamheid 80%, wat af te lezen is in de thermometer onder 'verdraagzaamheid', dan ziet u in de tabel hieronder dat u tussen 'onder gemiddeld' en 'gemiddeld' scoort. Op deze manier kan u per karaktereigenschap bekijken hoe u scoort ten opzichte van andere leidinggevendenden.

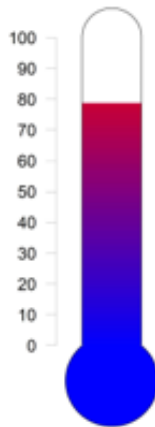
**Tabel 1:** percentielscores van de persoonlijkheidskarakteristieken\*

	Verdraagzaamheid	Consciëntieusheid	Extraversie	Emotionele stabiliteit	Openheid
Zeer laag	<73	<63	<65	<67	<63
Laag	76	66	68	71	67
Onder gemiddeld	79	68	70	73	70
Gemiddeld	81	70	72	76	72
Gemiddeld	83	72	74	78	75
Gemiddeld	85	74	76	80	77
Gemiddeld	87	76	78	82	79
Boven gemiddeld	90	78	80	85	82
Hoog	93	81	83	88	86
Zeer hoog	>93	>81	>83	>88	>86

\*De scores in deze tabel zijn gebaseerd op de scores van alle leidinggevendenden in het onderzoek

## De Big Five persoonlijkheidsdimensies:

### Verdraagzaamheid

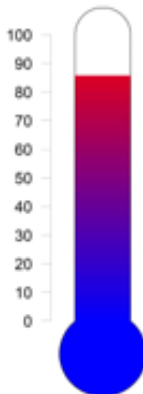


Mensen die verdraagzaam zijn, vertonen over het algemeen bescheiden en onbaatzuchtig gedrag en worden vaak gezien als betrouwbaar<sup>7</sup>. Leaders met verdraagzame persoonskenmerken staan open om mensen te helpen<sup>16</sup> en presteren goed op het gebied van interpersoonlijke relaties<sup>31</sup>. Daarnaast zijn zij coöperatief, zachtaardig en vriendelijk<sup>13</sup> en gaan conflicten uit de weg<sup>14</sup>. Hierdoor kunnen leaders met verdraagzaamheid als persoonskenmerk ervoor zorgen dat het samenwerken en het gedrag van teamleden bevordert wordt<sup>16</sup>. Zij hebben het vermogen om positieve relaties aan te gaan met anderen en deze te onderhouden. Bij het geven van feedback gebruiken deze leaders hun empathisch vermogen en zij zorgen ervoor dat er een aangename, vriendelijke en eerlijke werkomgeving gecreëerd wordt<sup>26</sup>. Dit bereiken zij doordat zij aandacht tonen voor het welzijn van de werknemers, voor de psychologische behoeften van de individuele werknemers en doordat zij geïnteresseerd zijn in de tevredenheid van de werknemer en professionele ontwikkeling. Zij zijn geliefd bij hun collega's en werknemers en kunnen hechte, stabiele relaties aangaan. Daarnaast zijn deze leaders vaak ook beter in timemanagement<sup>3</sup>.

#### Uitdagingen

Mensen met verdraagzaamheid persoonskenmerken zijn hierdoor echter wel overdreven gevoelig voor de gevoelens en verlangens van anderen op het werk waardoor zij het moeilijk vinden om beslissingen te maken die op gespannen voet staan met collega's en werknemers. Doordat dit soort leaders zo verdraagzaam en meegaand zijn kan dit ervoor zorgen dat er een besluit genomen wordt dat conflicten minimaliseert, dat goedkeuring nagestreefd wordt en milde prestatiebeoordelingen gegeven worden<sup>2</sup>. Dit kan ervoor zorgen dat werknemers geen eerlijke beoordeling krijgen en kan op den duur het bedrijf in gevaar brengen door bijvoorbeeld vooroordelen voor een promotie<sup>21</sup>. Dit soort leaders zullen niet snel moeilijke, maar innovatieve beslissingen nemen die tot weerstand kunnen leiden en zijn dan ook met name geschikt voor functies waar naleving van de huidige gang van zaken gewenst is.

### Consciëntieusheid



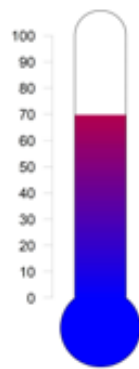
Consciëntieusheid is een persoonlijkheidskenmerk waarbij mensen de neiging hebben om zelfgestuurd te zijn en zich verantwoordelijk te voelen voor anderen. Verdere kenmerken zijn het hard willen werken, het geordend zijn en het houden van regelmaat<sup>33</sup>. Mensen die hoog scoren op dit persoonlijkheidskenmerk hebben vaak een hoge zelfdiscipline en volgen het liefste een plan dan dat zij spontaan handelen waardoor zij vaak succesvol zijn in hun werk.

Dit soort leaders zijn dan ook gedisciplineerd in het nastreven van hun doelen<sup>6</sup> en vertonen gunstig gedrag voor het bereiken van werkprestaties en voor samenwerking in teamcontexten<sup>25</sup>. Zij nemen weloverwogen beslissingen en worden als beleefd gezien in de meeste interacties<sup>6</sup>. Om hun doelen te behalen zullen deze leaders vasthoudendheid en doorzettingsvermogen vertonen<sup>11</sup>. Hierdoor kunnen dit soort leaders werkklimaten bevorderen die als eerlijk en rechtvaardig gezien worden<sup>17</sup>.

### *Uitdagingen*

Echter zijn dit soort leiders voorzichtig en analytisch en zullen dan ook minder snel afwijkend gedrag vertonen en minder de intentie hebben om te innoveren en risico's te nemen<sup>34</sup>. Leiders met Conscientieuze persoonlijkheidskenmerken vermijden vaak innovatie omdat zij zich eerder zullen verzetten tegen veranderingen en stellen kritieke besluitvorming uit. Zij willen eerst informatie en bewijzen verzamelen om hun voorkeuren te kunnen ondersteunen<sup>15</sup>. Wanneer er een verandering in de organisatie is of een deadline aankomt zal dit voor hen eerder stress opleveren omdat dit tegen hun verlangen in gaat om strikte en goed georganiseerde procedures te volgen. Dit maakt dat dit soort leiders vaak gezien worden als minder flexibel voor veranderingen wat kan leiden tot mindere prestaties doordat er minder geprofiteerd wordt van organisatorische middelen en nieuwe zakelijke kansen worden gemist. Verder kunnen leiders met deze persoonlijkheidskenmerken te perfectionistisch worden, of zelfs workaholics, waardoor zij zich, vooral in combinatie met lage verdraagzaamheid kritisch opstellen ten opzichte van de prestaties van hun werknemers<sup>15</sup> en kunnen onpersoonlijk worden wanneer er onder andere negatieve feedback gegeven wordt. Dit leidt ertoe dat deze leiders vaak niet gezien worden als charismatisch of inspirerend, maar juist als saai en niet flexibel<sup>4</sup>.

### **Extraversie**



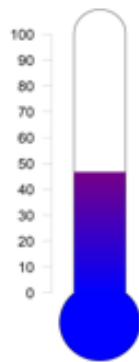
Extraversie is een persoonlijkheidskenmerk waarbij personen die extravert zijn het leuk vinden om met andere personen om te gaan en zich prettig voelen in een groep. Extraverte mensen vinden het makkelijk om contact te leggen, hebben meestal veel sociale relaties en presteren goed in sociale en ondernemende beroepen waarbij zij een grote kans hebben om een leidinggevende functie aan te nemen<sup>32</sup>. Mensen die minder extravert zijn, zijn vaak meer terughoudend, vinden het fijn om alleen te zijn en worden vaak gezien als rustig en onafhankelijk.

Leiders die extravert zijn, hebben assertieve, actieve, energieke, vrolijke, spraakzame en optimistische persoonskenmerken<sup>6</sup>. Zij worden vaak gezien als mensen die positief in het leven staan. Doordat zij een grote optimistische kijk hebben op de toekomst blijkt dat extraverte leiders als goede groepsleiders gezien worden<sup>18/19</sup>. Zij hebben vaak een hoge sociale status waardoor zij goed presteren in hun leidinggevenden functie. Doordat zij over het algemeen van hun werk genieten en erg sociaal kunnen zijn, kunnen zij de mensen om hen heen motiveren en hun werkomgeving op een positieve manier beïnvloeden.

### *Uitdagingen*

Wanneer een leider te extravert wordt, kan deze leider de neiging hebben om zich te gewaagd en agressief op te stellen. Dit ontstaat doordat extraverte mensen graag in de belangstelling staan en kunnen hun eigen capaciteiten snel overschatten<sup>15</sup>. Dit zorgt ervoor dat deze leiders minder input gaan vragen aan hun werknemers en collega's en van elkaar gaan vervreemden zodat informatie niet meer gedeeld wordt. Dit leidt er ook toe dat deze leiders geen duidelijke strategische focus voor werknemers bieden en dat deze leiders moeilijk tevreden te krijgen zijn. Extraverte leiders nemen dan ook te snelle beslissingen en kunnen ineens voortijdig van plan veranderen als blijkt dat de gewenste uitkomsten niet tot stand komen.

### Emotionele stabiliteit



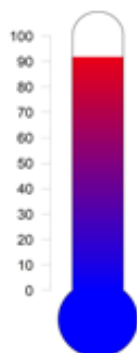
Leiders met een hoge mate van emotionele stabiliteit zijn over het algemeen kalm en relaxed. Zij zijn consistent in hun emotionele uitingen en zullen niet snel negatieve emoties zoals stress, angst of jaloezie ervaren<sup>21</sup>. Een positief denkpatroon is karakteriserend bij een hoge emotionele stabiliteit. Bovendien, wordt emotionele stabiliteit geassocieerd met een subjectief gevoel van welzijn<sup>9</sup> en leiderschap<sup>18</sup> en hebben mensen met een hoge emotionele stabiliteit vaak een hoge werktevredenheid<sup>34</sup>. Leiders met een hoge emotionele stabiliteit hebben de capaciteiten om kalm te blijven in momenten van crisis, blijven geduldig met de ontwikkeling van hun medewerkers en kunnen snel herstellen van groeps- en organisatorische mislukkingen<sup>22</sup>. Leiders met weinig emotionele stabiliteit hebben vaker te maken met negatieve emoties<sup>1</sup>.

### Uitdagingen

Leiderschap is inherent aan het emotionele proces<sup>8</sup>. Leiders met veel emotionele stabiliteit kunnen gekarakteriseerd worden als ontspannen, terughoudend en rustig. Echter zullen zij minder snel emotionele verbindingen aangaan met hun medewerkers of emotionele hoogte- en dieptepunten ervaren<sup>12</sup>. Oprechte emotionele verbindingen zijn echter wel belangrijk omdat deze een positief effect hebben op de geloofwaardigheid van de leider, dit kan de leider gebruiken om respect te krijgen en invloed uit te oefenen<sup>24</sup>. Leiders met veel emotionele stabiliteit zijn over het algemeen koelbloedig. Echter kan het niet uiten van emoties in bepaalde situaties geïnterpreteerd worden als desinteresse en apathie.

Medewerkers van leiders met weinig emotionele stabiliteit rapporteren lagere mate van werktevredenheid, vertrouwen, een hogere mate van absentie en de neiging om te vertrekken. Het kan voorkomen dat leiders met een lage emotionele stabiliteit hun medewerkers niet van oprechte feedback voorzien waardoor de medewerkers niet weten hoe zij daadwerkelijk presteren en wat hun positie is binnen de organisatie<sup>22</sup>. Tenslotte, leiders met een hoge mate van emotionele stabiliteit kunnen in sommige gevallen minder invloed uitoefenen omdat zij vaak weinig inspirerende aantrekkingskracht hebben<sup>4</sup>. In plaats daarvan gebruiken zij objectieve en rationale argumenten om medewerkers mee te krijgen.

### Openheid



Leiders met een hoge mate van openheid zijn intellectueel nieuwsgierig<sup>29</sup>, inzichtelijk, fantasie- en vindingrijk<sup>17</sup> en vertonen vaak patronen van afwijkend denken<sup>38</sup>. Daarnaast hebben zij de neiging om creatief te zijn en zijn zij introspectief. Deze kwaliteiten, welke gepaard gaan met openheid, hebben positieve effecten op leiderschap<sup>18</sup> en het kunnen omgaan met veranderingen in de organisatie<sup>23</sup>. Het is bewezen dat leiders met veel openheid inspirerend en motiverend zijn voor medewerkers. Dit heeft met name te maken met de levendige verbeelding van de leider en de kennis om kritieke zaken niet uit de weg te gaan, maar juist op te lossen. Daarnaast kunnen open leiders toekomstperspectieven visualiseren en medewerkers motiveren om mee te gaan in deze perspectieven<sup>4</sup>.

### *Uitdagingen*

Leiders met een hoge score op openheid kunnen moeite ervaren met traditionele, hiërarchische, conventionele werkomstandigheden<sup>21</sup>. Open leiders zijn over het algemeen willig om nieuwe dingen te proberen om organisatie succes te waarborgen. Hierdoor kan het voorkomen dat leiders makkelijk afgeleid worden door nieuwe ideeën wat ertoe leidt dat de focus voornamelijk op korte termijn doelstellingen komt te liggen. Deze kortetermijndoelstellingen kunnen vaste bedrijfswaarden schenden waar potentieel de stabiele lange termijn doelstellingen onder komen te lijden<sup>21</sup>. In andere woorden, open leiders kunnen moeite hebben om de organisatiedoelen na te streven. Dit heeft met name te maken met het feit dat open leiders met regelmaat speculeren over alternatieve perspectieven<sup>22</sup>.

Medewerkers van open leiders kunnen gefrustreerd raken van de complexe, filosofische en fantasierijke aanpak welke niet strookt met de organisatiedoelen. Deze frustratie gaat vooral op bij medewerkers die zelf behoefte hebben aan directe, simpele en duidelijke instructies. Daarnaast, in situaties waar snelle beslissingen en acties vereist zijn, kunnen abstracte en kritische gedragingen van een open leider de vooruitgang van de groep negatief beïnvloeden<sup>22</sup>.

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**Appendix C: Factor loadings of all 251 items**

Item		Factor loading				
Dutch	English	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Slinks	Cunning	.80				
Verwaand	Conceited	.78				
Onberekenbaar	Volatile	.75				
Heerszuchtig	Imperious	.75				
Stug	Inflexible	.74				
Bruut	Brute	.73				
Zwaarmoedig	Depressed	.73				
Agressief	Aggressive	.73				
Fatalistisch	Fatalistic	.72				
Gespleten	Split	.71				
Onoprecht	Insincere	.71				
Driftig	Quick-tempered	.67				
Afgunstig	Envious	.69				
Boos	Angry	.69				
Zwaartillend	Gloomy	.69				
Wereldvreemd	Unworldly	.68				
Blufferig	Boastful	.67				
Onevenwichtig	Unstable	.66				
Wild	Wild	.66				
Schreeuwend	Screaming	.65				
Zelfzuchtig	Selfish	.65				
Heetgebakerd	Hot-blooded	.65				
Manipulatief	Manipulative	.65				
Walgelijk	Disgusting	.64				
Narcistisch	Narcissistic	.64				
Heethoofdig	Hot-headed	.64				
Dwaas	Silly	.64				
Sluw	Sly	.64				
Dweperig	Effusive	.64				
Brutaal	Brutal	.63				
Afstotelijk	Repulsive	.63				
Arrogant	Arrogant	.63				
Onredelijk	Unreasonable	.62				
Onsympathiek	Nasty	.62				
Hypocriet	Hypocritical	.62				
Demonisch	Demonic	.62				
Nors	Surly	.62				
Gekweld	Tormented	.62				
Schizofreen	Schizophrenic	.61				
Verbitterd	Embittered	.61				
Destructief	Destructive	.61				
Ergerlijk	Vexing	.61				
Sadistisch	Sadistic	.61				

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Item			Factor loading			
Dutch	English	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Kruiperig	Obsequious	.60				
Vreemd	Strange	.59				
Bespottelijk	Ridiculous	.59				
Wantrouwig	Mistrustful	.59				
Onaangenaam	Unpleasant	.59				
Onrechtvaardig	Unfair	.58				
Idioot	Idiotic	.58				
Megalomaan	Megalomaniac	.58				
Haatdragend	Resentful	.57				
Praatziek	Garrulous	.57				
Instabiel	Unstable	.56				
Oorlogszuchtig	Bellicose	.56				
Onverschillig	Indifferent	.56				
Zelfingenomen	Self-righteous	.56				
Negatief	Defeatist	.56				
Grillig	Capricious	.56				
Hatelijk	Hateful	.55				
Subversief	Subversive	.55				
Dikdoenerig	Bragging	.54				
Gewelddadig	Violent	.54				
Uitbuitend	Exploitative	.54				
Lichtzinnig	Promiscuous	.54				
Gefrustreerd	Frustrated	.54				
Kortzichtig	Short-sighted	.54				
Achterdochtig	Suspicious	.54				
Ziekelijk	Sickening	.54				
Neerbuigend	Patronizing	.54				
Arm	Poor	.54				
Tactloos	Tactless	.54				
Leugenachtig	Lying	.53				
Cynisch	Cynical	.53				
Geniepig	Wily	.53				
Waaghalzerig	Rash	.53				
Rancuneus	Vindictive	.53				
Warrig	Chaotic	.53				
Labiel	Labile	.53				
Kinderlijk	Infantile	.52				
Onbeleefd	Rude	.52				
Star	Rigid	.52				
Roekeloos	Foolhardy	.52				
Zelfgenoegzaam	Smug	.52				
Opvliegend	Irascible	.52				
Aanmatigend	Overbearing	.52				
Kinderachtig	Childish	.52				
Uitgekookt	Slick	.51				

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Item			Factor loading			
Dutch	English	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Barbaars	Barbaric	.51				
Vernielzuchtig	Wreckful	.51				
Aalglad	Slippery	.51				
Jaloers	Jealous	.51				
Muggezifterig	Fault-finding	.50				
Opzettelijk	Deliberate	.50				
Stiekem	Sneaky	.50				
Wreed	Cruel	.50				
Bedrieglijk	Deceptive	.50				
Asociaal	Asocial	.49				
Halsstarrig	Headstrong	.49				
Defensief	Defensive	.49				
Opstandig	Insubordinate	.49				
Gehaaid	Shrewd	.49				
Woedend	Furious	.48				
Afstotend	Loathsome	.48				
Gecompliceerd	Complicated	.48				
Intolerant	Intolerant	.48				
Naïef	Naive	.48				
Ophitsend	Inciteful	.48				
Hardleers	Unteachable	.48				
Recalcitrant	Recalcitrant	.48				
Ongeïnteresseerd	Uninterested	.47				
Onstandvastig	Wavering	.47				
Duister	Dark	.47				
Ongeremd	Unrestrained	.47				
Onbuigzaam	Unyielding	.47				
Wispelturig	Fickle	.47				
Hebberig	Greedy	.46				
Treiterend	Agonizing	.46				
Zwartgallig	Morbid	.46				
Opdringerig	Pushy	.45				
Slecht	Evil	.45				
Kleinzielig	Narrow-minded	.45				
Extreem	Extreme	.45				
Wantrouwend	Distrustful	.44				
Onverantwoordelijk	Irresponsible	.44				
Eenkennig	Timid	.43				
Egocentrisch	Egocentric	.43				
Ongevoelig	Insensitive	.43				
Masochistisch	Masochistic	.43				
Minachtend	Disparaging	.42				
Bedrieglijk	Deceptive	.42				
Moeilijk	Difficult	.42				
Verward	Confused	.41				

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Item		Factor loading				
Dutch	English	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Huichelachtig	Disingenuous	.40				
Krachtig	Powerful		.76			
Zelfverzekerd	Confident		.70			
Inspirerend	Inspiring		.67			
Twijfelachtig	Dubious		-.64			
Dynamisch	Dynamic		.63			
Dapper	Brave		.61			
Scherp	Sharp		.61			
Ondernemend	Enterprising		.60			
Innovatief	Innovative		.60			
Initiatiefrijk	Initiating		.59			
Leidend	Guiding		.59			
Origineel	Original		.58			
Effectief	Effective		.57			
Onzeker	Uncertain		-.57			
Overtuigend	Convincing		.56			
Besluiteloos	Undecisive		-.56			
Zwak	Weak		-.56			
Besluitvaardig	Decisive		.55			
Invloedrijk	Influential		.55			
Uniek	Unique		.54			
Consequent	Consistent		.53			
Vindingrijk	Resourceful		.53			
Scherpzinnig	Perspicacious		.52			
Onderzoekend	Inquisitive		.52			
Wilskrachtig	Strong-willed		.51			
Capabel	Capable		.51			
Vooruitstrevend	Progressive		.51			
Creatief	Creative		.49			
Competent	Competent		.48			
Wijs	Wise		.48			
Uitstekend	Premium		.46			
Excentriek	Eccentric		.46			
Zichtbaar	Visible		.46			
Spannend	Exciting		.45			
Efficiënt	Efficient		.45			
Prestatiegericht	Achievement-oriented		.44			
Geestelijk gezond	Sane		.44			
Doodsbang	Terrified		-.43			
Logisch	Logical		.43			
Voorzichtig	Cautious		-.43			
Doelgericht	Goal-oriented		.42			
Optimistisch	Optimistic		.41			
Goedhartig	Kind-hearted			.69		
Hartelijk	Cordial			.69		

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Item		Factor loading				
Dutch	English	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Vriendelijk	Friendly			.66		
Zorgzaam	Caring			.66		
Collegiaal	Collegial			.65		
Humaan	Humane			.63		
Meevoelend	Empathetic			.63		
Gezellig	Sociable			.63		
Behulpzaam	Helpful			.63		
Lief	Lovable			.62		
Welwillend	Benevolent			.59		
Aangenaam	Pleasant			.57		
Hulpvaardig	Assistive			.57		
Oprecht	Sincere			.55		
Impulsief	Impulsive			.54		
Sociaal	Social			.54		
Vrolijk	Merry			.54		
Begrijpend	Understanding			.52		
Humoristisch	Humoristic			.52		
Betrouwbaar	Reliable			.52		
Loyaal	Loyal			.52		
Eerlijk	Honest			.51		
Trouw	Faithful			.51		
Aardig	Kind			.50		
Toegewijd	Dedicated			.50		
Hardwerkend	Hardworking			.49		
Idealistisch	Idealistic			.46		
Bemoedigend	Encouraging			.46		
Hoffelijk	Courteous			.45		
Betrokken	Involved			.45		
Ondersteunend	Supportive			.44		
Enthousiast	Enthusiastic			.42		
Attent	Attentive			.42		
Fatsoenlijk	Decent			.41		
Functionerend	Operative				.75	
Inventief	Inventive				.73	
Participatief	Participative				.70	
Voorkomend	Considerate				.67	
Inzichtgevend	Insightful				.67	
Onopgevoed	Uneducated				-.66	
Rationeel	Rational				.65	
Apathisch	Apathetic				-.62	
Geavanceerd	Sophisticated				.58	
Integer	Virtuous				.57	
Welbespraakt	Articulate				.57	
Verzorgd	Tidy				.57	
Vastberaden	Determined				.56	

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Item		Factor loading				
Dutch	English	Destructive	Powerful/ Proactive	Human- orientated	Instrumental/ Rational	Organized
Doelmatig	Functional				.52	
Realistisch	Realistic				.50	
IJverig	Diligent				.50	
Hysterisch	Hysterical				-.50	
Despotisch	Despotic				-.50	
Onzelfzuchtig	Unselfish				.49	
Slim	Clever				.48	
Uitdagend	Challenging				.44	
Blijmoedig	Joyful				.44	
Gecontroleerd	Controlled					.71
Stipt	Punctual					.66
Gedisciplineerd	Disciplined					.65
Ongeorganiseerd	Disorganized					-.65
Georganiseerd	Organized					.63
Secuur	Meticulous					.57
Ordelijk	Orderly					.56
Wisselvallig	Changeable					-.55
Nonchalant	Careless					-.54
Gesloten	Closed					-.51
Vorbereid	Prepared					.49
Afstandelijk	Aloof					-.47
Open	Open					.47
Consciëntieus	Conscientious					.46
Gemakzuchtig	Easy-going					-.46
Onpeilbaar	Inscrutable					-.45
Gecoördineerd	Coordinated					.45
Goedgeïnformeerd	Well-informed					.43
Geduldig	Patient					.43

*Note.*  $N = 54$ . Extraction Method: Principal Component Analysis; Rotation method: direct oblimin.

**Appendix D: Overlapping adjectives with Big-Five and HEXACO**

Dutch	English	Contextualized dimension		Big-Five dimension		HEXACO dimension	
Slinks	Cunning	1	.80	4	.28	6	.31
Verwaand	Conceited	1	.78	1	.29	6	.51
Onberekenbaar	Volatile	1	.75	4	.37	4	.37
Heerszuchtig	Imperious	1	.75	1	.38	2	.38
Stug	Inflexible	1	.74	3	.51	1	.49
Bruut	Brute	1	.73	5	.20	3	.22
Zwaarmoedig	Depressed	1	.73	3	.44	1	.46
Agressief	Aggressive	1	.73	1	.44	2	.49
Fatalistisch	Fatalistic	1	.72	3	.31	1	.32
Gespleten	Split	1	.71	3	.31	1	.33
Onoprecht	Insincere	1	.71	5	.34	6	.30
Driftig	Quick-tempered	1	.67	1	.47	2	.54
Afgunstig	Envious	1	.69	1	.23	6	.29
Boos	Angry	1	.69	-	-	-	-
Zwaartillend	Gloomy	1	.69	2	.43	3	.43
Wereldvreemd	Unworldly	1	.68	3	.27	1	.26
Blufferig	Boastful	1	.67	5	.31	6	.51
Onevenwichtig	Unstable	1	.66	2	.56	3	.55
Wild	Wild	1	.66	-	-	-	-
Schreeuwend	Screaming	1	.65	-	-	-	-
Zelfzuchtig	Selfish	1	.65	1	.26	6	.29
Heetgebakerd	Hot-blooded	1	.65	1	.42	2	.53
Manipulatief	Manipulative	1	.65	-	-	-	-
Walgelijk	Disgusting	1	.64	-	-	-	-
Narcistisch	Narcissistic	1	.64	4	.20	6	.30
Heethoofdig	Hot-headed	1	.64	1	.43	2	.52
Dwaas	Silly	1	.64	-	-	-	-
Sluw	Sly	1	.64	2	.30	6	.35
Dweperig	Effusive	1	.64	5	.30	6	.29
Brutaal	Brutal	1	.63	1	.35	2	.37
Afstotelijk	Repulsive	1	.63	-	-	-	-
Arrogant	Arrogant	1	.63	1	.35	6	.40
Onredelijk	Unreasonable	1	.62	1	.37	2	.44
Onsympathiek	Nasty	1	.62	3	.27	5	.30
Hypocriet	Hypocritical	1	.62	5	.24	6	.24
Demonisch	Demonic	1	.62	-	-	-	-
Nors	Surly	1	.62	3	.30	1	.32
Gekweld	Tormented	1	.62	-	-	-	-
Schizofreen	Schizophrenic	1	.61	4	.23	4	.23
Verbitterd	Embittered	1	.61	3	.25	1	.28
Destructief	Destructive	1	.61	4	.21	4	.21
Ergerlijk	Vexing	1	.61	-	-	-	-
Sadistisch	Sadistic	1	.61	5	.18	4	.17
Kruiperig	Obsequious	1	.60	5	.34	5	.29
Vreemd	Strange	1	.59	-	-	-	-
Bespottelijk	Ridiculous	1	.59	-	-	-	-
Wantrouwig	Mistrustful	1	.59	3	.32	1	.38
Onaangenaam	Unpleasant	1	.59	-	-	-	-
Onrechtvaardig	Unfair	1	.58	5	.16	6	.13

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Dutch	English	Contextualized dimension		Big-Five dimension		HEXACO dimension	
Idioot	Idiotic	1	.58	-	-	-	-
Megalomaan	Megalomaniac	1	.58	-	-	-	-
Haatdragend	Resentful	1	.57	1	.30	2	.27
Praatziek	Garrulous	1	.57	3	.41	1	.39
Instabiel	Unstable	1	.56	2	.56	3	.56
Oorlogszuchtig	Bellicose	1	.56	-	-	-	-
Onverschillig	Indifferent	1	.56	4	.35	4	.41
Zelfingenomen	Self-righteous	1	.56	3	.21	6	.35
Negatief	Defeatist	1	.56	3	.42	1	.44
Grillig	Capricious	1	.56	1	.30	2	.36
Hatelijk	Hateful	1	.55	1	.30	2	.31
Subversief	Subversive	1	.55	-	-	-	-
Dikdoenerig	Bragging	1	.54	1	.31	6	.50
Gewelddadig	Violent	1	.54	1	.21	3	.22
Uitbuitend	Exploitative	1	.54	-	-	-	-
Lichtzinnig	Promiscuous	1	.54	4	.43	4	.41
Gefrustreerd	Frustrated	1	.54	-	-	-	-
Kortzichtig	Short-sighted	1	.54	5	.21	5	.31
Achterdochtig	Suspicious	1	.54	3	.32	1	.34
Ziekelijk	Sickening	1	.54	-	-	-	-
Neerbuigend	Patronizing	1	.54	5	.19	6	.14
Arm	Poor	1	.54	-	-	-	-
Tactloos	Tactless	1	.54	1	.21	2	.27
Leugenachtig	Lying	1	.53	5	.35	6	.31
Cynisch	Cynical	1	.53	4	.29	5	.31
Geniepig	Wily	1	.53	5	.27	6	.28
Waaghalzerig	Rash	1	.53	-	-	-	-
Rancuneus	Vindictive	1	.53	1	.26	2	.22
Warrig	Chaotic	1	.53	4	.34	3	.33
Labil	Labile	1	.53	2	.56	3	.56
Kinderlijk	Infantile	1	.52	2	.32	3	.32
Onbeleefd	Rude	1	.52	-	-	-	-
Star	Rigid	1	.52	3	.24	1	.24
Roekeloos	Foolhardy	1	.52	4	.49	4	.49
Zelfgenoegzaam	Smug	1	.52	5	.24	6	.42
Opvliegend	Irascible	1	.52	1	.50	2	.58
Aanmatigend	Overbearing	1	.52	5	.12	6	.13
Kinderachtig	Childish	1	.52	-	-	-	-
Uitgekookt	Slick	1	.51	2	.31	3	.26
Barbaars	Barbaric	1	.51	-	-	-	-
Vernielzuchtig	Wreckful	1	.51	4	.17	4	.19
Aalglad	Slippery	1	.51	2	.21	3	.21
Jaloers	Jealous	1	.51	2	.28	3	.29
Muggezifterig	Fault-finding	1	.50	1	.19	1	.18
Opzettelijk	Deliberate	1	.50	-	-	-	-
Stiekem	Sneaky	1	.50	5	.39	6	.32
Wreed	Cruel	1	.50	-	-	-	-
Bedrieglijk	Deceptive	1	.50	-	-	-	-
Asociaal	Asocial	1	.49	4	.28	4	.31
Halsstarrig	Headstrong	1	.49	1	.31	2	.36
Defensief	Defensive	1	.49	-	-	-	-



# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Dutch	English	Contextualized dimension		Big-Five dimension		HEXACO dimension	
Opstandig	Insubordinate	1	.49	1	.39	2	.48
Gehaaid	Shrewd	1	.49	1	.27	2	.24
Woedend	Furious	1	.48	-	-	-	-
Afstotend	Loathsome	1	.48	-	-	-	-
Gecomplceerd	Complicated	1	.48	5	.29	1	.28
Intolerant	Intolerant	1	.48	1	.35	2	.31
Naïef	Naive	1	.48	2	.35	3	.31
Ophitsend	Inciteful	1	.48	-	-	-	-
Hardleers	Unteachable	1	.48	4	.31	4	.32
Recalcitrant	Recalcitrant	1	.48	1	.37	2	.41
Ongeïnteresseerd	Uninterested	1	.47	-	-	-	-
Onstandvastig	Wavering	1	.47	2	.47	3	.43
Duister	Dark	1	.47	-	-	-	-
Ongeremd	Unrestrained	1	.47	3	.42	1	.42
Onbuigzaam	Unyielding	1	.47	1	.21	2	.24
Wispelturig	Fickle	1	.47	4	.39	4	.40
Hebberig	Greedy	1	.46	1	.34	6	.40
Treiterend	Agonizing	1	.46	-	-	-	-
Zwartgallig	Morbid	1	.46	3	.37	1	.40
Opdringerig	Pushy	1	.45	3	.22	6	.23
Slecht	Evil	1	.45	-	-	-	-
Kleinzielig	Narrow-minded	1	.45	2	.27	3	.25
Extreem	Extreme	1	.45	-	-	-	-
Wantrouwend	Distrustful	1	.44	3	.36	1	.33
Onverantwoordelijk	Irresponsible	1	.44	4	.46	4	.49
Eenkennig	Timid	1	.43	3	.33	1	.33
Egocentrisch	Egocentric	1	.43	1	.26	1	.26
Ongevoelig	Insensitive	1	.43	2	.30	3	.36
Masochistisch	Masochistic	1	.43	4	.19	4	.18
Minachtend	Disparaging	1	.42	-	-	-	-
Bedrieglijk	Deceptive	1	.42	-	-	-	-
Moeilijk	Difficult	1	.42	-	-	-	-
Verward	Confused	1	.41	-	-	-	-
Huichelachtig	Disingenuous	1	.40	5	.35	5	.27
Krachtig	Powerful	2	.76	-	-	-	-
Zelfverzekerd	Confident	2	.70	2	.66	3	.62
Inspirerend	Inspiring	2	.67	-	-	-	-
Twijfelachtig	Dubious	2	-.64	-	-	-	-
Dynamisch	Dynamic	2	.63	3	.35	1	.34
Dapper	Brave	2	.61	2	.35	3	.33
Scherp	Sharp	2	.61	-	-	-	-
Ondernemend	Enterprising	2	.60	3	.38	1	.39
Innovatief	Innovative	2	.60	-	-	-	-
Initiatiefrijk	Initiating	2	.59	-	-	-	-
Leidend	Guiding	2	.59	-	-	-	-
Origineel	Original	2	.58	4	.26	5	.41
Effectief	Effective	2	.57	-	-	-	-
Onzeker	Uncertain	2	-.57	2	-.60	3	-.55
Overtuigend	Convincing	2	.56	-	-	-	-
Besluiteloos	Undecisive	2	-.56	2	-.50	3	-.47
Zwak	Weak	2	-.56	-	-	-	-

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Dutch	English	Contextualized dimension		Big-Five dimension		HEXACO dimension	
Besluitvaardig	Decisive	2	.55	2	.49	3	.50
Invloedrijk	Influential	2	.55	-	-	-	-
Uniek	Unique	2	.54	-	-	-	-
Consequent	Consistent	2	.53	4	.37	3	.36
Vindingrijk	Resourceful	2	.53	2	.26	5	.31
Scherpzinnig	Perspicacious	2	.52	5	.33	5	.39
Onderzoekend	Inquisitive	2	.52	-	-	-	-
Wilskrachtig	Strong-willed	2	.51	2	.40	3	.42
Capabel	Capable	2	.51	-	-	-	-
Vooruitstrevend	Progressive	2	.51	5	.26	5	.22
Creatief	Creative	2	.49	5	.28	5	.36
Competent	Competent	2	.48	-	-	-	-
Wijs	Wise	2	.48	-	-	-	-
Uitstekend	Premium	2	.46	-	-	-	-
Excentriek	Eccentric	2	.46	4	.31	4	.24
Zichtbaar	Visible	2	.46	-	-	-	-
Spannend	Exciting	2	.45	-	-	-	-
Efficiënt	Efficient	2	.45	-	-	-	-
Prestatiegericht	Achievement-oriented	2	.44	-	-	-	-
Geestelijk gezond	Sane	2	.44	-	-	-	-
Doodsbang	Terrified	2	-.43	-	-	-	-
Logisch	Logical	2	.43	-	-	-	-
Voorzichtig	Cautious	2	-.43	4	-.36	4	-.33
Doelgericht	Goal-oriented	2	.42	-	-	-	-
Optimistisch	Optimistic	2	.41	3	.50	1	.52
Goedhartig	Kind-hearted	3	.69	1	.52	2	.47
Hartelijk	Cordial	3	.69	3	.40	1	.42
Vriendelijk	Friendly	3	.66	1	.43	2	.38
Zorgzaam	Caring	3	.66	4	.37	4	.35
Collegiaal	Collegial	3	.65	3	.35	1	.38
Humaan	Humane	3	.63	1	.35	2	.28
Meevoelend	Empathetic	3	.63	-	-	-	-
Gezellig	Sociable	3	.63	-	-	-	-
Behulpzaam	Helpful	3	.63	1	.38	6	.33
Lief	Lovable	3	.62	-	-	-	-
Welwillend	Benevolent	3	.59	1	.42	2	.35
Aangenaam	Pleasant	3	.57	-	-	-	-
Hulpvaardig	Assistive	3	.57	1	.38	6	.29
Oprecht	Sincere	3	.55	5	.33	6	.17
Impulsief	Impulsive	3	.54	3	.33	1	.34
Sociaal	Social	3	.54	1	.34	1	.29
Vrolijk	Merry	3	.54	3	.52	1	.54
Begrijpend	Understanding	3	.52	1	.31	2	.25
Humoristisch	Humoristic	3	.52	3	.25	5	.25
Betrouwbaar	Reliable	3	.52	4	.26	6	.33
Loyaal	Loyal	3	.52	1	.31	6	.28
Eerlijk	Honest	3	.51	4	.23	6	.35
Trouw	Faithful	3	.51	4	.26	6	.41
Aardig	Kind	3	.50	1	.44	2	.42
Toegewijd	Dedicated	3	.50	-	-	-	-
Hardwerkend	Hardworking	3	.49	-	-	-	-

# THE CONTEXTUALIZED PERSONALITY STRUCTURE OF LEADERS

Dutch	English	Contextualized dimension		Big-Five dimension		HEXACO dimension	
Idealistisch	Idealistic	3	.46	5	.25	6	.20
Bemoedigend	Encouraging	3	.46	-	-	-	-
Hoffelijk	Courteous	3	.45	1	.23	2	.31
Betrokken	Involved	3	.45	-	-	-	-
Ondersteunend	Supportive	3	.44	-	-	-	-
Enthousiast	Enthusiastic	3	.42	3	.52	1	.53
Attent	Attentive	3	.42	4	.26	4	.27
Fatsoenlijk	Decent	3	.41	-	-	-	-
Functionerend	Operative	4	.75	-	-	-	-
Inventief	Inventive	4	.73	2	.34	5	.35
Participatief	Participative	4	.70	-	-	-	-
Voorkomend	Considerate	4	.67	1	.22	2	.26
Inzichtgevend	Insightful	4	.67	-	-	-	-
Onopgevoed	Uneducated	4	-.66	-	-	-	-
Rationeel	Rational	4	.65	2	.47	3	.42
Apathisch	Apathetic	4	-.62	3	-.37	1	-.36
Geavanceerd	Sophisticated	4	.58	-	-	-	-
Integer	Virtuous	4	.57	5	.29	6	.23
Welbespraakt	Articulate	4	.57	-	-	-	-
Verzorgd	Tidy	4	.57	-	-	-	-
Vastberaden	Determined	4	.56	2	.48	3	.51
Doelmatig	Functional	4	.52	-	-	-	-
Realistisch	Realistic	4	.50	2	.38	3	.39
IJverig	Diligent	4	.50	4	.60	4	.57
Hysterisch	Hysterical	4	-.50	2	-.31	3	-.29
Despotisch	Despotic	4	-.50	1	-.26	6	-.26
Onzelfzuchtig	Unselfish	4	.49	1	.28	6	.29
Slim	Clever	4	.48	-	-	-	-
Uitdagend	Challenging	4	.44	-	-	-	-
Blijmoedig	Joyful	4	.44	3	.50	1	.53
Gecontroleerd	Controlled	5	.71	-	-	-	-
Stipt	Punctual	5	.66	4	.58	4	.56
Gedisciplineerd	Disciplined	5	.65	4	.59	4	.57
Ongeorganiseerd	Disorganized	5	-.65	-	-	-	-
Georganiseerd	Organized	5	.63	-	-	-	-
Secuur	Meticulous	5	.57	4	.59	4	.59
Ordelijk	Orderly	5	.56	4	.57	4	.58
Wisselvallig	Changeable	5	-.55	2	-.45	3	-.41
Nonchalant	Careless	5	-.54	4	-.52	4	-.53
Gesloten	Closed	5	-.51	3	.65	1	.61
Vorbereid	Prepared	5	.49	-	-	-	-
Afstandelijk	Aloof	5	-.47	3	-.48	1	-.46
Open	Open	5	.47	3	.53	1	.54
Consciëntieus	Conscientious	5	.46	4	.36	4	.37
Gemakzuchtig	Easy-going	5	-.46	4	-.45	4	-.47
Onpeilbaar	Inscrutable	5	-.45	3	-.40	1	-.40
Gecoördineerd	Coordinated	5	.45	-	-	-	-
Goedgeïnformeerd	Well-informed	5	.43	-	-	-	-
Geduldig	Patient	5	.43	1	.50	2	.52

*Note.* Contextualized dimensions: 1 = Destructive, 2 = Powerful/Proactive, 3 = Human-orientated, 4 = Instrumental/Rational, 5 = Organized. Big-Five dimensions: 1 = Agreeableness, 2 = Emotional Stability, 3 = Extraversion, 4 = Conscientiousness, 5 = Openness to Experience. HEXACO dimensions: 1 = Extraversion, 2 = Agreeableness, 3 = Emotionality, 4 = Conscientiousness, 5 = Openness to Experience, 6 = Honesty-Humility.