MASTER THESIS

LEADERSHIP AND EXPERTISE: A PERSONALITY STRUCTURE IN CONTEXT.

A lexical approach to a contextualized personality structure for leaders and its predictive validity towards leadership expertise.

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Abstract

Scholars have argued that there is a need for the development of a contextualized personality model because current literature lacks in the existence of a model that can assess personality in a specific role or context. The study contained of two parts, with the first part focused on developing a contextualized personality structure focused on leaders, based on a lexical approach. To develop this structure, an extensive online questionnaire including 418 personality-descriptive adjectives was distributed to 119 participants (i.e. leaders) and was based on self-assessment. Conducting a Principal Component Analysis of the retrieved data resulted in the development of five dimensions consisting of 350 adjectives: Destructive (179 adjectives), Intellect / Competence (59 adjectives), Human-Orientated (50 adjectives), Proactive / Powerful (45 adjectives), and Instrumental (17 adjectives). The developed contextualized personality structure for leaders showed a satisfactory reliability. Subsequently, the second part of the study was aimed at exploring the predictive validity of the developed contextualized structure towards leadership expertise. A multiple linear regression analysis has been conducted over the five personality dimensions and a leadership expertise scale. Unfortunately, this analysis did not show any significant results and no conclusive answer could be given to the second research question. Multiple scientific and practical implications, such as the application at HR-departments, are discussed. Furthermore, the most important suggestion for future research is that the contextualized personality structure for leaders could be examined in combination with other important leadership aspects.

Keywords: Leadership, Personality, Contextualization, Lexical, Expertise

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Introduction

For companies and organizations, strategies to enhance their performance is always an important topic. Consequently, scholars have tried to study the most influential factors for business performances and the achievement of business goals. One of those factors is leadership. Research has shown that leadership is one of the core influencers concerning organizational performance (e.g. De Waal & Sivro, 2012; Fiedler & Garcia, 1987). In addition to the importance of leadership itself for an organization, scholars have tried to find what aspects are important for a leader to be successful.

In the area of leadership studies, personality traits have been a focus of attention because personality has much influence on the functioning of a leader (Stogdill, 1974). These personality traits can be described as a pattern of characteristics that remains relatively stable during environmental or contextual changes (Funder, 1997). Although there are many studies focused on these personality traits and its influence on leadership, those studies are focused on being generic and are not specifically designed for the personality of leaders. However, personality is an important aspect of leadership because it can help to predict leadership behaviour and the effects of leadership (Andersen, 2006; Hogan, Curphy, & Hogan, 1994).

Studies have shown that personality is not always stable and that personality changes across different contexts and situations (Dunlop, 2015; McConnell, 2011). For example, people tend to behave differently among familiar people in comparison to being among unfamiliar people (Matsumoto, 2007). Therefore, generic personality assessment models would not be applicable to every situation and it would be important to put the personality assessment model into a leadership context.

In the domain of personality traits, there are two main models that are frequently used to describe individual characteristics: the Five-factor model (Digman, 1990; Goldberg, 1990) and the HEXACO model (Lee & Ashton, 2004). The five-factor model describes five dimensions of personality: Conscientiousness, Extraversion, Openness to Experience, Agreeableness, and Emotional Stability (Goldberg, 1990). The HEXACO model shows similarities with the five-factor model, however it includes six dimensions to show more explained variance in personality. Those dimensions are Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O). Although both models do lack a specific leadership context, they are frequently used to describe leadership traits and characteristics in general (Judge, Bono, Ilies, & Gerhardt, 2002). Furthermore, the models show inconsistencies between traits and their influence (i.e. Extraversion has been found to be positively related to effective leadership in one study, but

was negatively related to effective leadership in another study (Do & Minbashian, 2014; Judge et al., 2002)) and therefore, research is required to come up with a more fitting personality assessment method (Judge et al., 2002).

To achieve a more fitting model, a context can be added (De Vries, 2018). By the addition of a 'tag' to an assessment model, there appears to be less variability in the personality of an individual, because the influence of different interpretations reduces (Lievens, de Corte and Schollaert, 2008). Such a contextualized structure would be a better fit to describe the personality traits of leaders specifically.

In general, studies focused on the assessment of personality traits, are based on a lexical approach. This approach describes how significant individual differences become encoded in the common language when they are used frequently enough (Ashton, Lee, & De Vries, 2014). In personality assessments, the lexical approach comprehends a full list of adjectives that describe personality, which is then presented to participants. Participants are asked to score themselves on the accuracy of each adjective. This leads to a list of the most important personality-describing adjectives which, thereafter, can be divided into multiple categories or dimensions. Although the lexical approach is frequently used in personality assessment methods, it is not present yet in leader specific personality research.

For the current study, a contextualized structure has been developed based on a lexical approach to describe leader-specific personality traits. The focus of the study lies at the development of the structure. To examine the developed structure, two existing personality describing models will be discussed with regard to their differences and similarities (i.e. five-factor, HEXACO). The attribution of this study to existing leadership personality literature is that the developed contextualized structure will be better applicable to explore the personality of leaders in comparison to existing, more broadly focused models. Furthermore, the usability of the developed structure will be measured by its predictive validity towards leadership expertise. This is important, because expertise is an essential part of leadership and it is pivotal for organizational performance (Andersen, 2006; Wiersema, 2002).

In short, this study has been split in two parts: study 1 is aimed at the development of a contextualized personality structure for leaders. The according research question is as follows:

R1: *What does the contextualized personality structure of leaders, based on a lexical approach, look like?*

Study 2 is aimed at exploring the predictive validity of the designed contextualized personality structure of leaders towards leadership expertise. Therefore, the following research question has been established:

R2: *What is the predictive validity of the contextualized personality structure of leaders towards leadership expertise?*

STUDY 1

1. Theoretical framework

1.1 Leadership

Although leadership has been an important topic in research for many decades, no universal definition exists to define leadership (Ayman & Korabik, 2010; Bass, 1960; Bass, 1990; Bogardus, 1934; Rigby, 1971). According to Malos (2012), this is due to the fact that every organization or situation demands a specific leadership style, adapted to needs and context. Moreover, Li (2001) concluded that leadership is a very complex subject and that it also has the tendency to change over time, which makes it hard to be defined. However, for this study, a general description about leadership that is widely used in studies will be applied: leadership involves an individual influencing others to achieve a specific outcome or goal (De Jong & Den Hartog, 2007; Northouse, 2007).

Leadership is a decisive element of modern society as companies and organizations with a hierarchical structure use leadership positions to direct employees' actions (Cole & Bruch, 2006). In these positions, multiple leaders are present to provide guidance for their subordinates to attain certain goals (Cole & Brunch, 2006).

Researchers have tried to explain the reason why some leaders perform better than other leaders and multiple theories and approaches have been devoted to this subject (e.g. Batool, 2013; Palmer, Walls, Burgess, & Stough, 2001). A frequently applied approach to explain quality of leadership is the personality-trait approach, because personality is seen as an important aspect of leadership functioning (Stogdill, 1974). This approach has been a topic for many studies over the past years (e.g. Andersen, 2006; Judge, Bono, Ilies, & Gerhardt, 2002). The personality-trait approach describes which specific personality traits are related to effective leadership (Judge et al., 2002).

1.2 Leadership personality

In leadership studies, personality is recognized as a major factor of influence that explains the effectiveness of leadership (Andersen, 2006; Hogan et al., 1994; Judge et al., 2002). Personality can be described as "*an individual's characteristic pattern of thought, emotion, and behaviour, together with the psychological mechanisms ... behind those patterns*" (Funder, 1997, p. 2). This suggests that personality is a pattern that remains relatively stable during environmental or contextual changes, such as a change between different social roles. Furthermore, it implies that personality can be used to predict certain behaviour of individuals. However, this does not

only apply for individuals in general, it can also be applied to leadership behaviour and leadership effectiveness (Andersen, 2006; Silverthorne, 2001; Singh & Pathardikar, 2011).

The idea that personality is important originated in 1841, with the 'great man' hypothesis of Carlyle (1841). This hypothesis describes how "*the history of the world was the biography of great men*". This description was based on Carlyle's view on leadership that the history of men was framed by exceptional leadership and that those exceptional leaders possess specific personality traits that make them such great leaders. Decades later, the 'great man' hypothesis of Carlyle and the idea that traits and personality have influence on leadership are still a central subject of many studies (e.g. Digman, 1990; Judge et al., 2002; McCrae & Costa, 1987). Furthermore, the 'great man' hypothesis became the foundation of the trait theory of leadership (Judge et al., 2002). This trait theory considers leadership as a result of specific qualities of a leader. However, in contrast to the great man hypothesis, being an effective leader was not reserved exclusively for great men. With the appropriate traits, everyone could stand out as a leader (Bowden, 1926). Ajzen (2005, p 2.) defines such a personality trait as "*a characteristic of an individual that exerts pervasive influence on a broad range of trait-relevant responses*". Particular traits would be clues for effective leaderships, for example traits like agreeableness, integrity and self-confidence, because these traits would create a better connection or more confidence between a leader and a subordinate (Judge et al., 2002).

Scholars have tried to define the most important predictive traits of effective leadership for decades and the establishment of the Five-Factor model of personality has contributed in that regard (Digman, 1990; McCrae & Costa, 1987). This model includes five personality factors. The Five-Factor model has been used regularly since its introduction, but the model does have its limitations. That is why Lee and Ashton (2004) extended this Five-Factor model with an extra dimension and called it the HEXACO model of personality structure. Nowadays, these two models are the most prominently used models to assess effective leader personality (Lee & Ashton, 2018; Özbağ, 2016; Zaccaro, Dubrow, & Kolze, 2018). Because these models are most commonly used for the description of leadership personality, they will be clarified in the next sections.

1.3 The Five-Factor model

Among leadership and personality studies, the Five-Factor model of personality, often referred to as the 'Big Five model' (Goldberg, 1990), is the most adopted model to assess leadership personality and its traits (Judge, Klinger, Simon, & Yang, 2008; Özbağ, 2016; Zaccaro, Dubrow, & Kolze, 2018). The Five-Factor model can be applied to every person and includes five different dimensions to assess personality. These dimensions are: Emotional Stability (originally referred to as the opposite: 'Neuroticism'; e.g., Worrying, Emotional, Vulnerable), Extraversion (e.g., Sociable, Active, Passionate), Openness to Experience (e.g., Creative, Curious, Daring), Agreeableness (e.g., Selfless, Helpful, Flexible) and Conscientiousness (e.g., Well organized, Self-Disciplined, Practical) (Judge, Heller, & Mount, 2002; McCrae & Costa, 1987). In Table 1, the dimensions, its definitions and examples are presented.

Table 1

The Five-factor model and its descriptions (Goldberg, 1992)

Dimension	Definition	Examples
Emotional Stability	Describes how emotionally positive an individual is (Power & Pluess, 2015). Emotional stable people deal well with stress and do not often experience depression or sadness. They have the tendency to not worry and are relaxed (McCrae & Costa Jr., 2008).	Calm, relaxed, secure, steady, unemotional, at ease (vs. angry, tense, insecure, moody, emotional, nervous)
Extraversion	Describes the tendency to strive for stimulation and positive emotions (Power & Pluess, 2015). Extravert people enjoy being the centre of attention. Furthermore, they are characterized as outgoing and achieve energized levels from helping others (Zhao & Seibert, 2006).	Extraverted, energetic, sociable, talkative, enthusiastic, assertive (vs. introverted, unenergetic, unsociable, silent, unenthusiastic, unassertive)
Openness to Experience	Describes how imaginative and intellectually curious a person is (Power & Pluess, 2015). People who are very open to experiences tend to be creative and are open for new things (Zhao & Seibert 2006).	Curious, imaginative, creative, refined, reflective (vs. uncurious, unimaginative, uncreative, unrefined, unreflective)
Agreeableness	Describes how compassionate and cooperative an individual is (Power & Pluess,	Warm, kind, cooperative, agreeable,

	2015). People who have a high level of agreeableness tend to be more trustworthy and flexible (Judge et al., 2002).	trustful, flexible (vs. cold, unkind, uncooperative, disagreeable, distrustful, inflexible)
Conscientiousness	Describes how able an individual is to organize and how careful an individual tends to be (Power & Pluess, 2015). Conscientious people strive to accomplish work related goals and are motivated (Zhao & Seibert, 2006).	Organized, responsible, conscientious, hardworking, cautious, serious (vs. disorganized, irresponsible, negligent, lazy, rash, frivolous)

In the context of leadership, Judge et al. (2002) conducted a meta-analysis in which they explored the factors of the Five-Factor model and related the factors to important aspects of leadership and leadership ratings (i.e. leadership emergence, leadership effectiveness). They studied two categories of leadership: leadership emergence (whether a leader is perceived as a leader) and leadership effectiveness (how well a leader performs). However, in their analysis, they also combined the two categories into one category 'leadership', because both categories are generally measured by the observations and ratings of others and are therefore representing individual's perceptions of leadership. In the meta-analysis, Judge et al. (2002) analysed 222 correlations from 73 studies and found positive correlations between Emotional Stability ($r =$ .24), Extraversion ($r = .31$), Openness to Experience ($r = .24$), Agreeableness ($r = .08$), and Conscientiousness ($r = .28$) and leadership. Hence, Emotional stability, Extraversion, Openness to Experience and Conscientiousness have strong positive correlations with leadership, whereas Agreeableness has the weakest correlation with leadership. Furthermore, Extraversion appeared to be the most important personality trait of leadership, but it displayed more correlation with leadership emergence than with leadership effectiveness (respectively $r = .33$ and $r = .24$) (Judge et al.,2002). This can be explained by the need for external communication regarding leadership emergence. In total, the factors of the Five-Factor model had a combined explained variance of .48 for leadership.

For leadership effectiveness, Judge et al. (2002) found that Extraversion and Openness to Experience are significant predictors of leadership effectiveness, with Extraversion being the strongest associated factor. This is explained by Judge et al. (2002) with the statement that sociability and dominance are considered important traits of effective leaders. In total, for leaders' effectiveness, the Five-Factor model was found to account for 39% of the variance.

Although previous research found that the Five-Factor model is an effective predictor of effective leadership, other studies found that there exist some inconsistencies between studies regarding the Five-Factor model and the results they showed (Andersen, 2006). This can be illustrated by a study of Do and Minbashian (2014), as they found that, in contrary to the study of Judge et al. (2002), a negative correlation exists between Extraversion and leadership effectiveness. They argued that this can be derived from the social character of an extraverted leader as they tend to be easily distracted from their works by social contacts. This means that sometimes, the Five-Factor model produces mixed results.

The inconsistent results between studies about the Five-Factor model and effective leadership have led to more in-depth and sophisticated studies about the relation between personality and leadership. This has led to Lee and Ashton (2004) developing the HEXACO model for a more elaborate personality analysis.

1.4 HEXACO

In addition to the Five-Factor model, which was constructed by conducting a factor analysis on large personality data sets, the HEXACO model found its appearance in leadership personality studies. This model added the dimension 'Honesty-Humility' to the Five-Factor model, as the abbreviation HECAXO stands for Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O) (Lee & Ashton, 2004). Lee and Ashton (2004) came up with the sixth dimension Honesty-Humility because they found that not all existing personality traits had a strong correlation with the factors within the original Five-Factor model. However, the personality traits that did not have a strong correlation with the original five factors, did have a strong correlation with the newly added Honest-Humility dimension in the HEXACO model (Ashton, Lee & Son, 2000). The addition of this sixth dimension helped to increase the explained variance in personality (Lee & Ashton, 2004). A more exhaustive description of the HEXACO model, including definitions and examples, can be found in Table 2.

In the HEXACO model, Lee and Ashton (2004) made minor changes, which will be discussed later, concerning the definitions of the different dimensions in comparison to the Five-Factor model[1] (e.g. the definition of Agreeableness has been changed with respect to the Five-Factor model). However, in the HEXACO model, Lee and Ashton (2004) implemented

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[1] The substantive changes of the HEXACO model in comparison with the Five-Factor model can be found by comparing Table 1 (Five-Factor model) and Table 2 (HEXACO model).

one radical change with the addition of the Honest-Humility dimension. They describe the added Honest-Humility dimension as to what extent an individual is fair in his or her behaviour towards others, even if the opportunity arises to exploit those people (Lee & Ashton, 2018). Ashton et al. (2000) suggested Honesty as a name for the dimension and, due to the broad nature of this dimension, Humility was added to finalize it (Lee & Ashton, 2004). Facets that are relevant for this dimension are, for example, honest, sincere, fair, and modest (vs. greedy, conceited, deceitful, and pretentious) (Lee, Ashton & De Vries, 2014). Although, to some extent, the Agreeableness dimension of the Five-Factor model already covers some facets of the Honest-Humility dimension, the Honest-Humility dimension includes Fairness and Greed Avoidance as added facets. Fairness refers to the tendency to avoid corruption whilst Greed Avoidance refers to the tendency to not be interested in the possession of certain luxury (Lee & Ashton, 2004).

The dimensions of the Five-Factor model that remain relatively unaffected in the HEXACO model are Extraversion, Conscientiousness and Openness to Experience. However, Emotionality and Agreeableness (in the Five-Factor model referred to as Emotional Stability and Agreeableness) have been adjusted by re-rotating the axis locations of the Emotional Stability and Agreeableness of the Five-Factor model. Emotionality is often interpreted as Emotional Stability, but an essential contrast is that Emotionality does not include the irritability and temperamentalness content of the Emotional Stability dimension of the Five-Factor model (Lee & Ashton, 2004; Saucier & Goldberg, 1996). Furthermore, Emotionality includes sentimentality and sensitivity content versus bravery and toughness content. This has led to the omission of the 'Stability' factor (Lee & Ashton, 2004). Emotionality can be described by facets like anxiety, fearfulness, sentimentality, dependence, and emotional reactivity (vs. self-assurance, toughness, and bravery).

So, the definition of the Agreeableness dimension in the HEXACO model has changed in comparison to the Agreeableness dimension in the Five-Factor model in terms of the inclusion of the Irritability and Temperamentalness factors that where extracted from the Emotional Stability factor (Lee & Ashton, 2004). These items were added to this dimension because this has led to a more accurate explanation of the variance in personality than the Agreeableness dimension in the original Five-Factor model. In the HEXACO model, the Agreeableness dimension can be described by facets like good-naturedness, tolerance, and agreeableness (vs. temperamentalness, irritability, argumentativeness, and criticalness).

As the main downside of the Big 5 and HEXACO models was that the models show inconsistent results, a new approach was urged: the contextualised approach. This approach describes that a personality model or structure should be based on a specific context or situation instead of being generic.

Table 2

The HEXACO model and its descriptions (Ashton & Lee, 2007; De Vries, Ashton, & Lee, 2009).

Dimension	Definition	Examples
Honesty-Humility	Describes the level of fairness of a person. Individuals who score high on this dimension have the tendency to not want to manipulate others for personal gain and do not have interest in personal wealth and luxury. Individuals who score low on this dimension tend to put themselves on first place and are attached to material matters (De Vries et al., 2009).	Sincere, honest, faithful/loyal, modest/unassuming, fair-minded (vs. sly, greedy, pretentious, hypocritical, boastful, pompous)
Emotionality	Describes the level of anxiety or sentimentality of a person. Individuals who score high on this dimension tend to be more anxious, concerned or afraid when they experience pressure or danger. They are in need of emotional support. Individuals who score low on this dimension tend to feel less emotional and independent in personal relationships (De Vries et al., 2009).	Emotional, oversensitive, sentimental, fearful, anxious, vulnerable (vs. brave, tough, independent, self-assured, stable)
Extraversion	Describes the level of zest for life, confidence and social comfort of a person. Individuals who score high on this dimension tend to search for social contacts, feel comfortable speaking in front of others and are feeling positive about themselves. Individuals who score low on this dimension tend to be reserved during social gatherings and are not at ease when exposed to attention (De Vries et al., 2009).	Outgoing, lively, extraverted, sociable, talkative, cheerful, active (vs. shy, passive, withdrawn, introverted, quiet, reserved)
Agreeableness	Describes the level of forgivingness, willingness to adapt and patience of a person. Individuals who score high on this dimension tend to compromise and work together with other people. Furthermore, they judge others mildly and stay calm towards others. Individuals who	Patient, tolerant, peaceful, mild, agreeable, lenient, gentle (vs. ill-tempered,

		quarrelsome, stubborn, choleric)
	score low on this dimension tend to get angry quickly, are critical of other people and defend their own opinion, despite of its correctness (De Vries et al., 2009)	
Conscientiousness	Describes the level of neatness, diligence and perfectionism of a person. Individuals who score high on this dimension tend to be organized, be disciplined and operate goal-oriented and accurate. Individuals who score low on this dimension tend to care less about quality, avoid challenging goals and are impulsive (De Vries et al., 2009).	Organized, disciplined, diligent, careful, thorough, precise (vs. sloppy, negligent, reckless, lazy, irresponsible, absent-minded)
Openness to Experience	Describes the level of curiosity, creativity and originality of a person. Individuals who score high on this dimension tend to be more open to new experiences, curious for new things and more imaginative. Individuals who score low on this dimension tend to avoid creative professions and unconventional ideas (De Vries et al., 2009).	Intellectual, creative, unconventional, innovative, ironic (vs. shallow, unimaginative, conventional)

1.5 Contextualized structure

Both the Five-Factor model and the HEXACO model are widely used by scholars in leadership studies as leaders' personality is recognized as an important aspect of leadership qualities and effectiveness (e.g. Andersen, 2006; Ashton & Lee, 2008; Chirumbolo & Leone, 2010; Silverthorne, 2001). However, both models do have its weaknesses concerning the assessment of personality of leaders.

First of all, both the Five-Factor model and the HEXACO model are established in such a way that they are generalizable and applicable to as many individuals as possible, regardless of their social role. Hence, they are developed for the purpose of assessing personality in general instead of being specifically applicable to leaders. Recently, the term 'contextualized personality' has become more popular in personality assessment studies (e.g. Donahue, Robins, Roberts, & John, 1993; Dunlop, 2015; McConnell, 2011). Contextualized personality describes how personality does not remain a stable factor when contextual changes are made (Dunlop, 2015); it entails the examination of how personality characteristics are manifested within specific roles relevant to the subjects in question (Dunlop & Hanley, 2019). To illustrate, people tend to behave differently when they are surrounded by acquainted people in comparison with them being surrounded by unfamiliar people (Matsumoto, 2007). Furthermore, a more relevant

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example for this study is that individuals tend to be more assertive and controlling when they are put into leadership roles, in comparison to subordinate roles (Fournier, Moskowitz & Zuroff, 2002). This difference in personality of a person between different situations contributes to different outcomes while assessing the Five-Factor model or the HEXACO model and, thus, it can be argued that it is not suitable to specifically assess the personality of leaders operating in a work context.

Instead, a relevant context can be added to the personality assessment so leaders can perform the personality assessment while keeping the context in mind (De Vries, 2018). A relevant context can be added in an assessment by the use of a 'tag' (De Vries, 2018). A tag can be an addition to the assessment so the assessor can keep the context in mind while assessing. For leadership personality assessment, an example of such a tag could be the addition of '… as a leader' to the assessment items. The addition of a tag will result in more reliable and fitting results, because it will be more clear for the assessor from which perspective he or she should assess themselves (De Kock, 2017). Therefore, the addition of a tag can be valuable for leadership studies regarding personality (De Kock, 2017; Robie, Risavy, Holtrop, & Born, 2017).

Moreover, as mentioned before, in the past, results from studies regarding the Five-Factor model and HEXACO model and leadership have shown inconsistent results. While in some studies certain dimensions, for example Extraversion, were found to be positively related to effective leadership, in others the relationship was found to be negative (e.g. Do & Minbashian, 2014; Judge et al., 2002). These mixed results may also be attributed to the absence of specifying a specific context for the personality assessment (Bing, Whanger, Davison, & Van Hook, 2004; Shaffer & Postlethwaite, 2012).

According to Lievens et al. (2008), the addition of a context, or a so-called 'Frame-of-Reference', leads to a reduction of the within-person variability. The context describes the circumstances in which an event or happening takes place. Via the addition of a context to a personality assessment, the possibility for different interpretations of the questions will be reduced, because every person will have the same contextual perspective. Therefore, people will assess better conforming to the demanded context. Shaffer and Postlethwaite (2012) found that the addition of this Frame-of-Reference has a positive effect on the criterion validity of the personality assessment in comparison with a non-contextualized personality assessment. Including a specific context or 'frame-of-reference' results in more consistent, valid and reliable results from personality assessments.

Finally, as mentioned before, the personality traits in the Five-Factor model and the HEXACO model are general and not specified to specific roles, such as leaders. Adjectives that are currently used in both assessment models could be not thoroughly covering all leadership personality traits (Judge et al., 2008). Therefore, Judge et al. (2008) suggest that there should be conducted more research towards the development of new personality structures. A way of developing such a contextualized personality structure, which covers all essential personality traits, is by the using a lexical approach.

1.6 The lexical approach

The lexical approach describes how personality differences between individuals eventually become encoded in their language when those differences are significant enough (Ashton et al., 2014; Lewis, 1993). This means that specific words are created for those differences. The more such a difference is recognized as important by the people, the more it will become noticed and eventually, the differences will be transformed into a word. The lexical approach has been found applicable "*to arrive at a common language of personality description*" (De Raad et al., 2010, p. 161). This means that a word or definition is constructed that covers a variety of analogous words (i.e. personality dimension).

The idea that the personality lexicon (the vocabulary of personality traits) can be used adequately to assess personality has widely spread among personality studies (e.g. De Raad, Perugini, Hrebickova, & Szarota, 1998; Saucier & Goldberg, 2001) and the approach has been the basis for well-known personality models, for example the Five-Factor model (Digman, 1990) and the HEXACO model (Lee & Ashton, 2004).

A benefit of the lexical approach is that it is not based on prior studies as it empirically derives the personality dimensions from personality descriptors (Angleitner, Ostendorf, & John, 1990). The lexical approach traditionally starts with analysing a dictionary by selecting an "exhaustive set of personality-descriptive terms" (Angleitner et al., 1990, p. 90). Then, that set of terms will be reduced following certain criteria. Terms that are, for example, applicable to everyone (e.g. living, walking) will be removed, as they do not exploit to characterize individuals. Subsequently, the words will be divided into three-word classes, namely adjectives (e.g. cynical), type nouns (e.g. cynic), and attribute nouns (e.g. cynicism). Adjectives refer to the extent a person 'is' that adjective and can be filled into the question: 'How [adjective] are you?'. The type of nouns refer to a set of persons with a common denominator and can be filled in the phrase: 'He/She is a(n) [type noun].'. The attribute nouns do not refer to people but to their attributes, for example their behaviour and traits. The attribute noun can be filled in the

phrase 'He/she has a high level of [attribute noun]. It is important to mention, that for personality studies, adjectives are considered to be the most beneficial and are mainly used by scholars (Angleitner et al., 1990; De Vries et al., 2009). After the selection, reduction and categorisation of the lexicon, a factor analysis is used to determine the relevant adjectives and dimensions (Ashton & Lee, 2005). The lexical approach uses dimensions to describe the personality differences (Ashton & Lee, 2005), because it is impossible to include the infinite number of differences separately in the lexicon (John, Angleitner, & Ostendorf, 1988). For this study, a lexical approach is applied to come up with a conclusive set of personality-defining terms to assess the personality of leaders. It is expected that this assessment will be more suitable for the personality assessment of leaders than existing models, because a contextual 'tag' is added. The goal of this study is to develop a new contextualized personality structure for leaders, based on a lexical approach.

This goal has led to the following research question:

R1: *What does the contextualized personality structure of leaders, based on a lexical approach, look like?*

2. Method

2.1 Participants

The participants in this study were individuals in a leadership position. Two conditions must have been met to be able to participate in this study: 1) The participant had to be an officially employed leader, either part-time or full-time at the time of participation, and 2) the participant had at least three followers, either formal or hierarchical. These selection criteria had been drafted to ensure that all participants were able to participate in the study with the ability to assess their own personality aspects in the context of leadership.

Overall, 149 participants participated in the study. 30 participants did not complete the questionnaire and were removed from the dataset, which left an n = 119 to analyse. The average age of the participants was 42 (SD = 12.8). 65.5% of the participants was male, 33.6% of the participants was female and 0.8% identified as "other gender". The participants worked primarily full-time (68.4%), in contrary to 31.6% part-time, with an average of 36.1 (SD = 7.8) hours a week. On average, the participants had an experience of 11.8 (SD = 9.7) years in leadership roles. Other demographic variables can be found in Table 3.

The participants had a large variety of occupational backgrounds, including directors, supervisors, managers, physiotherapists, school directors, teachers and team leaders. Furthermore, the participants were found suitable for this research, despite it being a heterogenous group, because of the wide range of occupations. This has led to a general assessment among leaders, instead of the assessment taking place in a specific occupational context, which would have led to a decreased ability to generalize.

Table 3

Additional demographic variables

		N	*Percentages*
Highest degree	Higher Vocational Education	61	51.3%
	Intermediate Vocational education	20	16.8%
	Master´s Degree	30	25.2%
	PhD	5	4.2%
	Other	3	2.5%
Management level	Operational level	85	71.4%
	Tactical level	9	7.6%
	Strategic level	25	21.0%
Type of organization	Private sector	57	47.9%
	Public sector	49	41.2%
	NGO (non-governmental organization)	3	2.5%
	Other	10	8.4%

2.2 Instrument development

The 418 adjectives used in this study are a result of a prior study by De Vries, Oreg & Berson (personal communication) and are part of a collaboration study between researchers from The Netherlands and Israel. It concerned a study in twofold and the following steps had been taken to retrieve the 418 adjectives. The study was initiated by the Israeli researchers. This prior study started with a selection of adjectives that could be used for the description of people's personality and characteristics. This selection was derived from the MILA lexicon of Hebrew words (Itai & Wintner, 2008) and resulted in a selection of 3,483 adjectives. Hereafter, five independent judges rated the relevance of each adjective using a 3-point scale, ranging from 0 to 2. A '0' rating indicated that either the adjective was not relevant and suitable for the description of personality or the judge was not familiar with the adjective. A '2' rating indicated that the adjective was found relevant and suitable for the study and that it was useful to describe a person's personality. A '1' rating indicated that there existed doubt by the judge whether the adjective fitted the requirements.

All adjectives with a rating of zero by at least one of the judges were removed from the sample and this resulted in 1,354 adjectives. Then, the scores of the five judges were combined. Subsequently, all adjectives with a total score of 1 among all judges were removed, which led

to 812 adjectives. The 126 adjectives that retrieved a total score of at least 9 were put aside and the remaining 686 adjectives with a total score between 2 and 8 were explored thoroughly by the researchers. Those 686 adjectives were discussed on appropriateness for the study and a second round of scoring by the five judges took place in which they re-assessed the adjectives. This resulted in the removal of 311 other adjectives. The remaining 375 adjectives, added to the 126 adjectives that had a total score of 9 and were thus found relevant, were added to 42 adjectives that were frequently used in studies about leadership and were not present in the adjective list yet (Deal & Stevenson, 1998; Epitropaki & Martin, 2004; Lord et al., 1984; Offermann et al., 1994; Schein, 1973; Schyns & Schilling, 2011; Sy, 2010). This resulted in a total of 543 adjectives.

Subsequenty, 114 participants filled in a 5-point Likert scale, ranging from 1 ("not at all") to 5 ("extremely") about each adjective and whether it was suitable to characterize effective leaders, ineffective leaders, effective followers, and ineffective followers. The 100 highest scoring adjectives on each category were selected and this resulted in 265 adjectives left. In addition, 128 additional Dutch adjectives were added as they were derived from a Dutch parallel study conducted in the Netherlands. Finally, 52 unique Dutch adjectives were added to the study for the Dutch respondents and 27 Hebrew adjectives were excluded. This resulted in a final selection of 418 adjectives.

2.3 Measurement

The participants (i.e. leaders) had to rate themselves in a questionnaire on how accurately each of the 418 personality-descriptive adjectives fit their personality. To make sure the contextual requirements were met and the right information could be derived from the results, the aforementioned 'tag' was added to each question (De Vries, 2018). This tag was shown to the participants by the addition "How…are you as a leader?". The blank spots were filled in by the personality-descriptive adjectives (e.g. "How *interested* are you as a leader"). However, because the participants of the study had the Dutch nationality, the questions were asked to them in Dutch (e.g. "Hoe *belangstellend* bent u als leidinggevende".

The task of the participants was to rate themselves on a 5-point Likert scale (strongly disagree, somewhat disagree, neither agree or disagree, somewhat agree, and strongly agree). The adjectives were divided in blocks of approximately 40 adjectives to keep the questionnaire apparent and clear for the participant and the adjectives were shown to each participant in a randomized order to prevent question order bias (Weinstein & Roediger, 2012).

2.4 Procedure

Prior to collecting the data, the study has been approved by the Ethics committee of the University of Twente. Subsequently, a pilot has been completed by other researchers conducting this same study (personal communication). Then, the participants were recruited. This had been done via the personal network of the researcher, for example via social networking platforms like LinkedIn, Facebook and WhatsApp. The participants were presented a hyperlink which brought them to the program the questionnaire was presented at: Qualtrics. Via Qualtrics, the participants were first presented an informed consent, according to the EU privacy law, about the goal of the study and the use of the collected data. They had to accept that consent before being able to participate in the study. After the acceptation of the consent, the participants were given the opportunity to leave their email address to receive a feedback rapport about their personal traits in comparison with the 'Big Five' model[2]. This opportunity was, among others, implemented in the study as an incentive for leaders to participate in the study. After this, the questionnaire, consisting of the 418 personality-descriptive adjectives, was presented to the participants, followed by questions concerning leadership expertise and demographic information of the participant.

2.5 Data analysis

To be able to answer the first research question, multiple phases of analysis were completed. The leadership personality dimensions needed to be identified based on the items and the factors they were composed of. This identification was achieved using an Exploratory Factor Analysis (EFA) using the statistical software program IBM SPSS Statistics 25 (IBM Software Analytics, Chicago, USA). The specific type of analysis used for this study was a Principal Component Analysis (PCA). This type of analysis was chosen because it is considered to be an effective method to reduce the number of items by emphasizing certain patterns in a dataset (Jolliffe & Cadima, 2016). In addition, PCA, keeps as much variation as possible, which is beneficial because the data remains representative, and it can be used to identify new factors with a greater meaning (i.e. principal components) (Calabrese, 2019). Hence, PCA can be effectively used to identify a specific number of factors to be able to observe trends or clusters among the retrieved data. However, the downside of PCA is that it often leads to a large number of remaining factors

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[2] 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 x). 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.

because it utilizes the Kaiser criterion, which is based on retaining all factors with an Eigenvalue >1. To reduce this remaining number of factors, there are two frequently used methods: 1) the Scree plot Method (Cattell, 1966) and 2) Parallel analysis (Horn, 1965). The scree plot method can be used to predetermine the number of factors, while a parallel analysis is often used to confirm that number of factors.

After conducting the PCA, a factor rotation was conducted to reduce the complexity of the factor loadings and make the structure easier to understand and interpret (Abdi, 2003). For this rotation, two types of rotations are most used in research: orthogonal rotation and oblique rotation, with the first rotation type being focused on the possibility of factors being uncorrelated while the latter is focused on the possibility of factors being correlated (Brown, 2009). This means that when a correlation is expected between the different factors, oblique rotation should be used. A criterion that is used to decide what rotation type needs to be used is whether multiple items load on multiple factors with a loading of >.30, for which it means an oblique rotation should be executed if confirmed (Brown, 2009). Because this criterion was not confirmed, an orthogonal rotation has been conducted for this study.

Furthermore, a criterion has been applied to the analysis based on item loadings on factors (Brown, 2009). Items with a loading of <.3 on a single factor were removed from further analysis because they are not significant with a dataset consisting of minimal 100 participants. Besides, items with a loading of >.3 on multiple factors were dedicated to the factor they had the highest loading on.

3. Results

For this part of the study, the main objective was to identify a contextualized factor structure that assesses leaders' personality in a work context. This was accomplished by conducting an EFA, or to be precise, a PCA over the data of 119 leaders about the 418 personality-descriptive adjectives they had to assess about themselves. Conducting the PCA resulted in 93 factors remaining, with a combined variance of 100%. Nonetheless, this number of factors was not deemed feasible to work with, so a reduction of the number of factors was pursued by the usage of a scree plot. According to Ledesma, Valero-Mora and Macbeth (2015), this method is known as an effective strategy to reduce the number of factors by giving an estimation of the right number of factors.

In Figure 1, it is shown that the scree plot slightly bends at the third factor, but a remarkable drop can be found at the fifth factor (i.e., Point of Inflexion). Then, after the sixth factor, the scree plot can be seen to stabilize. This indicates that a five- or six factor structure would be best fitting for the analysis. However, to be able to interpret the scree plot reliably, a larger sample size than currently used is needed (i.e., >200) (De Winter, Dodou, & Wieringa, 2009). Therefore, a parallel analysis has been conducted to confirm the findings of the scree plot.

A parallel analysis can be used to determine which factors should be retained based on a simulated dataset by observing at which factor the eigenvalues of the simulation exceed the actual eigenvalues (Horn, 1965). For this analysis, 1000 iterations were simulated with a confidence interval of 95%. This has led to the generated data surpassing the simulated eigen value of the actual eigen value of the 11th factor (Table 4). This suggests that the data should be divided into 10 factors, instead of the 5 factors showed by the scree plot. However, for this study, the structure will still be based on five factors, because the 5-factor structure is deemed more meaningful than 10 factors, as it shows more consistence (Appendix C & Appendix D).
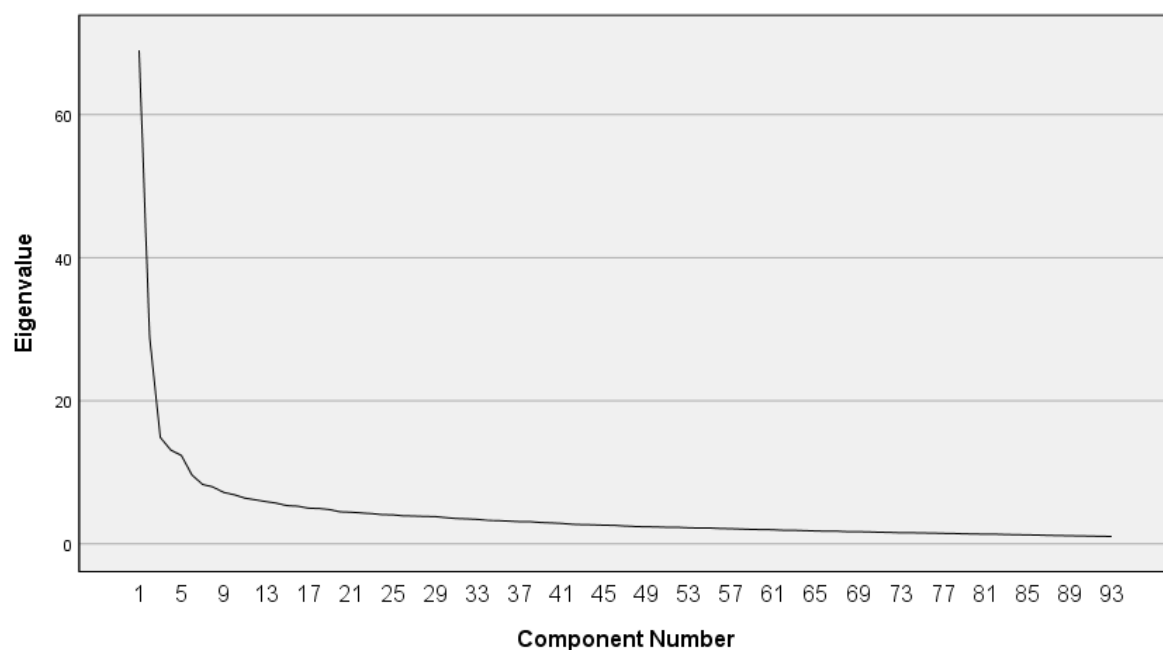
Figure 1. Scree plot of the Principal Components Analysis

Table 4

Comparison of the Eigenvalues of the factor analysis and the parallel analysis

Eigenvalues factor analysis	Eigenvalues parallel analysis
68.97	8.05
28.80	7.78
14.89	7.58
13.10	7.41
12.35	7.25
9.62	7.10
8.31	6.87
7.93	6.84
7.18	6.72
6.86	6.61
6.39	6.50

Hereafter, the 418 items were put into a fixed five-factor structure and the communalities of the items were analysed. According to Child (2006), a communality is the common shared variance of an item with other items, and this should be over .2 to be reliable and used in factor analysis. Therefore, all items with a communality below .2 were removed from the analysis. Besides, all items with a loading of <.3 on a factor were also removed. This has led to the removal of 66 adjectives with 352 adjectives remaining for the analysis.

After applying a varimax rotation, the PCA resulted in five factors and these factors are named accordingly to the content of the items and in consultation with experts (personal communication, June 22, 2020): Destructiveness, Intellect/Competence, Human orientated, Proactive/Powerful and Instrumental, containing 179, 61, 50, 45 and 17 items respectively (Table 5).

Table 5

The highest factor loadings resulting from the principal component analysis using varimax rotation (N=119)

Item	Factor loadings				
	Destructiveness	Intellect/ Competence	Human orientated	Proactive/ Powerful	Instrumental
Fatalistisch	.70				
Bespottelijk	.70				
Afgunstig	.69				
Narcistisch	.68				
Blufferig	.67				
Tiranniek	.66				
Dikdoenerig	.66				
Verachtelijk	.66				
Treiterend	.66				
Grootdoenerig	.65				
Jaloers	.65				
Onverschillig	.65				
Bitter	.65				
Heetgebakerd	.64				
Asociaal	.64				
Effectief		.60			
Onzeker		-.59			
Georganiseerd		.57			
Besluitvaardig		.57			
Twijfelend		-.55			
Efficiënt		.55			
Naïef		-.55			
Consequent		.54			
Leidend		.54			
Gecontroleerd		.53			
Verward		-.53			
Productief		.52			
Verstrooid		-.52			
Stabiel		.51			
Overtuigend		.51			
Lief			.65		
Attent			.60		
Hartelijk			.60		
Zorgzaam			.59		
Ondersteunend			.59		
Vriendelijk			.59		
Vrolijk			.58		
Gezellig			.58		
Goedhartig			.57		
Hulpvaardig			.57		
Trouw			.57		
Sympathiek			.57		
Comfortabel			.56		
Enthousiast			.54		

Aardig	.53	
Inspirerend	.66	
Dapper	.65	
Ondernemend	.59	
Uniek	.57	
Krachtig	.53	
Creatief	.52	
Extreem	.52	
Uitstekend	.52	
Zelfverzekerd	.50	
Energiek	.48	
Innovatief	.48	
Bezeten	.48	
Invloedrijk	.48	
Veelzijdig	.47	
Voorzichtig	-.47	
Gecompliceerd		.52
Bezield		.51
Inventief		.51
Toegewijd		.47
Ijverig		.44
Bemoedigend		.44
Cognitief		.43
Participatief		.41
Initiatiefrijk		.40
Slagvaardig		.39
Humaan		.39
Moreel		.39
Integer		.38
Onpeilbaar		.38
Geestelijk gezond		.38

After constructing the five-factor structure, the explained variances of the different factors were calculated (Table 6). The first factor, Destructive, explained 13.28% of the total variance; the second factor, Intellect/Competence, explained 6.13%; the third factor, Human Orientated, explained 5.59%; the fourth factor, Proactive/Powerful, explained 4.53%; and the fifth factor, Instrumental, explained 3.51%. In total, the five factors account for 33.04% of the total explained variance.

Table 6

Eigenvalues, total explained variance, and cumulative explained variance.

Factor	Rotation Sum of Squared Loadings		
	Total Eigenvalue	% of the total variance explained	Cumulative %
1. Destructive	55.11	13.28	13.28
2. Intellect/Competence	25.62	6.13	19.41
3. Human Orientated	23.37	5.59	25.00
4. Proactive/Powerful	18.92	4.53	29.53
5. Instrumental	14.68	3.51	33.04

3.1 Reliability and correlations

After the identification of the contextualized personality structure for leaders, a reliability analysis has been conducted to determine the Cronbach's Alpha for the factors. This resulted in the following alpha's for each factor: Destructive has an alpha .98 with 179 items, Intellect/Competence has an alpha of .69 with 61 items, Human Orientated has an alpha of .94 with 50 items, Proactive/Powerful has an alpha of .89 with 45 items, and Instrumental has an alpha of .83 with 17 items. As a minimal alpha of .7 is required for a factor to be reliable (Nunnally and Bernstein, 1994), two items were removed from Intellect/Competence dimension. This resulted in an improved Cronbach's alpha of .73.

The correlation analysis shows significant ($p < .01$) strong correlations between Destructive and Human Orientated (negative), Intellect/Competence and Human Orientated, Intellect/Competence and Proactive/Powerful, Intellect/Competence and Instrumental, Human Orientated and Proactive/Powerful, Human Orientated and Instrumental, and Proactive/Powerful and Instrumental (Table 7).

Table 7

Correlations of the contextualized personality structure

Dimension	1. Destructive	2. Intellect/ Competence	3. Human Orientated	4. Proactive/ Powerful	5. Instrumental
1. Destructive	1				
2. Intellect/ Competence	.04	1			
3. Human Orientated	-.42*	.48*	1		
4. Proactive/ Powerful	.10	.48*	.41*	1	
5. Instrumental	-.02	.51*	.30*	.52*	1

*Correlation is significant at the .01 level

Following the results, an answer can be given to the research question:

R1: *What does the contextualized personality structure of leaders, based on a lexical approach, look like?*

The contextualized personality structure of leaders, based on a lexical approach, describes five different dimensions: Destructive, Intellect / Competence, Human-Orientated, Proactive / Powerful and Instrumental. Each of these five dimensions include a number of personality traits that can be used to describe leadership personality. The complete structure can be found in Appendix E.

STUDY 2

1. Theoretical Framework

1.1 Leadership Expertise

Expertise of leaders is important in leadership research as it influences leadership and organizational effectiveness (Chan, 2010; Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). Leadership expertise is a broad term that includes multiple aspects, such as skills and the ability to coordinate and solve problems (Allen & Middlebrooks, 2013). Although there are many different definitions of leadership expertise, for this study it is defined as the possessed knowledge of a leader that influences the leader's activities or leadership practices that he or she is leading (Allen & Middelbrooks, 2013). Hence, expertise of leaders reaches further than just the possession of knowledge as it also considers how and when to apply that knowledge and how that knowledge can be put into use to accomplish leadership tasks (Chan, 2010).

Furthermore, Hollander (1978) states that individuals who are perceived as experts are more likely to be accepted as leaders and that leaders who are perceived to be experts by subordinates are able to be more influential and capable to change the behaviour of subordinates than leaders who lack perceived expertise. Podsakoff, Todor and Schuler (1983) follow Hollander's (1978) viewpoint in stating that "the expertise of a leader may affect or influence the behaviour of subordinates" (p. 175). This suggests that leadership expertise is a crucial component for leaders when they want to exert their leadership function and that leadership expertise is pivotal for organizational performance (Andersen, 2006; Wiersema, 2002).

Mumford et al. (2000) found that leaders with a higher perceived level of expertise also were found more often at senior positions with more responsible functions. Furthermore, studies have found that expertise of the top executives in a company is the most critical competitive asset of that company (Chan, 2010; Kellie, 2004; Teixeira, 2002). These results indicate that expertise is an important aspect of leadership and has impactful consequences on important work-related variables. Therefore, it is interesting to examine how the different dimensions of the contextualized personality structure are related with and can be used to predict leadership expertise. Therefore, a second research question has been developed:

R2: *What is the predictive validity of the contextualized personality structure of leaders towards leadership expertise?*

1.2 The five dimensions of the contextualized personality structure of leadership

In study 1, five different dimensions were retrieved from a factor analysis. These dimensions were Destructiveness, Intellect / Competence, Human orientated, Proactive / Powerful and Instrumental. In the following part of the theoretical framework, each dimension will be thoroughly explained and the expected association with leadership expertise will be established.

1.2.1 Destructive

The first dimension of the contextualized personality structure of leaders is the *destructive* dimension. The *destructive* personality dimension reflects traits that share common malevolent traits. According to Furtner, Maran, and Rauthmann (2017), such potential destructive traits are associated with bad leadership. Although all personality traits can be dangerous for leadership when taken to their most extreme levels (Grant & Schwartz, 2011), these destructive personality traits are known to influence leadership performance in a negative way. An example of a model that also includes such destructive type personality traits is the Dark Triad model (Paulhus & Williams, 2002). This model is based on three personality traits: narcissism, Machiavellianism, and psychopathy. These three personality traits are referred to as "dark" because of their malicious features. Items in the destructive dimension of the contextualized personality model for leaders shows similarities with traits of the Dark Triad. For example, Pompous or Narcissistic traits are similar to the Narcissism dimension of the Dark Triad, the items Tyrannical and Cynicism are also represented by the Machiavellianism dimension, and the items Agonizing and Manipulative are similar to the psychopathy dimension.

Currently, not much is known about the Dark Triad and its connection to leadership expertise. However, some elements of the Dark Triad have been studied in connection with leadership aspects that are comparable with expertise. For example, Machiavellianism and psychopathy have been found to be positively related to counterproductive work behaviour, which includes ineffective possession and application of knowledge (Forsyth, Banks, & McDaniel, 2012). As Leithwood and Steinbach (1995) found that the possession and application of knowledge are essential for the development of expertise, it can be argued that Destructive traits comparable with the Machiavellianism and the psychopathy dimensions will also be negatively related to leadership expertise.

Furthermore, a study by Krasikova, Green and LeBreton (2013, p. 1310) describes Destructive leadership as:

Volitional behaviour by a leader that can harm or intends to harm a leader's organization and/or followers by (a) encouraging followers to pursue goals that contravene the legitimate interests of the organization and/or (b) employing a leadership style that involves the use of harmful methods of influence with followers, regardless of justifications for such behaviour.

This definition implies that Destructive leadership has negative influences on how positive subordinates perceive the leaders. Subordinates may perceive the expertise of destructive leaders as less high because they think that the leaders have achieved their leadership positions by using their destructive traits instead of using their expertise. Therefore, the following hypothesis can be established:

Hypothesis 1: The Destructive personality dimension is negatively related to leadership expertise.

1.2.2   Intellect / Competence

The second dimension of the contextualized personality structure of leaders is the Intellect / Competence dimension. The Intellect / Competence dimension can be defined as a set of personality traits that are associated with a high degree of analytical reasoning and the ability to do something (i.e. leadership related tasks) successfully or efficiently. According to Fiedler (2002), intellect and competence are both important aspects when it comes to carrying out leadership within an organization. Both are considered to be primal characteristics on which the decision on who will employ a leadership position is often based (Hooijberg, Hunt, & Dodge, 1997). In this dimension, personality traits like Effective, Controlled and Productive are included.

Many studies have already shown that leader expertise is positively associated with leader intelligence and competence (e.g. Horn & Masunaga, 2006; Sternberg, 1999; Sternberg, 2005). Both intelligence and competence are proven to be essential for the development of expertise, because both characteristics assist in the obtainment and application of knowledge. For example, Sternberg (2005) developed a model in which he explains how leadership expertise arises. It starts with the containment of knowledge about a specific topic, which, in combination with an appropriate level of intelligence and some other factors, leads to certain competencies. This again leads to expertise about that specific topic. Because this model includes both intelligence and competence, and expertise, the expectation will be that the

Intellect / Competence dimension will be positively connected with leadership expertise. Therefore, the following hypothesis can be established:

Hypothesis 2: The Intellect / Competence dimension is positively related to leadership expertise.

1.2.3   Human-Orientated

The third dimension of the contextualized personality structure of leaders is the Human-Orientated dimension. The Human-orientated dimension can be defined as set of personality traits that focuses on having a positive attitude towards people and having pleasant interpersonal work relationships. Adjectives like being lovable, attentive and supportive are included in this dimension.

So far, the relation between expertise and human-orientated factors has not been studied yet. However, this dimension can be compared with the HEXACO dimension 'emotionality,' but there are some differences (De Vries et al., 2009). For example, in the emotionality dimension, anxious and vulnerable are included as personality traits whilst those are not present in the Human-Orientated dimension. Hence, the adjectives within the Human-Orientated dimension are more about the relationship and co-constructive interaction between the leader and co-workers instead of adjectives focused on the leader him- or herself (i.e., as represented by personality traits in the emotionality dimension of HEXACO such as sentimental, fearful).

Podsakoff et al. (1983) studied the relation between the expertise of leaders and supportive leader behaviour. This supportive leader behaviour can be described as a leader being "friendly and approachable, and considerate of the needs of subordinates" (House & Dessler, 1974, p. 41). This follows the description of the items of the Human-Orientated dimension of being positive towards others and having a pleasant work relationship. Podsakoff et al. (1983) found that this supportive leader behaviour was positively related to leadership expertise, because expert leaders are more valued by subordinates in both affective and cognitive ways than leaders who have a lower level of expertise.

Furthermore, McAllister (1995) found that affect- and cognitive-based trust are related to one another between leaders and others. McAllister's (1995) study showed that affective emotions and characteristics of leaders are often positively related to the more cognitive aspects of leadership, under which expertise can be allocated. Because the Human-Orientated dimension describes affective characteristics of leaders, it can be argued that these characteristics also will be positively related to leadership expertise.

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Because the similarity of the Human-Orientated dimension with both supportive leadership behaviour and affect- and cognitive based trust, the following hypotheses can be established:

Hypothesis 3: The Human-Orientated dimension is positively related to leadership expertise.

1.2.4 Proactive / Powerful

The fourth dimension of the contextualized personality structure of leaders is the Proactive / Powerful dimension. The Proactive / Powerful dimension contains leadership personality traits that are associated with being inspiring, progressive and charismatic as a leader, and exerting influence on others. Historically, these traits are often connected to "great leadership", that is, for example, being visionary, inspirational and enterprising. (e.g. Carlyle, 1841; Kotter, 1990; Safferstone, 2005). Leaders in possession of these traits are therefore often seen as examples of how leaders should be. As leadership is generally described as a process in which someone influences others to achieve a certain goal or outcome (Stogdill, 1950), it makes sense that leaders are often selected based on the amount of influence they can exert on others, how they anticipate on situations and how well they can inspire and motivate others. This reflects the gist of what the Proactive / Powerful dimension entails, because the traits in this dimension regard influencing others.

Lam, Lee, Taylor and Zhao (2018) studied the effect of a proactive leader personality on the identification of the subordinates with the leader. The study showed that proactive behaviour of leaders leads to subordinates being more supportive of the leader's agenda and that subordinates are more likely to identify themselves with the vision of the leader. Subsequently, being more supportive towards a leader may lead to a more positive perception of a leader's affective and cognitive capabilities, including his or her expertise (McAllister's, 1995).

A study of Zhang, Wang and Shi (2012) also showed that proactive leadership behaviour is positively related to the work outcomes of employees, like affective commitment and job performance.

Following the previous arguments, it can be argued that a leader possessing Powerful / Proactive personality traits will be more likely to be an expert and to be perceived as an expert. Consequently, the following hypothesis can be established:

Hypothesis 4: The Proactive / Powerful dimension is positively related to leadership expertise.

1.2.5   Instrumental

The fifth dimension of the contextualized personality structure of leaders is the Instrumental dimension. The Instrumental dimension can be defined as a set of personality traits that are associated with facilitating the fulfilment of objectives that are important for the organization. This means that the adjectives within this dimension are globally focused on how the leader exerts his function. (e.g. Dedicated, Inventive, Participative, Zealous). House and Dessler (1974) specify this even further as they describe instrumental leadership as being "directed at clarifying expectations, assigning specific tasks, and specifying procedures to be followed" (p. 175). House and Dessler state that leaders who are experts are more likely to be effective in instrumental leadership tasks and behaviour. This indicates a positive relationship between instrumental leadership traits and leadership expertise.

Besides, Antonakis and House (2014) confirm this result of House and Dessler (1974) with the statement that instrumental leadership relies on expert knowledge. They state that instrumental leadership is positively involved with leadership expertise. Both of these studies indicate that instrumental leadership characteristics are positively related to leader expertise. Therefore, the following hypothesis can be established:

Hypothesis 5: The Instrumental dimension is positively related to leadership expertise.

From the establishments of the hypotheses, the following research model can be derived:
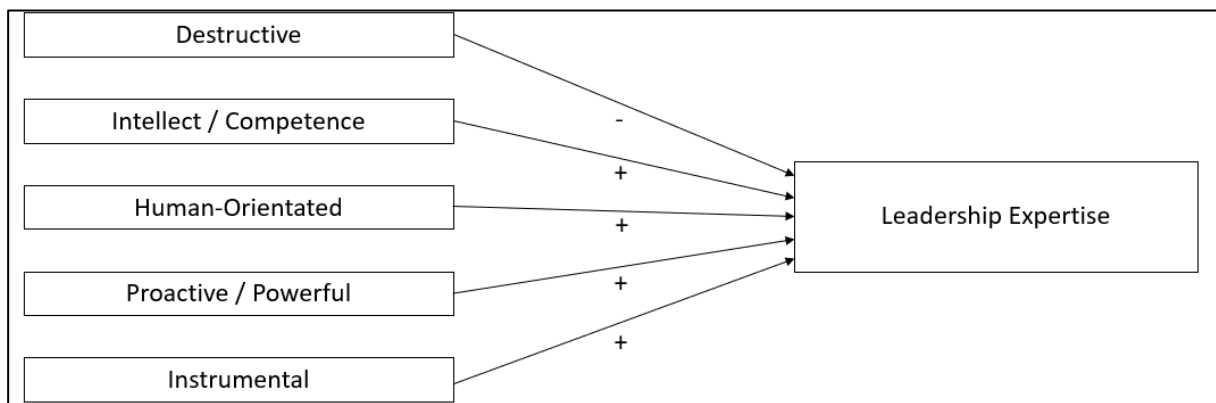
Figure 2. Research model and hypotheses

2. Method

Because the same sample of participants, instrumentation and procedure as used in study 1 is also used in study 2, the information regarding these aspects can be found at sections *2.1 Participants, 2.2 Instrument development* and *2.4 Procedure* of study 1.

2.1 Measurement

In addition to study 1, three statements concerning leadership expertise were added to the questionnaire to be able to test the hypotheses in question. These items were retrieved from a study by Podsakoff et al. (1983). The task of the leaders was to rate themselves on a 5-point Likert scale (strongly disagree, somewhat disagree, neither agree or disagree, somewhat agree, and strongly agree). The statements the participants had to rate themselves on were: 1) Nobody knows the jobs better in my department than me (*statement 1*), 2) I am highly skilled in all aspects of the tasks I perform (*statement 2*), and 3) Because of my competence, my subordinates usually go along with my advice on how they should do their job (*statement 3*). The combined statements in the factor leadership expertise had a Cronbach's alpha of .45[3].

2.2 Data analysis

The five dimensions for the data analysis are retrieved from study 1, but in this study, the relationship between the five dimensions (Destructive: 179 items, α = .98; Intellect / Competence: 59 items, α = .73; Human-Orientated: 50 items, α = .94; Proactive / Powerful: 45 items, α = .89; Instrumental: 17 items, α = .83) and leadership expertise will be analysed to test the five hypotheses. This testing will be done starting with a correlation analysis with Pearson's Correlation Coefficient to explore possible correlations between the five retrieved personality structure dimensions and leadership expertise. This method is considered valuable to verify the strength of the relationships between different factors (Sedgwick, 2012). Besides, a multiple regression analysis will be conducted to estimate the relationship between the independent variables, the contextualized personality structure dimensions, and the dependent variable, leadership expertise, and to verify the hypotheses. A multiple regression analysis fits the hypotheses model, because it can assist in the determination of the relationship between different independent variables and a dependent variable (Licht, 1995). Because it is important to determine the significance of the model, an ANOVA analysis will be used for verification (Girden, 1992).

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[3] Normally, .45 is deemed too low for an alpha to be a reliable scale, however the relatively low alpha of .45 can be explained by the low number of items (Streiner, 2003). Furthermore, De Vries, Roe and Taillieu (2002) have used this scale in prior research and it showed an alpha of .87. Therefore, the choice was made to retain the factor for the research.

3. Results

For this part of the study, the goal was to identify possible connections and influences between the five identified dimensions and leadership expertise. Conducting Pearson's correlation analysis between the five retrieved dimensions and leadership expertise resulted in some weak, but significant correlations (Table 8). Both the Destructive dimension and the Instrumental dimension show no significant correlations with leadership expertise (Table 8). However, the three other factors do show weak significant correlations. The Intellect / Competence dimension indicates a correlation of .24 (p = .01) with leadership expertise. The Human-Orientated dimension indicates a correlation of .19 (p = .04) with leadership expertise. The Proactive / Powerful dimension indicates a correlation of .19 (p = .04).

Table 8

Pearson's correlation coefficient between the five dimensions and leadership expertise (N = 119)

Personality dimensions	Leadership expertise
1. Destructive	.03
2. Intellect / Competence	.24**
3. Human-Orientated	.19*
4. Proactive / Powerful	.19*
5. Instrumental	.10

*Correlation is significant at the .05 level
**Correlation is significant at the .01 level

Table 9

Unstandardized (B) and standardized (ß) regression coefficients of leadership expertise with a multiple linear regression analysis.

Independent variable	Leadership expertise				
	Multiple regression				
	B	Std. Error	ß	t	Sig.
(Constant)	.222	1.131		.197	.845
1. Destructive	.084	.164	.056	.512	.609
2. Intellect / Competence	.632	.411	.184	1.537	.127
3. Human-Orientated	.185	.221	.106	.836	.405
4. Proactive / Powerful	.166	.211	.093	.788	.433
5. Instrumental	-.106	.157	-.077	-.678	.499

*=p<.05; **=p<.01

After the correlation analysis, which already gave an indication that there could be some influences between Intellect / Competence, Human-Orientated and Proactive / Powerful and leadership expertise, a multiple regression analysis has been conducted to check for potential predictors of leadership expertise (Table 9). A non-significant regression equation was found $(F(5,113) = 1.871, p < .105)$, with an R^2 of .076. Unfortunately, none of the five dimensions added significantly ($p < .05$) to the prediction.

Therefore, none of the five hypotheses can be supported or rejected and, subsequently, no definitive answer can be given to the second research question "*What is the predictive validity of the contextualized personality structure of leaders towards leadership expertise?*".

4. Discussion

In leadership personality studies, two models are frequently used to describe personality: The five-factor model (Goldberg, 1990) and the HEXACO model (Lee & Ashton, 2004). However, both of these models do not include an important aspect of personality: context. Adding a context to a personality structure leads to more reliable and consistent results (De Kock, 2017; De Vries, 2018). Therefore, this study aimed at the inclusion of a context in a personality structure. The first part of the study (study 1) was focused on the development of the contextualized personality structure and developing five personality dimensions by using a lexical approach, while the second part of the study (study 2) was focused on examining the predictive validity of the contextualized personality structure. Leadership expertise was examined with its dependency on and relationship with the retrieved personality dimensions.

Developing a new contextualized personality structure has been described as important, because existing personality structures are more general models and are focused on generic personality traits, instead of being specifically focused on assessing the personality of leaders in a work context (Judge et al., 2008). Structures like the Five-Factor model of personality (Digman, 1990) and the HEXACO model of personality (Lee & Ashton, 2004) are developed based on a generalized context, instead of being practiced in a specific context. This lack of specific context is acknowledged as an important influence of a personality assessment because personality often changes between different contexts or situations (Dunlop & Hanley, 2019). Therefore, a contextualized personality structure has been identified that describes the specific personality of leaders in a work context. This structure has been based on an extensive list of 418 personality-descriptive adjectives (De Vries, Oreg & Berson, personal communication), to which a leadership context was added. 119 leaders have assessed themselves by those adjectives via a questionnaire and a principal component analysis of the results has led to a five-factor solution which surpasses prior personality structures with regard to the possibility to describe leader-specific personality. Because a context was added to the personality structure, this structure will be more reliable and fitting to describe leader-specific personality than other existing structures (De Vries, 2018; Judge et al., 2008; Lievens et al., 2008).

The first research question ("*What does the contextualized personality structure of leaders, based on a lexical approach, look like?*") was aimed at the development of a contextualized personality structure of leaders, based on a lexical approach. This study showed that the structure exists of five dimensions: Destructiveness, Intellect/Competence, Human orientated, Proactive/Powerful and Instrumental. All five dimensions showed a statistically

satisfactory reliability of a minimal Cronbach's Alpha of .73 and accounted for a total explained variance of 33.04% for leaders' personality.

The dimensions that resulted from the analysis showed both overlap and differences with existing personality structures, like the Five-factor model and the HEXACO model. However, there are three noticeable differences between the contextualized personality structure for leaders and those two existing personality structures.

The first interesting aspect of the contextualized personality structure is that it, in contrary to the five-factor model and the HEXACO model, includes a Destructive dimension. This dimension contains personality traits that share common malevolent features. The appearance of this dimension in the contextualized personality structure for leaders is noticeable because both the five-factor model and the HEXACO model do not include specific negative personality dimensions. However, several adjectives in this dimension can be traced back to the Dark Triad, a model that describes malicious personality traits, divided over three dimensions (Paulhus & Williams, 2002). It can be argued that the reason for the emergence of the destructive dimension is that there are many adjectives in the original adjective list with a negative connotation which were not directly present in five-factor and HEXACO studies. Although the five-factor model and HEXACO model both include negative adjectives, those negative adjectives are presented only as opposing adjectives to the adjectives in the existing dimension, instead of being separate adjectives. However, the destructive dimension is an important addition to personality structures as it has a significant influence on leadership outcomes, such as effectiveness and expertise, because it directly affects the perceptive aspects of a leader's characteristics (Krasikova et al., 2013). Besides, the Destructive traits are needed by leaders to ensure that subordinates will participate and cooperate in their leadership activities. Therefore, it is a valuable addition as a personality dimension.

A second noticeable aspect of the contextualized personality structure of leaders is that it contains a dimension about proactive and powerful traits. This dimension contains leadership personality traits that are associated with being inspiring, progressive and charismatic as a leader, and exerting influence on others. The Proactive / Powerful dimension does not show any direct overlap with existing personality structures, but is a bundle of different traits from different dimensions focused on typical leadership aspects, such as being visionary, inspirational and enterprising. For a leadership context, it is important to include such a dimension as it contains traits that are important for a leader to possess, because those traits assist in propagating leadership activities towards and with subordinates (Zaccaro & Banks,

2001). The presence of the Proactive / Powerful dimension can be explained by the context in which the study was held. Because the study was conducted among leaders and a leadership context was added to the questionnaire, it makes sense that leadership-related traits would come forward as a separate dimension.

The third noticeable aspect of the contextualized structure for leaders is the addition of an Instrumental dimension. This dimension contains personality traits that are associated with facilitating the fulfilment of objectives that are important for the organization. The traits within this dimension can be found scattered across all dimensions of the five-factor model and the HEXACO model. This can be explained by the nature of the traits, namely that they are being focused on the achievement of objectives related to work. Because the traits were put into a leadership and work context, it makes sense that these traits came more forward in comparison with other existing personality models. Consequently, the addition of the Instrumental dimension is important because instrumental traits, such as Participative, Dedicated, Zealous, assists leaders in the completion of their organization orientated goals (House & Dessler, 1974). To illustrate, leaders who are dedicated to their jobs will achieve higher levels of job performance and will be more likely to fulfil their goals or tasks (Breevaart, Bakker, Demerouti, & Derks, 2016).

The second research question ("*What is the predictive validity of the contextualized personality structure of leaders towards leadership expertise?*") aimed at exploring the predictive validity of the developed structure towards leadership expertise. A correlation analysis and a multiple linear regression analysis have been conducted to explore a possible relationship between each of the personality dimensions and leadership expertise. The correlation analysis showed that three of the five dimensions correlated significantly with leadership expertise. Although no conclusions can be derived from this, it did give an indication for what the multiple linear regression analysis would show. However, after the conduction of the multiple linear regression analysis, no significant results were found. Therefore, none of the hypotheses can be supported or rejected. The origin of this lack of significant results might be due to multiple causes.

First, the results from the analysis could point out that for the emergence of leadership expertise, the five dimensions of the contextualized structure are not important enough. Although the Intellect / Competence dimension did show the highest predictive value of leadership expertise, the predictive value was relatively low and not significant. The interesting

aspect in this, is that the correlation analysis did show significant correlations between the five dimensions and leadership expertise, which is usually an indicator for the results of the regression analysis (Licht, 1995). This could indicate that the predictive value would be the other way around, namely that leadership expertise would be the predictor for each of the five dimensions. This could make sense, because expertise influences leadership behaviour (Chan, 2010), which covariates with leadership traits (Hudson & Roberts, 2014). As a leader would acquire more expertise, this changes the way the leader behaves.

Another possible cause of the lack of significant results is the instrument by which leadership expertise is being measured. Although the used scale has been validated in previous studies (e.g. De Vries et al., 2002; Podsakoff et al., 2002), the scale showed a poor inter-relatedness between the items. This could lead to the results being not reliable enough and could lead to non-significant results. However, because the Cronbach's Alpha is not high enough, it is difficult to conclude whether the lack of significant results originates from no relationship being present or too much noise in the measurement instrument.

4.1 Scientific implications

The main additive value of the contextualized personality structure for leaders relative to existing personality models (i.e. five-factor model, HEXACO model), is that it is specified for leaders. The dimensions that came forward in this newly designed structure do show some overlap with both the five-factor model and HEXACO model dimensions, but are predominantly different, because they describe the traits that are especially important for leaders. To illustrate, the dimensions Proactive / Powerful and Instrumental contain traits that assist in the achievement of leadership tasks or goal-oriented tasks (House & Dessler, 1974; Zaccaro & Banks, 2001). Dimensions such as the Proactive / Powerful and Instrumental dimensions are not present yet in existing leadership personality models. Therefore, the contextualized personality structure for leaders will be more appropriate for personality assessments of leaders than existing personality models and the structure can be used as a basis for a more elaborate study towards these two leadership personality dimensions.

Furthermore, this study has combined a contextualized approach with a lexical approach, and is amongst the first studies to do this in a leadership context. Therefore, the developed structure can be used to explore theoretical differences and similarities between leaders' personality and people's personality in general. Because the contextualized personality structure for leaders has been based on a lexical approach, including empirically extracted personality-descriptive adjectives, there exists overlap with existing personality models (i.e.

five-factor, HEXACO). However, this model is especially focused on leaders and its combination of dimensions is unique. Therefore, the structure is highly suitable for the characterization of leaders relative to other existing personality models.

Concerning the predictive validity of the contextualized structure for leaders towards leadership expertise, unfortunately, no direct scientific implications can be retrieved from this study. However, it can be interesting to verify the predictive validity of the structure towards other important leadership aspects (e.g. leadership effectiveness, leadership likability).

4.2 Practical implications

The development of the contextualized personality structure for leaders can be applied in multiple contexts, for example organizations, leadership development and human-resources (HR). Organizations can use this personality structure to assess current leaders on their personality. With this information, specific training or development-orientated practices can be applied for leaders to enable them to develop themselves in necessary characteristics. This can lead to better organizational outcomes (Riggio & Lee, 2007). Furthermore, leaders can apply the structure to be able to become more self-aware. This assists in improving leader's effectivity (Shoemaker, 1968).

Finally, HR departments can utilize the contextualized personality structure for specific recruitment for leadership positions. When the structure is applied on candidates for a leadership vacancy, the HR department or recruiters can verify whether the personality traits of those candidates fit the required leadership personality traits.

Unfortunately, the results concerning the predictive value of the five dimensions for leadership expertise did not show any significant results and, therefore, cannot be used for the enhancement of leadership expertise development.

4.3 Limitations

The study, which aimed to establish a contextualized personality structure for leaders, has been successful. However, there were some limitations that need to be addressed. First, the sample size that was used has been relatively low ($n = 119$). Most studies show that a sample size with a minimum of N = 150/200 should be considered for a factor analysis to be valid (e.g. Cattell, 1978; Comrey and Lee, 1992; Guilford, 1954). The reason a small sample size can lead to difficulties is that the factors retrieved could be specific for this particular data set (Lingard & Rowlinson, 2006). This influences the generalizability of the personality structure negatively. A larger sample size would be more appropriate for a follow-up study.

Secondly, the retrieved destructive dimension can be compared with the Dark Triad dimensions. However, the Dark Triad includes three different dimensions while the contextualized personality structure only includes one similar dimension (Paulhus & Williams, 2002). This suggests that the destructive dimension is a more general dimension than the Dark Triad dimensions. It could be that this results in the destructive dimension being too general and that the lack of significant results emerges from this. It can be interesting to explore whether it would be better to split the destructive dimension according to the Dark Triad dimensions when the predictive validity for leadership expertise is analysed.

Third, the sample of leaders used for this study consists of only Dutch leaders. Although the adjectives retrieved from this study are from multiple countries, it will be difficult to be able to generalize the results, because there are many cultural and characteristic differences between leaders in different countries (Robie, Johnson, Nilsen, & Hazucha, 2001). However, for Dutch organizations and studies, the retrieved contextualized personality structure could still be relevant. Nevertheless, it would be interesting for a follow-up study to explore leader's personalities across multiple countries and cultures.

Fourth, the contextualized structure and the leadership expertise scale are both developed and applied from a leader's point of view. However, the human ability to self-assess is not entirely accurate and objective (Ng & Earl, 2008). People tend to assess themselves in a more positive manner than they actually are. Therefore, the developed structure and leadership expertise scale results could be biased towards positivity. This bias might be decreased with the inclusion of an assessment from a subordinate's point of view.

Finally, a limitation of this study is that for study 2, the scale used to measure leadership expertise showed a poor Cronbach's Alpha of .45, while a minimum of .7 is deemed as appropriate (Bonett & Wright, 2015). This means that the items in the scale do not interrelate well and that the scale is not reliable enough. This could be the cause of the lack in significant results for study 2, but this cannot be confirmed. However, because the scale has been previously validated and used, the choice has been made to continue with the study. For further research, another scale for leadership expertise is recommended.

4.4 Future research

Following this study and its limitations, there are some recommendations for future research. First, it can be interesting to see what predictive value the developed personality structure would have towards another important aspect of leadership (e.g. leadership effectiveness, leadership likability). Although this study did not find any significant results concerning the predictive

validity towards leadership expertise, other aspects could be more influenced by the different dimensions of the personality structure.

Second, a different and more elaborate scale could be used to measure leadership expertise. The scale used for this study has been validated in previous research but showed a low Cronbach's alpha in the results of this study. Therefore, it is recommended that the predictive validity of the contextualized structure towards leadership expertise will be measured using another leadership expertise scale.

Finally, it could be interesting to study the influence of the different leadership personality dimensions on the perceived expertise of a leader from a subordinate's point of view. This study has focused on how leaders would assess themselves, but it could be interesting, for example, to explore if the results would apply for the externally perceived leadership expertise as well.

5. Conclusion

Studies concerning contextualized personality structures are lacking in quantity. Most models concerning personality are focused to be global and generalizable. Therefore, this study aimed at the exploration of a contextualized personality focused on a leadership context. The study consisted of two parts, with the research question of study 1 being:

To what extent does the contextualized personality structure of leaders differ from existing broad models for measuring personality?

After conducting a principal component analysis, a structure emerged consisting of five dimensions: Destructive, Intellect / Competence, Human-Orientated, Proactive / Powerful, and Instrumental. This structure showed some overlapping aspects with existing personality structures, but also contained new aspects that are not present in existing literature. Therefore, this structure can attribute to both leadership personality studies and organizational activities.

The second part of the study was focused on exploring the predictive validity of the retrieved structure towards an important aspect of leadership, namely: leadership expertise. The following research question was therefore established:

What is the connection between the personality of leaders and their expertise?

Unfortunately, the regression analysis did not show significant results, so no clear conclusions could be drafted upon these results. However, for future research, it is recommended that the developed contextualized personality structure for leaders will be analysed with regard to its predictive validity towards other leadership aspects, such as effectiveness.

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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 Herbrew 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 25 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 Ira Overbeek, via het e-mailadres i.m.overbeek@student.utwente.nl of telefoonnummer 0646533402 of met Tom Speek, via het e-mailadres t.speek@student.utwente.nl of telefoonnummer 0624468845.

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	secuur	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	ambitieus	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

Blok 5	Blok 6	Blok 7	Blok 8
eerlijk	uitstekend	compulsief	kleinzielig
machtslustig	stabiel	ijverig	geavanceerd
nonchalant	gecompliceerd	instabiel	kritisch
energiek	negatief	enthousiast	doortastend
eerbiedig	koppig	waaghalzerig	lui
twijfelachtig	oppervlakkig	afhankelijk	leidend
integer	efficiënt	duister	georganiseerd
geniepig	loyaal	tactisch	angstig
leugenachtig	leidinggevend	bezield	vitaal
onbeleefd	slim	geestelijk gezond	vertrouwenwekkend
besluiteloos	kruiperig	spottend	opzettelijk
verstrooid	imponerend	goedgeïnformeerd	masochistisch
egocentrisch	bereidwillig	pretentieus	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
idioot	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

Blok 9	Blok 10		Blok 11
stipt	slinks	tactvol	vernielzuchtig
benaderbaar	levenslustig	gemakzuchtig	consequent
goed opgeleid	wereldvreemd	muggezifterig	ongevoelig
krachtig	driftig	verbitterd	naïef
doodsbang	fatalistisch	inventief	verwaand
haatdragend	verantwoordelijk	sluw	op de voorgrond tredend
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		

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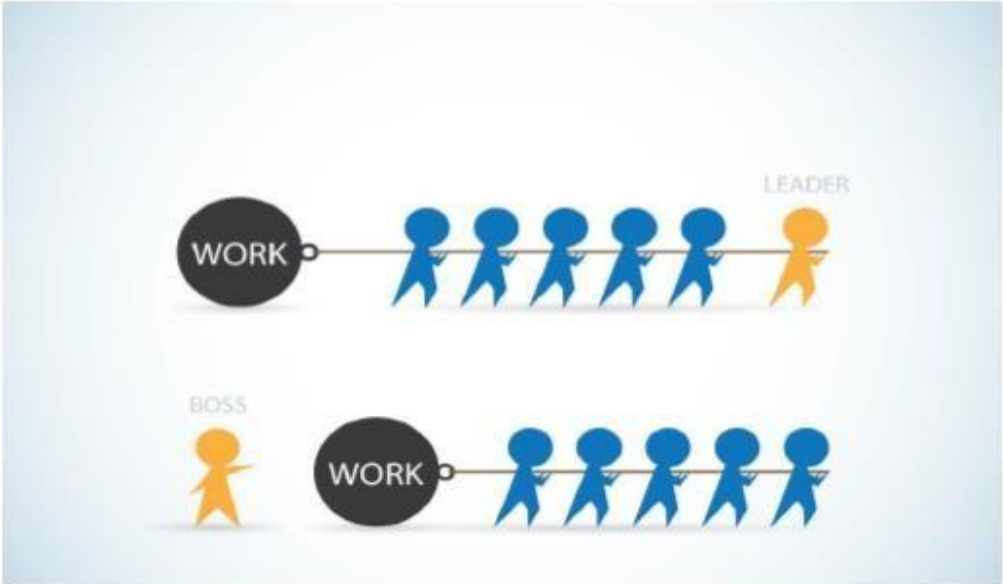
Ten slotte volgen er nu een aantal demografische vragen (deze zullen strikt vertrouwelijk worden behandeld).

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: *The feedback document the participants received*

Beste leidinggevende,

Dit rapport kan u helpen om een beter beeld van uzelf als leider te krijgen. U zult aan de hand van uw profiel er achter komen wat op dit moment de kwaliteiten en uitdagingen zijn van uw leiderschap. U kunt ervoor kiezen om deze informatie te gebruiken om uw leiderschap verder te ontwikkelen. Dit rapport is speciaal voor u gemaakt 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 een persoonlijkheid. Deze dimensies worden gebruikt om meer inzicht te geven over hoe u als persoon bent. De vijf dimensies zijn: verdraagzaamheid, consciëntieusheid, extraversie, emotionele stabiliteit en openheid.

Op de volgende pagina's vindt u 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 hier bij 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. Dit is een hulpmiddel om 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 begrippen uit de vragenlijst welke correleren met de Big Five dimensies en is daarmee enkel indicatief. Er ontbreken aanvullende methoden om het profiel nauwkeurig te kunnen schetsen (dialogen, observaties en andere persoonlijkheidstesten).

U heeft door middel van uw deelname een bijdrage geleverd aan de wetenschap en hoe de persoonlijkheidsstructuur van een leider eruit ziet.

Bedankt voor uw deelname aan het onderzoek!

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Uitleg van de scores uit de persoonlijkheidsvragenlijst

Van de gegevens van alle leidinggevenden 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 leidinggevenden 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 leidinggevenden.

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 het gebaseerd op de scores van alle leidinggevenden in het onderzoek

De Big Five persoonlijkheidsdimensies:

Verdraagzaamheid
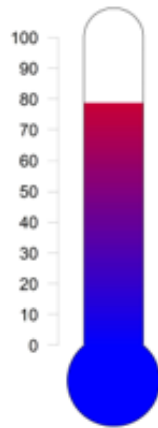
Mensen die verdraagzaam zijn, vertonen over het algemeen bescheiden en onbaatzuchtig gedrag en worden vaak gezien als betrouwbaar[7]. Leiders met verdraagzame persoonskenmerken staan open om mensen te helpen[16] en presteren goed op het gebied van interpersoonlijke relaties[31]. Daarnaast zijn zij coöperatief, zachtaardig en vriendelijk[13] en gaan conflicten uit de weg[14]. Hierdoor kunnen leiders met verdraagzaamheid als persoonskenmerk ervoor zorgen dat het samenwerken en het gedrag van teamleden bevorderd wordt[16]. Zij hebben het vermogen om positieve relaties aan te gaan met anderen en deze te onderhouden. Bij het geven van feedback gebruiken deze leiders hun empathisch vermogen en zij zorgen ervoor dat er een aangename, vriendelijke en eerlijke werkomgeving gecreëerd wordt[26]. 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 leiders vaak ook beter in timemanagement[3].

Uitdagingen

Mensen met verdraagzaamheid persoonskenmerken zijn hierdoor echter wel overdreven gevoelig voor de gevoelens en verlangen 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 leiders 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[2]. 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[21]. Dit soort leiders 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
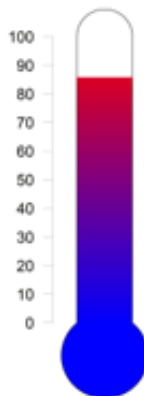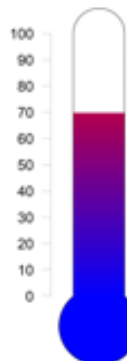
Consciëntieusheid is een persoonlijkheidskenmerk waarbij mensen de neiging hebben om zelfgestuurd te zijn en zich verantwoordelijk te voelen voor anderen. Verdere kenmerken zijn het hard willen werken, het geordend zijn en het houden van regelmaat[33]. Mensen die hoog scoren op dit persoonlijkheidskenmerk 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 leiders zijn dan ook gedisciplineerd in het nastreven van hun doelen[6] en vertonen gunstig gedrag voor het bereiken van werkprestaties en voor samenwerking in teamcontexten[25]. Zij nemen weloverwogen beslissingen en worden als beleefd gezien in de meeste interacties[6]. Om hun doelen te behalen zullen deze leiders vasthoudendheid en doorzettingsvermogen vertonen[11]. Hierdoor kunnen dit soort leiders werkklimaten bevorderen die als eerlijk en rechtvaardig gezien worden[27].

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[34]. Leiders met Consciëntieuse 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[15]. 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[15] 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[4].

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[32]. 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[6]. 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[18/19]. 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[15]. 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
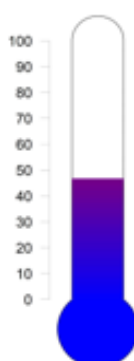
Leiders met een hoge mate van emotionele stabiliteit zijn over het algemeen kalm en relaxed. Zij zijn consistent in hun emotionele uitingen en zullen niet snel negatieve emoties zoals stress, angst of jaloezie ervaren[21]. Een positief denkpatroon is karakteriserend bij een hoge emotionele stabiliteit. Bovendien, wordt emotionele stabiliteit geassocieerd met een subjectief gevoel van welzijn[9] en leiderschap[18] en hebben mensen met een hoge emotionele stabiliteit vaak een hoge werktevredenheid[34]. 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[22]. Leiders met weinig emotionele stabiliteit hebben vaker te maken met negatieve emoties[1].

Uitdagingen

Leiderschap is inherent aan het emotionele proces[8]. 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[12]. 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[24]. 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[22]. Tenslotte, leiders met een hoge mate van emotionele stabiliteit kunnen in sommige gevallen minder invloed uitoefenen omdat zij vaak weinig inspirerende aantrekkingskracht hebben[4]. In plaats daarvan gebruiken zij objectieve en rationale argumenten om medewerkers mee te krijgen.

Openheid
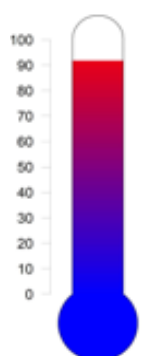
Leiders met een hoge mate van openheid zijn intellectueel nieuwsgierig[29], inzichtelijk, fantasie- en vindingrijk[17] en vertonen vaak patronen van afwijkend denken[28]. Daarnaast hebben zij de neiging om creatief te zijn en zijn zij introspectief. Deze kwaliteiten, welke gepaard gaan met openheid, hebben positieve effecten op leiderschap[18] en het kunnen omgaan met veranderingen in de organisatie[23]. 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[4].

Uitdagingen

Leiders met een hoge score op openheid kunnen moeite ervaren met traditionele, hiërarchische, conventionele werkomstandigheden[21]. 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[21]. 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[22].

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[22].

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Appendix C: *Five-factor structure*

onsympathiek	0,703			
verbitterd	0,702			
onevenwichtig	0,700			
ongastvrij	0,686			
onoprecht	0,684			
nors	0,675			
verwaand	0,671			
twistziek	0,668			
afgunstig	0,666			
gekweld	0,654			
wereldvreemd	0,652			
narcistisch	0,649			
bespottelijk	0,648			
onberekenbaar	0,646			
onstandvastig	0,640			
bedrieglijk	0,637			
schizofreen	0,636			
huichelachtig	0,635			
schreeuwend	0,634			
fatalistisch	0,629			
dom	0,629			
slinks	0,628			
asociaal	0,628			
onrechtvaardig	0,627			
verachtelijk	0,619		0,304		
moeilijk	0,617			
onbeleefd	0,616			
treiterend	0,615			

beledigend	0,613			
jaloers	0,610			
zwaarmoedig	0,610			
kinderachtig	0,608			
laks	0,608			
neerbuigend	0,604			
laf	0,600			
afstotelijk	0,599			
vernielzuchtig	0,599			
oneerlijk	0,596			
nerveus	0,596			
halsstarrig	0,596			
wantrouwig	0,596			
wreed	0,595			
haatdragend	0,594			
onverschillig	0,588			
stiekem	0,586			
ongevoelig	0,582			
stug	0,582			0,414
ziekelijk	0,580			
ontrouw	0,579			
bedrieglijk	0,577			
duister	0,575			
negatief	0,573			
onredelijk	0,572			
walgelijk	0,572			
slecht	0,570			
dikdoenerig	0,570			

tactloos	0,570				0,314
onbuigzaam	0,569				
zelfzuchtig	0,568				
demonisch	0,568				
gespleten	0,564				
wisselvallig	0,563				
intolerant	0,563				
instabiel	0,562				
humeurig	0,561				
warrig	0,559				
naïef	0,555			-0,305	
pervers	0,554				
gewelddadig	0,554				
blufferig	0,554	0,428			
futloos	0,550				
tiranniek	0,549			0,350	
leugenachtig	0,549				
geniepig	0,547				
agressief	0,544				
doodsbang	0,542				
heetgebakerd	0,540	0,429			
wispelturig	0,540				
onaangenaam	0,539				
hardleers	0,537				
afpersend	0,536				
bruut	0,536				
volwassen	-0,535				
driftig	0,535	0,348			

onopgevoed	0,534			
barbaars	0,532			
bot	0,530			
hypocriet	0,529			
destructief	0,528			-0,327
dwaas	0,528			
recalcitrant	0,525			
grootdoenerig	0,524	0,331		
dweperig	0,523		0,360	
manipulatief	0,521			
zwaartillend	0,519			0,354
boos	0,519			
corrupt	0,518			
hysterisch	0,515		0,396	
immoreel	0,515			
onbeheerst	0,514			
heerszuchtig	0,513	0,359		
gefrustreerd	0,510			0,304
sadistisch	0,508			
aardig	-0,508		0,361	
grillig	0,505	0,303		
uitbuitend	0,502			
oorlogszuchtig	0,502			
kinderlijk	0,501			
zelfingenomen	0,499			
onverantwoordelijk	0,499			
eenkennig	0,496			
fatsoenlijk	-0,495			

ergerlijk	0,495				
bitter	0,494			0,321	
onvriendelijk	0,492				
labiel	0,489				
egocentrisch	0,488				
angstig	0,485				0,338
machtslustig	0,485	0,399			
sympathiek	-0,481		0,409		
oprecht	-0,481				
opstandig	0,480	0,416			
racistisch	0,478				
kortzichtig	0,475				
eerlijk	-0,474				
ongericht	0,470				
zwartgallig	0,468				
wantrouwend	0,467				
flexibel	-0,464				
arrogant	0,463	0,308			
hebberig	0,463				
optimistisch	-0,462	0,447			
nep	0,460				
aalglad	0,460				
ophitsend	0,457	0,370			
star	0,457				
onzeker	0,456	-0,369			
kleinzielig	0,455				
lichtzinnig	0,455				
twijfelend	0,451	-0,333			0,376

sceptisch	0,451			
arm	0,450			
opgewekt	-0,449			
afstandelijk	0,448			
oppervlakkig	0,445			
geïnteresseerd	-0,445			
sociaal	-0,444		0,377	
verward	0,441		0,346	
defensief	0,438			0,392
subversief	0,438			
vreemd	0,437			
geestelijk gezond	-0,437	0,411		
verstoord	0,437			
passief	0,436			
prikkelbaar	0,434			0,406
leergierig	-0,434			
kruiperig	0,433		0,347	
ontactisch	0,433			-0,318
argwanend	0,428			
onderzoekend	-0,427	0,367		
tactvol	-0,427			
kleingeestig	0,425			
vooringenomen	0,425			
muggezifterig	0,424			
woedend	0,423	0,328		
gesloten	0,420		-0,303	0,373
gemakzuchtig	0,419			
cynisch	0,418			

despotisch	0,418				
masochistisch	0,414				
rancuneus	0,413	0,302			
benaderbaar	-0,409				
trouw	-0,408		0,337		
onbetrouwbaar	0,408				
gezond	-0,406				
pedant	0,406				
idioot	0,404		0,341		
gemotiveerd	-0,404	0,351			
opvliegend	0,402	0,388			
minachtend	0,400				
afstotend	0,399				
vitaal	-0,398	0,316			0,384
brutaal	0,397	0,360			
toegewijd	-0,396	0,329			0,302
tolerant	-0,395			-0,344	
koppig	0,393	0,387			
hulpvaardig	-0,391		0,341		0,302
zwak	0,391				0,371
obstinaat	0,389				
aangenaam	-0,384		0,366		
sluw	0,381	0,341			
aanmatigend	0,380				
megalomaan	0,380	0,304			
bang	0,376				
bereidwillig	-0,375				
besluiteloos	0,374	-0,342	0,361	-0,356	

roekeloos	0,374	0,370		
betrouwbaar	-0,374			
zelfbewust	-0,373	0,350		
geschoold	-0,370			
onbeschaamd	0,368			
begrijpend	-0,368		0,336	
behaagziek	0,367			
ongeïnteresseerd	0,366			
onderdanig	0,366		0,348	
open	-0,363		0,316	
lafhartig	0,360			
spottend	0,360			
loyaal	-0,358			0,313
lui	0,358			
secuur	-0,357			
uitputtend	0,352			
geloofwaardig	-0,351	0,319		
onverdraagzaam	0,344			
collegiaal	-0,340		0,335	
ruimdenkend	-0,340			
plichtsgetrouw	-0,338			
stabiel	-0,336			
nonchalant	0,334			
minzaam	0,333			
beschaafd	-0,332			
integer	-0,330			
evenwichtig	-0,328			
praatziek	0,327			

beheerst	-0,322				
verstandig	-0,319				
gecoördineerd	-0,311				
achterdochtig	0,307				
belangstellend	-0,306				
belezen	-0,304				
competent					
betrokken					
argumentatief					
schijnheilig					
realistisch					
verzorgd					
gedisciplineerd					
verantwoordelijk					
hoffelijk					
kalm					
hardwerkend					
voorbereid					
ontoegankelijk					
goed opgeleid					
wilskrachtig		0,600			
leidend	-0,341	0,551			
krachtig		0,550			-0,387
imponerend		0,539			
zelfverzekerd	-0,359	0,532			-0,335
excentriek		0,517			
initiatiefrijk		0,509			
energiek	-0,334	0,500			

overtuigend	-0,418	0,500			
spannend		0,492			
dapper		0,489			-0,460
waaghalzerig	0,389	0,484			
vastberaden		0,483			
veelzijdig	-0,300	0,475			
capabel	-0,321	0,466			
gehaaid	0,361	0,463			
goed	-0,393	0,457			
scherp		0,457			
bezeten		0,456			
uniek		0,452			-0,325
besluitvaardig		0,451			
heethoofdig	0,448	0,449			
charismatisch		0,445			
zichtbaar		0,443			
vooruitstrevend		0,442			
wijs		0,440			
verfrissend		0,440			
origineel		0,433			
scherpzinnig		0,433			
effectief		0,431	-0,322		
aanvallend		0,430			
extreem		0,428		-0,306	
efficiënt		0,428		0,351	
glashard	0,329	0,419			
wild	0,378	0,418		-0,313	
ondernemend		0,418			-0,313

doelgericht		0,418			
zelfstandig	-0,402	0,414			
kleurrijk		0,413	0,308		
inspirerend	-0,351	0,406			-0,398
uitdagend		0,406			
slagvaardig		0,405			
gecompliceerd	0,365	0,404			
uitstekend		0,404			
opgewonden		0,404			
invloedrijk	-0,314	0,403	-0,318		
logisch		0,401			
dynamisch		0,399			
kritisch		0,397			0,344
competitief		0,392			
meeslepend		0,392		-0,331	
innovatief		0,391			
actief		0,389			
levenslustig		0,388			
alert	-0,354	0,388			
dictatoriaal		0,387			
doelmatig		0,380			
geavanceerd		0,380			
nieuwsgierig		0,379		-0,306	
ongeremd		0,377			
leidinggevend		0,377			
inventief		0,376		-0,367	
rechtdoorzee		0,375			
volhardend		0,375			

enthousiast	-0,314	0,374	0,366		
ambitieus		0,371			
productief	-0,313	0,368		0,358	
vindingrijk		0,367		-0,331	
impulsief		0,365	0,356		
opzettelijk		0,362			
blijmoedig		0,354			
streng		0,351			
rechtvaardig		0,350			
direct		0,348			
doortastend		0,345			
humoristisch		0,345	0,333		
creatief		0,345		-0,333	
bemoedigend	-0,308	0,342		-0,329	
uitgekookt	0,333	0,341			
systematisch		0,341			
onafhankelijk		0,340			
welwillend		0,339			0,318
gefocust		0,338			
egoïstisch	0,301	0,338			
prestatiegericht		0,330			
eigenaardig		0,329			
bewust		0,327			
listig		0,326			
idealistisch		0,317			
eenzelvig		0,314			
functionerend		0,312			
compulsief		0,312			

objectief		0,311			
slim		0,302			
redelijk		0,301			
opdringerig		0,300			
cognitief					
zelfvoorzienend					
assertief					
gefixeerd					
standvastig					
tactisch					
apathisch					
berekenend					
gretig					
lief			0,676		
rationeel	-0,321		-0,572		
gezellig			0,524		
hartelijk	-0,360		0,492		
vriendelijk	-0,378		0,488		
vrolijk	-0,390		0,488		
zorgzaam	-0,484		0,484		
meevoelend	-0,340		0,479		
comfortabel			0,432		0,327
ondersteunend	-0,413		0,430		
attent	-0,355		0,429	0,310	
rationalistisch			-0,424		
goedhartig	-0,315	0,335	0,413		
gestrest	0,336		0,390		
gehoorzaam			0,378	0,301	

meegaand			0,372		
levendig	-0,356		0,362		
behulpzaam			0,347		
afhankelijk	0,311		0,328		
goedgeïnformeerd	-0,326		-0,326		
intelligent			-0,313		
diplomatiek			-0,301		
communicatief			0,300		
zelfgenoegzaam					
tevreden					
intellectueel					
ondergeschikt					
pretentieus					
eerbiedig					
gemakkelijk					
georganiseerd				0,522	0,306
gecontroleerd				0,498	
bezield				-0,437	
verstrooid	0,341			-0,406	
ongeorganiseerd	0,376			-0,400	
zorgvuldig			0,321	0,389	
stipt				0,367	
consequent	-0,330	0,358		0,364	
hatelijk				0,356	
humaan	-0,312			-0,349	0,317
inzichtgevend				-0,320	
opofferingsgezind				-0,315	
onpeilbaar				-0,315	

haastig				-0,310	
welbespraakt				-0,305	
onzelfzuchtig				-0,300	
ordelijk					
voorkomend					
zelfvoldaan					
stoutmoedig					
nuchter					
vermetel					
geduldig					
twijfelachtig	0,420		0,314		0,429
accuraat		0,301			0,414
ijverig					0,386
pessimistisch	0,355				0,369
voorzichtig		-0,311			0,368
vertrouwenwekkend					0,361
langzaam					0,342
coöperatief					0,332
consciëntieus					0,329
degelijk					0,327
op de voorgrond tredend		0,317			-0,318
participatief					0,317
moreel					0,309
opzichtig					-0,304
serieus					0,303
tobberig					

Appendix D:*Ten-factor structure*

onsympathiek	0,703								
verbitterd	0,702								
onevenwichtig	0,700								
ongastvrij	0,686								
onoprecht	0,684								
nors	0,675								
verwaand	0,671								
twistziek	0,668								
afgunstig	0,666								
gekweld	0,654								
wereldvreemd	0,652								
narcistisch	0,649								
bespottelijk	0,648								
onberekenbaar	0,646								
onstandvastig	0,640								
bedrieglijk	0,637				0,359				
schizofreen	0,636				0,388				
huichelachtig	0,635								
schreeuwend	0,634								
fatalistisch	0,629								
dom	0,629								
slinks	0,628								
asociaal	0,628								
onrechtvaardig	0,627								
verachtelijk	0,619	0,304							
moeilijk	0,617								
onbeleefd	0,616								
treiterend	0,615								-0,316
beledigend	0,613								

jaloers	0,610									
zwaarmoedig	0,610									
kinderachtig	0,608									
laks	0,608									
neerbuigend	0,604									
laf	0,600				0,351					
afstotelijk	0,599									
vernielzuchtig	0,599									
oneerlijk	0,596									
nerveus	0,596									
halsstarrig	0,596									
wantrouwig	0,596									
wreed	0,595									
haatdragend	0,594									
onverschillig	0,588									
stiekem	0,586									
ongevoelig	0,582									
stug	0,582			0,414						
ziekelijk	0,580									
ontrouw	0,579									
bedrieglijk	0,577									
duister	0,575									
negatief	0,573					0,429				
onredelijk	0,572					0,366				
walgelijk	0,572									
slecht	0,570									
dikdoenerig	0,570									
tactloos	0,570			0,314						
onbuigzaam	0,569									

zelfzuchtig	0,568								
demonisch	0,568								
gespleten	0,564								
wisselvallig	0,563								
intolerant	0,563								
instabiel	0,562								
humeurig	0,561								
warrig	0,559								
naïef	0,555			-0,305					
pervers	0,554							-0,381	
gewelddadig	0,554					0,356			
blufferig	0,554	0,428							
futloos	0,550								
tiranniek	0,549			0,350					
leugenachtig	0,549								
geniepig	0,547								
agressief	0,544								
doodsbang	0,542					0,346			
heetgebakerd	0,540	0,429							
wispelturig	0,540								
onaangenaam	0,539								
hardleers	0,537								
afpersend	0,536								
bruut	0,536								
volwassen	-0,535								
driftig	0,535	0,348							
onopgevoed	0,534							-0,422	
barbaars	0,532								
bot	0,530								

hypocriet	0,529								
destructief	0,528				-0,327				
dwaas	0,528								
recalcitrant	0,525								
grootdoenerig	0,524	0,331							
dweperig	0,523		0,360						
manipulatief	0,521								
zwaartillend	0,519				0,354				
boos	0,519							0,333	
corrupt	0,518				0,309				
hysterisch	0,515		0,396						
immoreel	0,515								
onbeheerst	0,514								
heerszuchtig	0,513	0,359							
gefrustreerd	0,510				0,304	-0,349			
sadistisch	0,508								
aardig	-0,508		0,361						
grillig	0,505	0,303							
uitbuitend	0,502								
oorlogszuchtig	0,502								
kinderlijk	0,501								
zelfingenomen	0,499								
onverantwoordelijk	0,499								
eenkennig	0,496								
fatsoenlijk	-0,495								
ergerlijk	0,495								
bitter	0,494			0,321					
onvriendelijk	0,492								
labiel	0,489								

egocentrisch	0,488								
angstig	0,485			0,338					
machtslustig	0,485	0,399							
sympathiek	-0,481		0,409						
oprecht	-0,481							0,394	
opstandig	0,480	0,416							
racistisch	0,478								
kortzichtig	0,475								
eerlijk	-0,474							0,312	
ongericht	0,470								
zwartgallig	0,468								
wantrouwend	0,467								
flexibel	-0,464								
arrogant	0,463	0,308							
hebberig	0,463								
optimistisch	-0,462	0,447							
nep	0,460								
aalglad	0,460								
ophitsend	0,457	0,370							
star	0,457								
onzeker	0,456	-0,369							
kleinzielig	0,455								
lichtzinnig	0,455								
twijfelend	0,451	-0,333		0,376					
sceptisch	0,451								
arm	0,450								
opgewekt	-0,449								
afstandelijk	0,448								
oppervlakkig	0,445								

geïnteresseerd	-0,445							
sociaal	-0,444	0,377						0,301
verward	0,441	0,346						
defensief	0,438			0,392				
subversief	0,438							
vreemd	0,437							
geestelijk gezond	-0,437	0,411					-0,328	
verstoord	0,437							
passief	0,436							
prikkelbaar	0,434			0,406				
leergierig	-0,434							
kruiperig	0,433	0,347						
ontactisch	0,433		-0,318					
argwanend	0,428							
onderzoekend	-0,427	0,367						
tactvol	-0,427							
kleingeestig	0,425							
vooringenomen	0,425							
muggezifterig	0,424							
woedend	0,423	0,328						
gesloten	0,420		-0,303	0,373				
gemakzuchtig	0,419							
cynisch	0,418							
despotisch	0,418							
masochistisch	0,414							
rancuneus	0,413	0,302						
benaderbaar	-0,409							
trouw	-0,408	0,337						
onbetrouwbaar	0,408							

gezond	-0,406							
pedant	0,406							
idioot	0,404		0,341					
gemotiveerd	-0,404	0,351						
opvliegend	0,402	0,388						
minachtend	0,400							
afstotend	0,399							
vitaal	-0,398	0,316			0,384			-0,305
brutaal	0,397	0,360						
toegewijd	-0,396	0,329			0,302			
tolerant	-0,395			-0,344				
koppig	0,393	0,387						
hulpvaardig	-0,391		0,341		0,302		-0,319	
zwak	0,391				0,371			
obstinaat	0,389							
aangenaam	-0,384		0,366					
sluw	0,381	0,341						
aanmatigend	0,380							
megalomaan	0,380	0,304						
bang	0,376							
bereidwillig	-0,375					-0,366		
besluiteloos	0,374	-0,342	0,361	-0,356				
roekeloos	0,374	0,370						
betrouwbaar	-0,374							
zelfbewust	-0,373	0,350						
geschoold	-0,370							
onbeschaamd	0,368							
begrijpend	-0,368		0,336					
behaagziek	0,367							

ongeïnteresseerd	0,366									
onderdanig	0,366		0,348							
open	-0,363		0,316							
lafhartig	0,360									
spottend	0,360									
loyaal	-0,358			0,313						
uitputtend	0,352									
geloofwaardig	-0,351	0,319								
onverdraagzaam	0,344									
collegiaal	-0,340		0,335							
ruimdenkend	-0,340									
plichtsgetrouw	-0,338									
minzaam	0,333									
beschaafd	-0,332									
integer	-0,330									
evenwichtig	-0,328									
praatziek	0,327									
verstandig	-0,319									
gecoördineerd	-0,311									
belangstellend	-0,306									
belezen	-0,304									
betrokken										
argumentatief										
schijnheilig										
realistisch										
gedisciplineerd										
verantwoordelijk										
hoffelijk										
hardwerkend										

wilskrachtig		0,600							
leidend	-0,341	0,551							
krachtig		0,550			-0,387				
imponerend		0,539							
zelfverzekerd	-0,359	0,532			-0,335				
excentriek		0,517							
initiatiefrijk		0,509						-0,322	
energiek	-0,334	0,500							
overtuigend	-0,418	0,500							
spannend		0,492							
dapper		0,489			-0,460				
waaghalzerig	0,389	0,484							
vastberaden		0,483						0,310	
veelzijdig	-0,300	0,475							
capabel	-0,321	0,466							
gehaaid	0,361	0,463							
goed	-0,393	0,457							
scherp		0,457							
bezeten		0,456							
uniek		0,452			-0,325				
besluitvaardig		0,451							
heethoofdig	0,448	0,449							
charismatisch		0,445							
zichtbaar		0,443							
vooruitstrevend		0,442							
wijs		0,440							
verfrissend		0,440							
origineel		0,433						-0,330	-0,313
scherpzinnig		0,433							

effectief		0,431	-0,322						
aanvallend		0,430				-0,330			
extreem		0,428		-0,306					
efficiënt		0,428		0,351					
glashard	0,329	0,419							
wild	0,378	0,418		-0,313					
ondernemend		0,418			-0,313				
doelgericht		0,418							
zelfstandig	-0,402	0,414							
kleurrijk		0,413	0,308						-0,322
inspirerend	-0,351	0,406			-0,398				
uitdagend		0,406							
slagvaardig		0,405							
gecompliceerd	0,365	0,404							
uitstekend		0,404							
opgewonden		0,404							
invloedrijk	-0,314	0,403	-0,318						
logisch		0,401							
dynamisch		0,399							
kritisch		0,397			0,344				
competitief		0,392							0,342
meeslepend		0,392		-0,331					
innovatief		0,391							0,354
actief		0,389					-0,343		
levenslustig		0,388				0,340			
alert	-0,354	0,388							
dictatoriaal		0,387							
doelmatig		0,380					0,367		
geavanceerd		0,380							

nieuwsgierig		0,379		-0,306						
ongeremd		0,377								
leidinggevend		0,377								
inventief		0,376		-0,367		0,362				
rechtdoorzee		0,375							0,353	
volhardend		0,375								
enthousiast	-0,314	0,374	0,366							
ambitieus		0,371								
productief	-0,313	0,368		0,358						
vindingrijk		0,367		-0,331						
impulsief		0,365	0,356							
opzettelijk		0,362								
blijmoedig		0,354								
streng		0,351								
direct		0,348				-0,315				
doortastend		0,345								0,336
humoristisch		0,345	0,333							
creatief		0,345		-0,333						
bemoedigend	-0,308	0,342		-0,329						
uitgekookt	0,333	0,341								
systematisch		0,341								
onafhankelijk		0,340								-0,301
welwillend		0,339			0,318					
gefocust		0,338								
egoïstisch	0,301	0,338								
eigenaardig		0,329								
listig		0,326								
idealistisch		0,317						-0,310		
eenzelvig		0,314								

compulsief		0,312							
objectief		0,311							
slim		0,302							
opdringerig		0,300							
cognitief									
zelfvoorzienend									
gefixeerd									
berekenend									
lief			0,676						
rationeel	-0,321		-0,572						
gezellig			0,524						
hartelijk	-0,360		0,492						
vriendelijk	-0,378		0,488						
vrolijk	-0,390		0,488						
zorgzaam	-0,484		0,484						
meevoelend	-0,340		0,479						
comfortabel			0,432	0,327					
ondersteunend	-0,413		0,430						
attent	-0,355		0,429	0,310					
rationalistisch			-0,424						
goedhartig	-0,315	0,335	0,413					0,358	
gestrest	0,336		0,390						
gehoorzaam			0,378	0,301					
meegaand			0,372						
levendig	-0,356		0,362						
behulpzaam			0,347						
afhankelijk	0,311		0,328						
goedgeïnformeerd	-0,326		-0,326						
intelligent			-0,313						

diplomatiek			-0,301						
communicatief			0,300						
zelfgenoegzaam									
tevreden									
intellectueel									
ondergeschikt									
pretentieus									
gemakkelijk									
georganiseerd				0,522	0,306				
gecontroleerd				0,498					
bezield				-0,437					
verstrooid	0,341			-0,406					
ongeorganiseerd	0,376			-0,400					
zorgvuldig			0,321	0,389					
stipt				0,367			0,329		
consequent	-0,330	0,358		0,364					
hatelijk				0,356					
opofferingsgezind				-0,315					
onpeilbaar				-0,315					
onzelfzuchtig				-0,300					
voorkomend									
zelfvoldaan									
stoutmoedig									
nuchter									
vermetel									
twijfelachtig	0,420		0,314		0,429				
accuraat		0,301			0,414				
ijverig					0,386				
pessimistisch	0,355				0,369	-0,362			

voorzichtig		-0,311			0,368				
vertrouwenwekkend					0,361	0,313			
langzaam					0,342				
coöperatief					0,332	0,321			
degelijk					0,327				
op de voorgrond tredend		0,317			-0,318				
participatief					0,317				
moreel					0,309				
opzichtig					-0,304				
serieus					0,303				
tobberig									
redelijk		0,301				0,459			
kalm						0,397		-0,384	-0,327
geduldig						0,383			
humaan	-0,312			-0,349	0,317	0,352			
haastig				-0,310		-0,331			
apathisch									
tactisch									
goed opgeleid									
secuur	-0,357						0,548		
ordelijk							0,487		
assertief							0,410		
nonchalant	0,334						-0,410		
lui	0,358						-0,374		
bewust		0,327					-0,360		
consciëntieus					0,329		0,359		
achterdochtig	0,307						0,358		
ontoegankelijk							-0,308		
verzorgd								0,548	

functionerend		0,312						0,450		
standvastig								-0,403		
welbespraakt				-0,305				0,385		
stabiel	-0,336							-0,352		
eerbiedig								0,339		
inzichtgevend				-0,320				0,330		
rechtvaardig		0,350							0,463	
beheerst	-0,322								-0,337	
gretig										
prestatiegericht		0,330								0,366
competent										0,332
voorbereid										

Appendix E: *The contextualized personality structure for leaders*

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
fatalistisch	0,699				
bespottelijk	0,695				
afgunstig	0,688				
narcistisch	0,684				
blufferig	0,667				
tiranniek	0,664				
dikdoenerig	0,659				
verachtelijk	0,658				
treiterend	0,655				
grootdoenerig	0,653				
jaloers	0,650				
onverschillig	0,649				
bitter	0,645				
heetgebakerd	0,643				
asociaal	0,638				
onberekenbaar	0,634				
bruut	0,630				
machtslustig	0,630				
agressief	0,623				
onsympathiek	0,621				
heerszuchtig	0,619				
stiekem	0,613				
verwaand	0,608				
gespleten	0,608				
humeurig	0,606				
wantrouwig	0,603				
geniepig	0,599				
immoreel	0,598				
leugenachtig	0,598				
afstotelijk	0,596				
dweperig	0,595				
zelfzuchtig	0,595				
twistziek	0,592				
heethoofdig	0,589				
slinks	0,587				
gekweld	0,587				
nors	0,586				
ziekelijk	0,585				
zelfingenomen	0,584				
sadistisch	0,583				
wreed	0,582				
demonisch	0,582				
beledigend	0,580				
huichelachtig	0,575				

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
stug	0,575				
destructief	0,573				
bedrieglijk	0,573				
arrogant	0,573				
schreeuwend	0,567				
zwaartillend	0,564				
hypocriet	0,562				
onevenwichtig	0,560				
walgelijk	0,558				
verbitterd	0,558				
moeilijk	0,557				
wereldvreemd	0,555				
onrechtvaardig	0,553				
onbeheerst	0,551				
onoprecht	0,551				
schizofreen	0,544				
boos	0,543				
gefrustreerd	0,543				
vernielzuchtig	0,541				
rancuneus	0,539				
zwartgallig	0,539				
tactloos	0,536				
opstandig	0,536				
driftig	0,533				
pervers	0,532				
megalomaan	0,531				
duister	0,529				
hebberig	0,528				
hardleers	0,528				
kinderachtig	0,526				
manipulatief	0,526				
bedrieglijk	0,525				
ongastvrij	0,524				
dwaas	0,522				
zwaarmoedig	0,522				
dom	0,520				
halsstarrig	0,519				
despotisch	0,518				
kleingeestig	0,517				
neerbuigend	0,517				
onstandvastig	0,515				
gehaaid	0,515				
ophitsend	0,515				
minachtend	0,514				
onbeleefd	0,512				

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
lichtzinnig	0,511				
masochistisch	0,506				
wisselvallig	0,505				
haatdragend	0,505				
barbaars	0,505				
ongevoelig	0,503				
uitbuitend	0,502				
aalglad	0,502				
onopgevoed	0,502				
intolerant	0,502				
bot	0,501				
sceptisch	0,496				
gewelddadig	0,495				
woedend	0,494				
opvliegend	0,494				
oorlogszuchtig	0,493				
ergerlijk	0,492				
waaghalzerig	0,491				
oneerlijk	0,490				
grillig	0,490				
recalcitrant	0,487				
aanmatigend	0,485				
vooringenomen	0,485				
afpersend	0,480				
glashard	0,476				
onverantwoordelijk	0,474				
star	0,474				
onbuigzaam	0,471				
wild	0,471				
onredelijk	0,469				
koppig	0,467				
hysterisch	0,466				
wispelturig	0,462				
kortzichtig	0,460				
laks	0,460				
egocentrisch	0,458				
dictatoriaal	0,457				
kruiperig	0,455				
onaangenaam	0,452				
prikkelbaar	0,451				
laf	0,450				
egoïstisch	0,450				
corrupt	0,443				
muggezifterig	0,440				
kinderlijk	0,433				

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
cynisch	0,432				
pedant	0,431				
sluw	0,430				
ongeïnteresseerd	0,427				
nerveus	0,426				
vreemd	0,426				
kleinzielig	0,426				
defensief	0,426				
afstandelijk	0,418				
slecht	0,416				
wantrouwend	0,415				
brutaal	0,414				
zelfgenoegzaam	0,414				
subversief	0,411				
spottend	0,410				
afstotend	0,409				
ontrouw	0,406				
labiel	0,405				
lui	0,402				
negatief	0,400				
racistisch	0,399				
tolerant	-0,396				
gesloten	0,394				
nep	0,387				
zelfvoldaan	0,381				
angstig	0,376				
aanvallend	0,376				
passief	0,376				
obstinaat	0,373				
doodsbang	0,366				
ongericht	0,365				
onbeschaamd	0,362				
streng	0,356				
hatelijk	0,355				
opzettelijk	0,355				
oppervlakkig	0,354				
uitgekookt	0,351				
verstoord	0,351				
praatziek	0,342				
onbetrouwbaar	0,337				
onvriendelijk	0,336				
arm	0,333				
gemakzuchtig	0,323				
nonchalant	0,306				
leergierig	-0,303				

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
effectief		0,596			
onzeker		-0,594			
georganiseerd		0,566			
besluitvaardig		0,566			
twijfelend		-0,553			
efficiënt		0,550			
naïef		-0,547			
consequent		0,543			
leidend		0,543			
gecontroleerd		0,528			
verward		-0,526			
productief		0,522			
verstrooid		-0,521			
stabiel		0,513			
overtuigend		0,508			
warrig		-0,505			
instabiel		-0,499			
doortastend		0,486			
gestrest		-0,479			
accuraat		0,476			
capabel		0,472			
verstandig		0,470			
goedgeïnformeerd		0,470			
goed		0,466			
competent		0,460			
systematisch		0,452			
gefocust		0,447			
logisch		0,445			
ontactisch		-0,441			
afhankelijk		-0,438			
zichtbaar		0,438			
onderdanig		-0,435			
idioot		-0,435			
ongeorganiseerd		-0,434			
evenwichtig		0,425			
doelgericht		0,411			
volwassen		0,411			
stipt		0,411			
realistisch		0,409			
gecoördineerd		0,401			
futloos		-0,401			
kritisch		0,399			
intelligent		0,399			
ondergeschikt		-0,395			
scherp		0,392			

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
geloofwaardig		0,368			
leidinggevend		0,365			
bewust		0,361			
rationeel		0,357			
zelfbewust		0,357			
alert		0,356			
zelfstandig		0,353			
functionerend		0,345			
geavanceerd		0,341			
volhardend		0,331			
bang		-0,327			
rationalistisch		0,319			
consciëntieus		0,318			
geschoold		0,303			
lief			0,649		
attent			0,600		
hartelijk			0,596		
zorgzaam			0,593		
ondersteunend			0,592		
vriendelijk			0,591		
vrolijk			0,578		
gezellig			0,575		
goedhartig			0,572		
hulpvaardig			0,571		
trouw			0,569		
sympathiek			0,568		
comfortabel			0,562		
enthousiast			0,541		
aardig			0,526		
levendig			0,521		
vitaal			0,519		
meevoelend			0,515		
collegiaal			0,496		
actief			0,488		
sociaal			0,483		
welwillend			0,482		
bereidwillig			0,482		
aangenaam			0,478		
humoristisch			0,477		
opgewekt			0,473		
begrijpend			0,460		
zorgvuldig			0,442		
meegaand			0,434		
behulpzaam			0,430		
fatsoenlijk			0,427		

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
loyaal			0,423		
blijmoedig			0,420		
eerlijk			0,415		
betrouwbaar			0,411		
vertrouwenwekkend			0,408		
wilskrachtig			0,401		
tevreden			0,391		
belangstellend			0,388		
betrokken			0,381		
geïnteresseerd			0,379		
flexibel			0,373		
gedisciplineerd			0,371		
levenslustig			0,369		
benaderbaar			0,358		
oprecht			0,357		
impulsief			0,356		
gezond			0,356		
open			0,354		
gemotiveerd			0,349		
inspirerend				0,664	
dapper				0,647	
ondernemend				0,591	
uniek				0,566	
krachtig				0,534	
creatief				0,524	
extreem				0,521	
uitstekend				0,518	
zelfverzekerd				0,495	
energiek				0,481	
innovatief				0,481	
bezeten				0,478	
invloedrijk				0,476	
veelzijdig				0,473	
voorzichtig				-0,473	
twijfelachtig				-0,469	
vindingrijk				0,468	
kleurrijk				0,468	
optimistisch				0,467	
uitdagend				0,463	
dynamisch				0,461	
roekeloos				0,454	
op de voorgrond tredend				0,446	
charismatisch				0,440	
welbespraakt				0,428	
excentriek				0,424	

Item	Factor loading				
	Destructive	Intellect / Competence	Human-Orientated	Proactive / Powerful	Instrumental
origineel				0,416	
imponerend				0,404	
ruimdenkend				0,389	
ongeremd				0,387	
zwak				-0,382	
pessimistisch				-0,376	
vastberaden				0,373	
vooruitstrevend				0,373	
verfrissend				0,371	
onderzoekend				0,370	
nieuwsgierig				0,362	
gehoorzaam				-0,356	
opgewonden				0,341	
opzichtig				0,337	
inzichtgevend				0,336	
eigenaardig				0,334	
wijs				0,327	
spannend				0,326	
scherpzinnig				0,322	
gecompliceerd					0,518
bezield					0,512
inventief					0,506
toegewijd					0,466
ijverig					0,436
bemoedigend					0,435
cognitief					0,430
participatief					0,412
initiatiefrijk					0,397
slagvaardig					0,392
humaan					0,391
moreel					0,388
integer					0,379
onpeilbaar					0,379
geestelijk gezond					0,376
eenzelvig					0,373
meeslepend					0,344