

A contextualized personality model for leaders and the differences between male and female leaders in this contextualized personality

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ABSTRACT

Purpose of the study: In leadership research, non-contextualized personality models, as the Big Five model, are often used to measure leaders' personality. However, these models do not accurately assess leaders' contextualized personality. Prior research has called for the development of a contextualized personality model that can specifically assess leaders' personality in the work context. When measuring this, several studies show that it is important to take gender into account, as differences regarding leadership were seen between men and women. Therefore, the aims of this study were twofold: to develop a contextualized personality model, to assess the personality that leaders exhibit in their work context and to investigate whether gender differences are also seen in leaders' contextualized personality.

Design/Methodology: To develop a contextualized personality model, a cross sectional research design was used. An online closed-ended questionnaire consisting of 418 personality descriptive adjectives was sent to 35 male and 19 female leaders ($N=54$) working in Dutch organisations. Data collected from the questionnaires was analysed with a principal component analysis. To assess gender differences in personality factors an independent sample T-test or a Mann-Whitney U test was used, whenever appropriate.

Analysis/Results: The principal component analysis resulted in five factors: "Destructive", "Proactive", "Human orientated", "Rational", and "Organized". With this factor analysis, the 418 personality adjectives were reduced to 251 personality adjectives (divided into these five factors) that describe the personality of leaders in their work context. Furthermore, the findings of this study revealed that male leaders scored higher on the personality factor "Rational" (Mean Rank difference 31.16; $p=0.02$), but there were no significant gender differences for the other personality factors.

Theoretical and practical implications: The contextualized personality model developed in the current study, provided new insights for the leadership literature regarding the personality structure of leaders and the personality differences in gender. The currently used Big Five model that consist of the personality factors "Neuroticism", "Extraversion", "Openness to experience", "Conscientiousness" and "Agreeableness", is not the most functional model for assessing the contextualized personality of leaders. This should be measured with a contextualized model including the factors "Destructive", "Proactive", "Human orientated", "Rational", and "Organized" that are more specific personality factors to be used in the work context compared with those used in the Big Five model. Using this model ensures that

organizations can provide more targeted coaching on the personality factors leaders need to improve, or recruit leaders with specific personality factors that will increase organizational success.

Keywords: Leadership, Big Five model, personality factors, gender differences, contextualized personality model

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INTRODUCTION

Several studies that investigate the relationship of personality factors and effective leadership, show that leaders' personality is important for the functioning of leaders (Anderson et al., 2008; Madanchian et al., 2017). According to Hernez-Broome and Hughes (2004), effective leaders are important for organizational success as they know how to influence their followers and can ensure better performance. Therefore, personality is an important aspect in leadership literature to understand the role of leaders in achieving organizational success.

To gain more insight into leaders' personality, it is important that future studies use an instrument that precisely assess this (Eagly & Heilman, 2016). Most studies use the general Big Five model to assess the personality of leaders (Whittingham, 2017). This Big Five model is developed to assess the personality of individuals in general at the broadest level of abstraction (Gosling et al., 2003) and assumes that personality is relatively stable in different situations (Shaffer & Postlethwaite, 2012); it is a so called non-contextualized model that is not specifically designed to precisely assess the personality of leaders in a work context (Dunlop, 2015; Hasting & O'Neill, 2009; Langford et al., 2017; Musek, 2007; Gosling et al., 2003). The context is important to take into account when measuring personality, because personality can vary in different contexts and social roles; an individual behaves according to the context in which that individual is (Shaffer & Postlethwaite, 2012; Bedford & Yeh, 2009; Dunlop, 2015). For example, an individual may behave agreeable and conscientiousness at work, but can behave very different at home (Shaffer & Postlethwaite, 2012). Therefore, using the Big Five model to assess leaders' personality in a work context does not generate representative results as this model fails to measure variability in specific situations, what can limit leadership personality research (Dunlop, 2015)

Therefore, there is a pressing need to develop a personality model that can specifically assess leaders' personality in the work context, a contextualized personality model (Heller et al., 2007; Reis et al., 2002; Dunlop, 2015). This contextualized model does take into account that leaders' personality can differ in and outside the work context and in social roles (Dunlop, 2015). In addition, studies by Murtha et al. (1996) and Pace & Brannick (2010) show that contextualized models are more reliable for measuring the personality of leaders in the work context than general models.

Taking this into account, the current study tried to unravel the personality structure of leaders in their work context by developing a contextualized personality model. Instead of adapting

the existing Big Five model, a new personality model was developed in this study to ensure that the model will only consist of the personality structure that leaders display in their work context, hence specifically investigating which personality factors are most suitable for describing leaders' personality (Dunlop, 2015). In this way, it was attempted to minimize bias from non-contextualized personality, which would have been the case when using a Big Five that was adapted to a contextualized personality model (Pace & Brannick, 2010). By making an entirely new model, the general personality structure is excluded and the personality structure that leaders display in their work context can be measured more precisely (Dunlop, 2015).

To determine whether leaders actually exhibit different personality factors when their work context is taken into account compared to when only their general personality is measured, the factors of the contextualized personality model designed in the current study will be compared with the factors of the general Big Five model. This resulted in the following research question:

Which personality factors should be included in a new contextualized personality model, to more specifically assess the personality of leaders in Dutch organizations?

When answering this research question it becomes clear whether a contextualized personality model is a valuable addition to measure leaders contextualized personality in leadership research. When this is the case, more insight is gained into the contextualized personality structure of leaders, ensuring that future research can reliably assess the specific personality factors of leaders in the work context in order to better understand leadership (Judge et al., 2008). By gaining insight into which personality factors leaders display in their work context, the personality of leaders in and outside the work context can be better understood (Dunlop, 2015). This will provide more insight into the differences between the personality displayed by leaders in their work context and the personality displayed outside the work context.

When investigating the personality of leaders in their work context, it is also important to take the factor gender into account, because the Big Five model shows that there are gender differences in personality (Kaiser et al., 2019). For example, previous research found that women score significantly higher on the personality factors "Neuroticism" and "Agreeableness" of the Big Five model, as compared to men (Costa et al., 2001; Kaiser et al. 2019). In addition, several studies suggest that there are personality differences in the context of leadership between male and female leaders (Eagly & Karau, 2002; Wang et al., 2013;

Wolfram et al., 2007). McCrae et al. (2005) state that when a non-contextualized personality model, as the Big Five model, is used to assess the personality differences in gender, these differences may differ from reality because the context is not taken into account. Therefore, personality differences between male and female leaders can be expected, and it is important that this study also investigates whether these differences exist when measuring contextualized personality. This will provide insights for literature and future studies, whether gender difference in personality factors also appear in the contextualized personality of leaders. To investigate this, the following research question is formulated:

Are there gender differences in the contextualized personality factors of the participating male and female leaders?

As is apparent from the above, it is important to assess leaders' personality factors in a work context with a model that can assess leaders' personality and to take gender into account. Therefore, the aim of this study is to develop a new contextualized personality model to specifically assess the personality of leaders and to examine to what extent personality factors differ for male and female leaders in a work context. Thus, this study contributes to the leadership and personality literature in the following ways. First, the developed contextualized personality model helps future research to better assess the personality of leaders in their work context and to understand the personality of leaders (Dunlop, 2015; Judge et al., 2008). Second, this study provide knowledge about the differences in this personality structure between male and female leaders, since the Big Five model and leadership literature show differences in personality between male and female leaders (Bono & Judge, 2004).

THEORETICAL FRAMEWORK

In literature, several models are used to assess individuals' personality (Feher & Vernon, 2020). As mentioned above, the Big Five model is a commonly used model. Other models are the following: HEXACO model (Ashton et al., 2004), Supernumerary personality traits model (Paunonen, 2002), and Psychobiological model of personality (Cloninger et al., 1991).

However, in most studies the Big Five model and HEXACO model are used to assess the personality of individuals (Ashton & Lee, 2001). The HEXACO model corresponds with the Big Five model in a number of personality factors and consists of the following factors:

“Honesty-Humility”, “Emotionality”, “Extraversion”, “Agreeableness”, “Conscientiousness” and “Openness to Experience”. As the Big Five model currently is the most dominant model in literature, and most often used to assess personality, this study will only focus on the Big Five model (Costa & McCrae, 2008).

The Big Five model as a dominant model to assess leaders' personality

The Big Five model is one of the most used models to assess personality (Hall et al., 2019) and is used in different settings, including the career context for example for personnel selection or to describe the personality of a leader, and in the academic context as a study career test (Derue et al., 2011). For example, Judge et al. (2002), have used the Big Five model in their research on leadership, to investigate whether the Big Five model is a fruitful basis for examining dispositional predictors of leadership. McCormack and Mellor (2002) also used the Big Five model in their leadership research, to investigate the relationship between the Big Five model and leadership effectiveness. In addition, Bono and Judge (2004) used the Big Five model, to measure the relationship between personality and ratings of transformational and transactional leadership behaviour. Also more recent literature, such as Van Eeden et al. (2008), De Hoogh et al. (2005) and Zopiatis and Constanti (2012) shows that many researchers have endeavored to relate different leadership styles with the Big Five model.

The Big Five model is designed as a hierarchical personality model, to assess the general personality of people at the broadest level of abstraction (Gosling et al., 2003). A hierarchical personality model is a model that provides a comprehensive view of personality, describing how many basic factors are required to describe the differences in individual personality (Musek, 2007; Judge, Heller, et al., 2002). This model has a hierarchy, where the personality traits form the lower level of the hierarchy are grouped and fused together into higher level personality factors, taking into account the shared commonality and mutual correlations of the

traits (Watson et al., 1994; Zinbarg & Barlow, 1996). The lower level personality traits can be observed directly and the higher level personality factors represent the structure in the personality (Cattell, 1956; Markon et al., 2005).

The Big Five model consists of five basic personality factors: “Neuroticism”, “Extraversion”, “Openness to experience”, “Conscientiousness” and “Agreeableness” (Brandstätter, 2011), that can explain, predict and reflect individual differences in personality (Judge, Heller, et al., 2002; John et al., 2008). These five factors were chosen because these factors are very broad and therefore measure personality on a very wide level of abstraction (Hastings & O’Neill, 2009). In the context of leadership, this model shows differences in the mindset between leaders and how leaders think, feel and behave in different situations (McCrae & Costa, 2003). Leaders can differ in these personality factors, which can be determined by their different scores on each of the personality factors; leaders can score high and low on these personality factors. Applying this Big Five personality model in a career context, ensures that the leader becomes aware of his or her strengths and weaknesses and this can help the leader to further develop these weaknesses, so he or she can become better in leadership (Parr et al., 2016). How the personality factors are defined will be explained below, including what the personality factors mean in a leadership context.

Neuroticism

The personality factor neuroticism is about the emotional response to events and is defined as the emotional stability or instability of an individual (Yakasai & Jan, 2015). Leaders who score low on neuroticism are usually calm, tempered, self-sufficient, relaxed, not excessively emotional and can handle negative life events better (Judge et al., 2009; Feist and Feist, 2006). They are willing to admit their mistakes and have a high self-awareness (Judge, Bono, et al., 2002). Leaders who score high on neuroticism exhibit more sensitive, pessimistic, and nervous behaviour instead of being emotionally stable and confident (Ahrndt et al., 2014). These leaders tend to be easily anxious, temperamental, self-pity and vulnerable for stress. In addition, these leaders with a high score on neuroticism make more impaired decisions under pressure than leaders who, do not have a high score on neuroticism (Byrne et al., 2015).

Judge et al. (2002) found a negative correlation between neuroticism and the effectiveness of a leader. Also Brown and Treviño (2006) and Georgellis and Sankae (2016) stated that leaders with a high score on neuroticism are less likely to be perceived as an effective leader. Bono and Judge (2004) stated that due to leaders low self-esteem, neurotic leaders might not be a

good role model for their followers because these leaders do not provide sufficient inspirational motivation and intellectual stimulation, which can be disadvantageous in a leadership environment. However, leaders with a low score on neuroticism could effectively deal with the emotions of themselves and their followers, which ensures that these leaders are trusted by their followers (Humphrey, 2002). Thus, leaders with a high score on neuroticism display negative correlations with leadership and tend to be less effective in a leadership position than their counterparts who score low on neuroticism (Judge, Bono, et al., 2002).

Extraversion

The extraversion personality factor shows how much energy is directed outwards, meaning towards the social world (Favaretto et al., 2019). This personality factor is one of the most important factors to reach high leader effectiveness and indicates to what extent leaders are sociable, assertive, emphatic, talkative, and eager (Solaja et al., 2016). Leaders who score low on extraversion are introvert and tend to be quiet, shy, reserved, inhibited and withdrawn (Spark et al., 2018). These introverted leaders spend less time on socializing and networking (Doeven-Eggens et al., 2008) and they first analyse and reason things before they speak out and share it with others (Hinkly, 2005). Leaders who score high on extraversion are often cheerful and optimistic and enjoy interacting with people and large groups (Liang et al., 2015). This translates to the following characteristics: talkative, sociable, assertive, energetic, active and enthusiastic (Boz & Ergeneli, 2014; Costa & McCrae, 2008). They often experience positive emotions like enthusiasm and feel comfortable in a large group (Judge et al., 2009; Zhao & Seibert, 2006).

According to Bono and Judge (2004), leaders scoring high on extraversion are likely to generate confidence and enthusiasm among their followers because of their positive emotions. This will make these leaders a role model for their followers and ensure that followers will follow their leaders (Collins, 2001). In addition, Ciavarella et al. (2004), state that high extraverted leaders are dominant, easily take the lead and are often more efficient as a leader, because these leaders are friendly, social and network oriented. To be a good leader, a leader must be energetic and enthusiastic and listen to the different perspectives of his or her followers, before making a choice in the organization (Hinkly, 2005). The characteristics of an effective leader are therefore similar to those of a leader with a high degree of extraversion. This is also evident in recent empirical work that shows that the personality factor extraversion explains the most variance as compared to the other personality factors with regard to effective leadership (Derue et al., 2011). In a similar vein, Zhao et al. (2010), state

that the personality factor extraversion explains the most variance as compared to the other personality factors. Furthermore, Judge et al. (2002) revealed that there is a strong positive correlation between extraversion and effective leadership. In contrast, there is a negative correlation between introversion and leadership effectiveness. So, effective leaders can be distinguished from ineffective leaders when leaders score high on extraversion (Silverthorne, 2001).

Openness to experience

The personality factor openness to experience, refers to how curious an individual is and translates into the active seeking and appreciation of new experiences (Brandstätter, 2011; Zhao & Seibert, 2006). Leaders who score low on openness to experience in their personality, are mostly simple, unreflective, unimaginative, shallow and are less curious, creative and imaginary (Daft, 2013). Leaders who score high on openness to experience are imaginative, thoughtful, curious, insightful, autonomous, creative and resourceful (Bono & Judge, 2004; Judge et al., 2008). They tend to remain calm in challenging situations, are not easily upset, are intellectually curious, constantly search for new experiences and explore new ideas (Zhao & Seibert, 2006).

Followers of leaders with a high score on openness to experience, value their leaders because these leaders are approachable, open to new experiences and feedback and open to hearing different perspectives before making decisions (Judge, Bono, et al., 2002). These leaders can also quickly recognize inter-individual differences and needs between their followers (Homan, 2010). With this, a psychological safe work environment is created where followers feel comfortable to share and discuss successes and failures. A positive relationship between openness to experience and leader effectiveness was found (Judge & Bono, 2000), indicating the need for effective leaders to be open for change, build new ideas and evaluate them equally to develop themselves and their organizations (Özbağ, 2016; Judge et al., 2002).

Conscientiousness

According to Bono and Judge (2004), conscientiousness is one of the most studied personality factors in work psychology. This factor is related to achievement orientation and refers to the degree of persistence, self-control and motivation in goal directed behaviour (Favaretto et al., 2019). Leaders who score low on the factor conscientiousness in their personality, are easily uncertain, unorganized, unreliable, lazy, impractical, inefficient, unsystematic, careless and sloppy (Feist & Feist, 2006). Moreover, leaders with a low score on conscientiousness make

decisions before they think (Costa & McCrae, 2008; De Vries et al., 2009; Judge et al., 2009). A high score on the factor conscientiousness leads to task and goal-oriented behaviour, making these leaders think before acting, following norms and rules and plan, organize and prioritize tasks (Costa & McCrae, 2008; Brandstätter, 2011). These leaders are also more likely to be hardworking, polite, disciplined, careful, steady, efficient and motivated to achieve the goals in the organisation (Zhao & Seibert, 2006; De Vries et al., 2009; Judge et al., 2009).

Because of this organized behaviour, conscientious leaders provide clarity and structure for their followers and this facilitates the job performance of those followers (Brown & Treviño, 2006). In addition, these leaders value truth and honesty, are well organized and responsible, what is required for being a good leader (Brown et al., 2005). As a result, followers become more confident in their work successes and form a favourable perception of their leader which promotes a strong bond of followers with their leader, what is required to be perceived as a good leader (Ahearne et al., 2005). Furthermore, because these leaders are goal-oriented, focused and self-disciplined, these leaders can organize and delegate work to achieve the goals in the organisation, which are valuable skills for leaders to get a successful organization (Bartone et al., 2009).

Brown et al. (2005) found that a high score of conscientiousness is positively related to effective leadership. Also Özbağ (2016), found a positive correlation between conscientiousness and leader effectiveness. However, according to some studies, conscientiousness might also have a downside as these leaders might spend more time on a problem than necessary and are less inspiring for their followers and therefore might not sufficiently motivate their followers (Bono & Judge, 2004). Thus, for the personality factor conscientiousness, mixed results about the relationship of a high score on conscientiousness and leadership effectiveness are found in the literature.

Agreeableness

The personality factor agreeableness refers to an individual's personal orientation and the tendency to build positive and strong relationships with others (Ye et al., 2018). Leaders with a low score of agreeableness in their personality are non-obedient, antagonistic, demanding, selfish, rude and distrustful (Goldberg, 1992) They are not afraid to give negative feedback and to make progressive and high risk advances, traits that are also needed in a work environment, but not always appreciated by followers (Judge et al., 2009). Leaders who have

a high score of agreeableness in their personality are generally kind, trusting, caring, honest, flexible, helpful and concerned for the welfare of their followers (Bartone et al., 2009; Daft, 2013). In addition, these leaders strive for cohesion and unity and think positively about other people (Baptiste, 2018). Followers have a high follower satisfaction with their leader, as these leaders are concerned about their followers and are building high-quality relationships with them (Nahrgang et al., 2009). As a result these leaders are seen as friendly and approachable by their followers which creates a cooperative organisation climate (Chiaburu et al., 2011).

The personality traits associated with the agreeableness personality factor, are highly appreciated by followers; it results in respect and confidence among followers for their leaders (Sun & Shang, 2019; Brown et al., 2005; Özbağ, 2016). In contrast, Judge, Bono, et al. (2002) found in their study that the personality factor agreeableness is negatively related with effective leadership; individuals scoring high on agreeableness are likely to be modest, but leaders tend not to be excessively modest. Also Judge et al. (2009), found that leaders who score high on agreeableness find it difficult to make tough decisions which can lead to organisational failures and therefore state that a high score on the personality factor agreeableness is negatively related to effective leadership.

Summarizing, personality factors of the Big Five model are widely used to assess the personality of leaders in their work context. However, when applying the Big Five model the disadvantages of using this model in a work context need to be taken into account. These disadvantages will be discussed below.

Disadvantages of the Big Five model for assessing leaders' personality

As described above, the Big Five model measures general personality characteristics that have also been used to assess leaders' personality in leadership research. Many studies have also used this model to investigate the relationship between leaders' personality and effective leadership (Hendricks & Payne, 2007; Johnson & Hill, 2009). However, several studies highlight important limitations of the Big Five model when this model is used to investigate leaders' personality in a work context (Langford et al., 2017), as it is not specifically designed to precisely measure the personality traits of leaders' in a work context. This makes this model fail to capture relevant variability of leaders' personality in a work context (Dunlop, 2015; Hasting & O'Neill, 2009; Langford, Dougall & Parkes, 2015; Musek, 2007; Gosling et al., 2003). Thus, this Big Five model is not able to reduce personality inconsistencies that leaders' display in various contexts (Lievens et al., 2008), and therefore might not be a good representation of the personality of a leader in the work context (Hastings & O'Neill, 2009).

This important disadvantage of the Big Five model, is also seen in other general personality models which were mentioned before, such as the HEXACO model (Dunlop, 2015).

Both models are considered to be non-contextualized personality models (Donahue et al., 1993; Dunlop, 2015). The most important problem of a non-contextualized personality model is the fact that it does not take into account the changing personality of leaders in and outside their work context or in their social and outside their social role as a leader (Shaffer & Postlethwaite, 2012), which could result in within-person inconsistency when characterizing leaders' personality in a specific context (Lievens et al., 2008). This means that leaders do not think about a specific situation when answering the questions in a non-contextualized personality model, but might think about a home situation when answering another question. When assessing leaders' personality, it is important to take the context into account, because research has already show that personality arises from the interaction of the individual with the context (Dunlop, 2015). As Bedford and Yeh (2009) state, an individual behaves according to the context in which that individual is, in order to achieve the goals in that context. For example, an individual may behave agreeable and conscientiousness at work, but can behave very different at home (Shaffer & Postlethwaite, 2012). Also, Dunlop (2015) states, that the personality of leaders can differ across situations, contexts and social roles, thus the personality of leaders in their work context can differ from the personality of these leaders outside the work context. Therefore, there is a pressing need for a contextualized personality model assessing specifically leaders' personality in the work context (Heller et al., 2007; Reis et al., 2002).

A contextualized personality model is a model that represent stable patterns of thoughts, feelings, and behaviours that repeatedly occur within a specific context or social role (Heller et al., 2007). In contrast with the non-contextualized personality model, a contextualized personality model does take into account the differences in personality that individuals display in various contexts, situations and social roles; transposing this to leadership research, it ensures that leaders' personality is assessed more precisely and specifically in their social role in a work context (Lievens et al ., 2018). Because contextualized personality models reduce the potential inconsistency that individuals display in various contexts, a contextualized personality model is more reliable and a stronger predictor for assessing personality in a specific work context, than non-contextualized personality models (Ashton et al., 2014; Heller et al., 2007; Shaffer & Postlethwaite, 2012; Lievens et al., 2008). Moreover, it seems that the validity of contextualized personality models are nearly double the size of the

validity of non-contextualized personality models, such as the Big Five model (Shaffer & Postlethwaite, 2012).

Therefore, in order to assess the personality of leaders in a work context, a specific contextualized personality model needs to be developed in this study that consists of the personality factors that are important for leaders in their work context (Gill & Hodgkinson, 2007). This contextualized personality model has to take into account that personality is not always stable in different settings as social roles and contexts. Using this model will eliminate the influences from outside the work context, such as the private context, which will increase internal reliability and validity (Ferguson & Lievens, 2017).

As mentioned before, is in this study chosen to develop a whole new contextualized personality model because a new model will only consist of the personality structure that leaders display in their work context (Dunlop, 2015). When adapting the Big Five model into a contextualized model would ensure that the general personality structure of the Big Five would be used, which takes influences from outside the work context into account, but this is excluded when an entirely new contextualized personality model is developed (Dunlop, 2015).

Therefore, the main aim of this study is to develop a new contextualized personality model for leaders, and therefore the following research question is formulated:

Which personality factors should be included in a new contextualized personality model, to more specifically assess the personality of leaders in Dutch organizations?

From the above, it appears that the work context might impact the variation in personality dimensions of leaders. In addition, several studies show that besides the work context, gender can also cause variation in the personality factors (Del Giudice et al., 2012; Costa et al., 2001). For example, the Big Five model also shows that men and women score differently on the personality factors of the Big Five model. What these gender differences in the Big Five model are, is described below.

In this study it was decided to also describe the differences in personality factors of the Big Five model between men and women, in order to outline an image of the differences between men and women in the general personality and to assess to what extent men and women differ from each other. By gaining insight into these gender differences from the Big Five model, it becomes clear why this study investigates the differences in gender of the contextualized

personality model and it can be compared whether the contextualized personality model has an equal degree of gender differences as the Big Five model shows. In addition, this study will compare the personality factors of the Big Five model with the factors of the contextualized personality model, and when certain factors of these models appear to correspond, it can be investigated whether these corresponding factors show equal differences between men and women for the Big Five model and the contextualized personality model.

Influence of gender on the personality of leaders

According to different studies that use the Big Five model for personality assessment, it turns out that women score significantly higher on the personality factors “Neuroticism” and “Agreeableness” than men (Costa et al., 2001; Kaiser et al. 2019). Women generally have a higher degree of emotional instability such as fear, anxiety, sadness, defence, insecurity and feelings of guilt (Costa et al., 2014) and this tendency to experience negative feelings is described by neuroticism (Costa et al., 2001). The item in neuroticism with the highest gender difference is for the item “anxiety” where women significantly score higher than men (Kajonius & Johnson, 2018). In addition, it should be noted that women score only lower on the “anger” item of the personality factor “Neuroticism” than men (Costa et al., 2001). However, women appear to score higher on most items in the personality factor “Neuroticism”, which means that there is a significant gender difference for this factor (Schmitt et al., 2009).

In addition to neuroticism, women also appear to score significantly higher on the personality factor “Agreeableness” (Weisberg et al., 2011). This difference in personality is caused because women are generally more conflict avoidant, sympathetic, gentle, caring, compliant, cooperative and more connected to others (Liang et al., 2015). These traits reflect higher levels of altruism, which are also represented by the personality factor “Agreeableness” and therefore women score significantly higher than men on “Agreeableness”(Costa et al., 2001). Thus in various studies, including the study of Weisberg et al. (2011), there seems to be a significant gender difference for the personality factor “Agreeableness”.

The differences between men and woman in the other personality factors of the Big Five model, “Extraversion”, “Openness to experience” and “Conscientiousness” seem to be insignificant (Kaiser et al., 2019). Kajonius and Johnson (2018) stated, that there seems to be a negligible gender difference between men and women for the personality factor “Extraversion”. This is because the personality factor “Extraversion”, contains characteristics such as assertiveness and gregariousness and these characteristics appears to be equally

present in both men and women (Kaiser et al., 2019). However, it turns out that men score a little higher on the characteristics assertiveness, excitement seeking and dominance and women score a little bit higher on positive emotions and gregariousness, but these differences are small and non-significant (Costa et al., 2001). Thus, in general, there seems to be no significant difference in how men and woman score on the personality factor “Extraversion” (Weisberg et al., 2011).

According to Del Giudice (2015), differences in gender for the personality factor “Openness to experience” turn out to be negligible as well. It appears that men and women score almost equally high on this personality factor (Weisberg et al., 2011). Thus, both men and women score equally high on personality characteristics that belong to openness to experience such as active imagination; intellectual curiosity; independent judgment; attention to inner feelings; flexibility; autonomy and unconventionality (Liang et al., 2015). Another study by Costa et al. (2001), shows that men score higher on Openness to ideas and women score higher on openness for aesthetics and feelings. However, these differences seems to be so small; there is no significant difference for “Openness to experience” between men and women (Kajonius & Mac Giolla, 2017; Costa et al., 2001).

Finally, research by Kajonius and Mac Giolla (2017) stated that men and women do not differ significantly from each other on the personality factor “Conscientiousness”. Woman do score somewhat higher on some items of conscientiousness such as, order, dutifulness and self-discipline, but these differences are not significant (Costa et al., 2001). Thus, that men and women do not significantly differ in terms of the personality factor “Conscientiousness” (Weisberg et al., 2011). Therefore, men turn out to be as purposeful, responsible, reliable, ambitious, determined and achievement-oriented as women are (Liang et al., 2015).

From the above it can be concluded that literature using the Big Five model, indicates that there is a difference between men and women for the personality factors “Neuroticism” and “Agreeableness”. In addition, several studies suggest also that there are differences in the context of leadership between male and female leaders (Eagly & Karau, 2002; Wang et al., 2013; Wolfram et al., 2007). For example, Carli and Eagly (2016) belief that female leaders are different from male leaders because female leaders would be more passive and emotional. Furthermore, Eagly and Johnson (1990) support that gender is an important predictor for leadership. Since the Big Five model show differences in personality between men and women, and leadership literature show also that differences in personality between male and female leaders, it is also expected that there are differences for male and female leaders in the

contextualized personality structure, developed in this study (Bono & Judge, 2004). Furthermore, it is of importance that gender differences are examined in contextualized personality traits, because differences in contextualized personality may be diminished or even cancelled out when traits are aggregated to assess broader constructs at a higher hierarchical level, as the Big Five model does (McCrae et al., 2005; Kostal et al., 2018). Therefore, it is important that this study, besides developing a contextualized personality structure, also investigates whether this contextualized personality structure is different for male and female leaders.

To investigate whether these general gender difference in personality factors also appears in the contextualized personality of leaders in Dutch organizations, the following research question is formulated:

Are there gender differences in the contextualized personality factors of the participating male and female leaders?

By answering this research question, this study provides more scientific knowledge about the differences in the contextualized personality factors for male and female leaders. For example, career development practice can be guided better for male and female leaders separately (Wille et al., 2018) in order to provide the most optimal support for leaders to develop their leadership, which can lead to more organizational success (Judge & Kammeyer-Mueller, 2011).

METHODOLOGY

RESEARCH DESIGN

A cross-sectional research design was used, to develop a contextualized personality model for leaders. An online closed ended questionnaire was used, to examine which personality factors leaders exhibit in their work context. The data was collected between November 25, 2019 and September 28, 2020 for the graduation thesis of a master study.

ETHICAL APPROVAL

Ethical approval was obtained from the ethical commission of the University of Twente. Before participation, respondents gave informed consent for participation and use of data. Furthermore, respondents knew that participation was not mandatory and that they could withdrawal consent at any point during the study. In addition, the collected data of respondents who completely filled in the questionnaire, was only used to investigate the research question and was not shared with others or third parties. After finishing the data analysis of this research, all data of the respondents was deleted. The data collected from respondents who did not complete the questionnaire was removed before the data analysis. At last, the obtained personal data of the respondents which was obtained from the questionnaire was anonymized.

RESPONDENTS

The respondents in this study were leaders from different Dutch organisations and were selected in particular through using social networks (i.e., personal contact or invitations) of the research team, but also via social media such as Facebook and LinkedIn. To increase the sample size, the exponential discriminative snowball sampling method was used (Heckathorn, 2011). With this method, all leaders were asked to send the questionnaire to other leaders within their network, so that leaders outside the network of the research team could be reached to fill in the questionnaire.

Participants were approached when they met the following inclusion criteria: 1) participating leaders must work at least part-time to ensure that leaders had an accurate perception of themselves and 2) participating leaders gave guidance to at least 3 followers. A total of 60 respondents were approached for participation. Of these 60 respondents, 54 leaders filled in the questionnaire. A total of 6 respondents were excluded because of incomplete questionnaires. This resulted in a completion rate of 90% ($N=54$). A total of 35 respondents

were male (64.8%) and 19 respondents were female (35.2%) leaders. On average, the age of these leaders was 38.5 ($SD = 12.8$).

Participating leaders were occupied as, among others, human research managers, team leaders, teachers and podiatrists. Furthermore, the respondents had a broad range of educational backgrounds like Secondary Vocational Education ($n=11$; 20.4%), University of Applied Sciences ($n=33$; 61.1%), Master's Degree ($n=7$; 13.0%) and PhD ($n=3$; 5.6%). The leaders worked in different organizations: private ($n=42$; 77.8%), public ($n=10$; 18.5%), and non-governmental ($n=2$; 3.7%) management level, and in low ($n=41$; 75.9%), middle ($n=4$; 7.4%) and high ($n=9$; 16.7%) organizational levels. Because of this wide variety of participating organizations, knowledge of leaders' personality in different sectors was obtained, resulting into a good representation of the personality factors of leaders in different Dutch organisations (Bryman, 2004). In addition, the average experience of the participating leaders was 11.1 years ($SD= 9.8$), 63% of the participated leaders worked 38 hours per week or more, 14.8% of the leaders worked between the 32-38 hours, 14.8% worked between the 24-32 and 7.4% worked less than 24 hours.

INSTRUMENTATION

A Dutch online closed-ended questionnaire (see appendix A) was used in this research as a measuring instrument to collect the data because it was a suitable method that ultimately led to a better understanding of the personality factors that leaders have in their work context. In addition, this method could reach many respondents and was easy to implement (Bryman & Bell, 2011; Babbie, 2007; Fraenkel & Wallen, 2006). The online closed-ended questionnaire was created in the online survey platform software "Qualtrics" (Qualtrics, Provo, UT). This software was chosen because Qualtrics can be used free of charge, is user-friendly, and is often used in the field of social sciences (University of Twente, 2019b). Additionally, the data in Qualtrics can be transported easily to SPSS in which data can be stored and analysed safely (University of Twente, 2019b).

This questionnaire consisted of 3 parts and had the aim to self-rate the own personality of a leader. The first part of the questionnaire consisted of 418 adjectives, divided into 10 subjects of 40 adjectives, that could be used to describe the personality of a leader. These were presented in a randomized order. The 418 adjectives were identified in prior lexical research by De Vries, Oreg and Berson. De Vries, Oreg and Berson started their research with 3,483 adjectives and reduced these adjectives with a lexical approach to 418 adjectives that most suited leaders' personality. These 418 adjectives were incorporated into the questionnaire.

All adjectives were listed in the following sentence, here translated to English: "How ... are you as a manager?" and the adjective filled in the blank spot. For example, a question from the questionnaire translated into English is: "How helpful are you as a leader?". These questions measure which adjectives leaders specifically show in their work context, in order to investigate whether these adjectives can be divided in new personality factors that fit leaders in their work context. To answer these questions, respondents had to rate their answers according to a 5 point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A 5-point Likert scale was chosen because with this scale, respondents are less inclined to fill in the extremes in the questionnaire and could not fill in a neutral opinion. In addition, the five point Likert scale is a structured scale, easy to understand for the respondents, and this scale is most often used in questionnaires (Chyung et al., 2017).

Before this questionnaire was used, several pilots were conducted to see whether the survey was clear, how long it took to fill it in and to filter the errors. All data from the questionnaire was retrieved in Qualtrics and in order to use it safely, the General Data Protection Regulation (GDPR) and guidelines of the University of Twente (University of Twente, 2019a) were used. All data from Qualtrics has been moved to IBM SPSS Statistics 25.

Two weeks after the questionnaire was sent, a reminder was sent by e-mail. To ensure that most respondents filled in the questionnaire, a reward for completing the questionnaire was given to the respondents: a feedback form with their score from the questionnaire in which they could read how high or low they score on the Big Five personality factors and what this means for their functioning as a leader. The Big Five model was chosen here because this is one of the most predominant personality models used in literature and organisations to assess leaders' personality (Hall et al., 2019).

Word was used to create the feedback report as a reward for leaders, and had been compiled by the researcher (see appendix B). The feedback report was not shared with other parties than the research team.

RESEARCH PROCEDURE

The online questionnaire was sent as a link in an e-mail or via WhatsApp to each participant and was posted on the social media accounts. This email was sent between November 25, 2019 until January 3, 2020. By sending the questionnaire with a link, participants could fill in the questionnaire at any location where they had a computer, mobile or other device where

they could open the link on. In general, respondents took 20 to 30 minutes to complete the questionnaire.

In the link that was sent to the participants, it was first explained where the leaders would participate in, what the purpose of the questionnaire was and what would happen with their data, as collected with the questionnaire. In addition, participants were asked if they wanted to receive feedback about their personality, collected from the data in the questionnaire. Finally, the email stated that the participants could contact the researchers if they had any questions.

By clicking on the link in the mail, respondents opened the questionnaire and only when respondents gave informed consent for participation and use of their data, participants could access the questionnaire to answer the questions. At the beginning of the questionnaire, it was explained that leaders get to see a variety of adjectives that can reflect personality. Leaders were asked to evaluate each adjective and indicate to what extent they considered an adjective suitable or not suitable to their personality in their work context as a leader.

After completing the questionnaire, the researcher examined whether the questionnaires were fully completed. Furthermore, the results of the leaders, who wanted to receive feedback, were put in a feedback form and sent to them by mail after 3 weeks (Appendix B).

DATA ANALYSIS

The quantitative data obtained from the questionnaires was moved from Qualtrics to IBM SPSS Statistics 25 (IBM Software Analytics, Chicago, USA) for the analysis of the data. In this analysis, continuous data was presented as a mean (\pm sd) and categorical data as a frequency (%). To investigate which adjectives of the questionnaire emerge in leader's work context and to divide these adjectives into factors to develop a new leaders' personality model to assess the contextualized personality of leaders, a Principal Component Analyses was done. This analysis was chosen because it is an effective way to analyse coherent principal components in data and to reduce and divide adjectives into different factors (Thompson, 2004). Since the purpose of this study was to extract maximum variance from the dataset, in order to reduce a large number of adjectives into a smaller number of factors, a Principal Component Analysis seemed to be most appropriate for this study (Tabachnick et al., 2007). First, the scree-plot was used to further reduce the number of factors (Cattell, 1966) and to determine the correct number of factors where the adjectives could be divided to, by looking at the factor loading at the break point (Yong & Pearce, 2013). To determine this number, not the factor loading indicated on the break point is used, but one factor less. The factors on and

above this break point are retained, because these factors contribute most to the explanation of variance in the dataset, what is generally recommended when using a scree-plot with a factor analysis (Mooi et al., 2018). For the scree-plot an eigenvalue greater than 1 was used because of the Kaiser criterion, which assumes that all adjectives with an eigenvalue higher than 1 could be considered as reliable (Mooi et al., 2018). The Kaiser criterion was not used to determine the number of factors, because with this, too many factors could emerge (Russell, 2000). After the number of factors was determined, this number was added to the fixed number of factors in the second Principal Component Analysis that was done. Which value this was, is discussed in the results section of this study.

After running this principal component analysis with the chosen number of factors, adjectives with a communality below .2 were deleted because these adjectives do not fit with the factor solution and this was iterated until there were no adjectives below .2 (Child, 2006). After deleting these adjectives, the correlation matrix, an oblique rotation type, the direct oblimin rotation and the rotated solution with a maximum iteration for converging of 250 was selected with the remaining adjectives. The correlation matrix ensured that the principal component analysis was calculated on basis of correlations between the variables and due to the rotation, the axes of the factors were rotated, making it clear which adjectives have a high load with which factors (Mooi et al., 2018) and clustered the factors even better (Osborne, 2015). A direct oblimin rotation was chosen because this assumes that factors may be correlated, which is often seen in correlations between factors in social sciences and it is a more realistic method to use than the Varimax (Osborne, 2015). A new principal component analysis was done with these rotations.

As a final step, adjectives resulted from the previous analysis, with a value below .40 and cross loadings above .40, were deleted to make the output even more clear and to reduce the amount of adjectives per factor (Costello & Osborne, 2005; Matsunaga, 2010). The value of .40 was chosen, because all factor loadings below .40 for this dataset were insignificant and therefore not usable for this dataset (Matsunaga, 2010). The principal component analysis was repeated until all adjectives loaded on only one factor in the pattern matrix, so adjectives that were not suitable for the factor structure of leaders' personality were removed. All remaining adjectives, were divided into different factors and each factor got an overarching factor name that describes the personality that the adjectives in that factor represent. With these factors, a new personality model was developed, that could be used to assess the personality of leaders in their work context.

To investigate differences in gender of these leaders' personality factors, a univariable analysis was performed between the 35 participating male leaders (64.8%) and the 19 participating female leaders (35.2%). Per personality factor the distribution of the data was first assessed for normality, through the Shapiro-Wilk test, a histogram with normal distribution curve and the Q plot (Razali & Wah, 2011). The Shapiro-Wilk test was chosen because of the small sample size in this study (Razali & Wah, 2011). A factor in this study was only normal distributed when the factor showed a normal distribution on several normality tests.

An independent sample t-test or Mann Whitney U test was done for univariable analyses, depending on the distribution of the variables. The independent sample T-test was used for factors with a normal distribution, because this test is most appropriate to investigate whether there is a statistically significant difference between the mean per factor for male leaders and the mean per factor for female leaders (Rochon et al., 2012). Furthermore, this research investigated two groups with different participants with an independent variable (gender) and a dependent variable (different factors) with a ratio level of measurement. The Mann Whitney U test was chosen, for the factors with no normal distribution because this is a popular non-parametric test to compare results between two independent groups with no normal distribution (Laake et al., 2015). In this research there is a dependent variable (different factors) that has an ordinal measurement level and an independent variable that consists of two categorical independent groups, men and women, what are assumptions for using the Mann Whitney U test. With these tests, $p < .05$ was seen as statistically significant.

RESULTS

The first research question was “*Which personality factors should be included in a new contextualized personality model, to more specifically assess the personality of leaders in Dutch organizations?*” To answer this research question, a Principal Component Analysis (PCA) was performed on the extracted data from the 54 participating leaders. After conducting the first PCA, the adjectives were divided into 53 factors. To reduce this large number of factors, to get a more suitable number of factors in which the adjectives could be divided, a scree plot with an eigenvalue greater than 1 was used (Chapman et al., 2018). A closer analysis of the number of factors was chosen, because a smaller number of factors is more practical and clear to use in a new personality model for leaders, than a large number of factors. With this scree-plot, a first break point is seen in the curve with factor 3, where the adjectives are subdivided into three factors and a second break point is seen at factor 6, where adjectives are subdivided into six factors. As Mooi et al. (2018) stated, was not the number of factors indicated at the break point used, but one number of factor before this point, where the curve is leveling off. This shows that a subdivision of the adjectives into 5 factors is most suitable. Because of this, the value of the fixed number of factors in the second principal component analysis was set to 5. Also, an analysis was performed with a value of 4 for the fixed number of factors and another analysis was performed where this value was set to 6. With this, the factors closest to the break point have been further investigated and compared to determine which number of factors is most suitable for subdividing the 418 adjectives.

After performing the next principal component analysis with a fixed number of factors of 4, 5 and 6 factors, the adjectives with a communality lower than .2 were deleted and this was iterated until there were no more adjectives with a value below .2 (Child, 2006). Then a new principal component analysis was applied with the 4, 5 and 6 factors and the remaining adjectives, where a correlation matrix and direct oblimin rotation was selected. After running these rotations, adjectives with a value below .40 and cross loadings above .40 in the pattern matrix, were deleted and this was iterated until all adjectives loaded on only one factor (Matsunaga, 2010; Costello and Osborne, 2005). With this, the personality adjectives that are not significant for the factor structure of leaders in their work context, were removed.

The comparison of these last principal component analysis, with a fixed number of 4, 5 and 6 factors, showed that a factor of 6, explained the most variance (45.4%) to divide the adjectives. A factor of 4 had a variance of 38.5% and a factor of 5 showed a variance of 42.3%. However, the pattern matrix showed that only 2 adjectives in this sixth factor had a

loading of .50 or higher. This means that most adjectives in factor 6 were not strong enough, what made the sixth factor classified as unstable and therefore the adjectives could not be divided into 6 factors. When factor 4 is compared with factor 5, both factors contained strong adjective loadings and little difference between the loadings of the adjectives in both factors. When the variance of factor 4 was compared with factor 5, it appeared that the adjectives could be best divided into 5 factors. This is because factor 5 showed 2.4% more variance than factor 4 with only 1 factor more. Due to the principal component analysis, the 418 adjectives used in the questionnaire were reduced to 251 adjectives, grouped into 5 factors with the following overarching factor names: “Destructive”, “Proactive”, “Human orientated”, “Rational” and “Organized”. These names were chosen on basis of the adjectives that belonged to the different factors. Factor 1 consisted of 19 adjectives, factor 2 of 22 adjectives, factor 3 of 34 adjectives, factor 2 of 42 and factor 1 out of 134 adjectives. Table 1 shows the 10 adjectives with the highest loading of each factor. The complete list with all the 251 adjectives per factor is presented in Appendix C.

Thus, answering the first research question *“Which personality factors should be included in a new contextualized personality model, to more specifically assess the personality of leaders in Dutch organizations?”* it is important that the contextualized personality model includes the personality factors “Destructive”, “Proactive”, “Human orientated”, “Rational” and “Organized” to specifically assess the personality of leaders in their work context in Dutch organizations.

Table 1

Outcomes of the principal component analysis with the 10 Adjectives with the highest factor loading (N = 54)

Five factors with factor loadings					
Adjectives English (Dutch)	Destructive	Proactive	Human orientated	Rational	Organized
Cunning (slinks)	.80				
Conceited (verwaand)	.78				
Unpredictable (onberekenbaar)	.75				
Imperious (heerszuchtig)	.75				
Rigid (stug)	.74				

Brut (Bruut)	.73	
Saturnine (zwaarmoedig)	.73	
Aggressive (agressief)	.73	
Fatalistic (fatalistisch)	.72	
Cloven (gespleten)	.72	
Powerful (krachtig)	.76	
Confident (zelfverzekerd)	.70	
Inspiring (inspirerend)	.67	
Dubious (twijfelachtig)	-.64	
Dynamic (dynamisch)	.63	
Brave (dapper)	.61	
Sharp (scherp)	.61	
Enterprising (ondernemend)	.60	
Innovative (innovatief)	.60	
Initiating (ininitiatiefrijk)	.95	
Kind hearted (goedhartig)	.70	
Warmly (hartelijk)	.69	
Friendly (vriendelijk)	.66	
Caring (zorgzaam)	.66	
Collegial (collegiaal)	.65	
Humane (humaan)	.63	
Empathic (meevoelend)	.63	
Sociable (gezellig)	.63	
Helpful (hulpzaam)	.63	
Lovable (lief)	.62	
Operative (functionerend)	.75	
Inventive (inventief)	.73	
Participative (participatief)	.70	
Occurring (voorkomend)	.67	
Insightful (inzicht gevend)	.67	
Uneducated (onopgevoed)	-.66	
Rational (rationeel)	.65	
Apathic (apathisch)	-.62	

Sophisticated (geavanceerd)	.58	
Integrity (integer)	.57	
Controlled (gecontroleerd)		.71
Punctional (stipt)		.66
Disciplined (gedisciplineerd)		.65
Unorganized (ongeorganiseerd)		-.65
Organized (georganiseerd)		.63
Precise (secur)		.57
Orderly (orderlijk)		.56
Changeable (wisselvallig)		-.55
Careless (nonchalant)		-.54
Closed (gesloten)		-.51

Note. Only the 10 highest loading items per personality factor.

The second research question investigated in this study was “*Are there gender differences in the contextualized personality factors of the participating male and female leaders in Dutch organizations?*” To answer this research question, the 251 personality-descriptive adjectives divided into 5 factors, were used to investigate the differences in personality factors between the 35 participating male (64.8%) and 19 participating female (35.2%) leaders. To investigate the differences between male and female leaders for the 5 personality factors, the distribution of each factor was examined to check whether these followed a normal distribution. Based on these results, it was determined whether a Shapiro-Wilk test or Mann-Whitney U test should be performed. The factor “Destructive”, seemed not normally distributed. The Shapiro-Wilk test does indicate a normal distribution for this factor, but this does not take into account the outliers that this factor have, which gives a distorted picture of this normal distribution. According to the histogram and the Q plot, there was no normal distribution. For the factor “Destructive” was therefore assumed that there was no normal distribution and a Mann-Whitney U test was performed to determine whether there is a gender difference for the this factor. According to the Mean Rank of the Mann-Whitney U test, it appeared that men score on average 5.57 higher than women score on the factor “Destructive. Men had a mean rank of 29.46 while women had a mean rank of 23.89 at this factor (Table 2). However, this difference between male and female leaders was not significant for the factor “Destructive”

($p=.215$) (Table 3). Thus, this factor is generally equal reflected in the personality of male and female leaders.

Table 2

Ranks of the factor “Destructive”

Gender	N	Mean Rank
Men	35	29.46
Women	19	23.89
Total	54	

Table 3

Mann-Whitney U test of the factor “Destructive”

	Destructive
Mann-Whitney U	264.00
Asymp. Sig. (2-tailed), p	.215

* $p < .05$

The test of normality of the Shapiro-Wilk test showed that the factor “Proactive”, is normally distributed. Also the histogram and the Q plot showed a normal distribution for the factor “Proactive”. Therefore an independent sample T-test was done what showed that on average male leaders scored higher (Mean=154.40, $SD=10.54$) on the factor “Proactive” than female leaders (Mean=149.63, $SD=11.55$) (Table 4). It can therefore be said with 95% certainty that the difference between the average for male and the average for female leaders is between the -1.47 and 11.00. However, it seemed that this difference for the personality factor “Proactive” is not significant ($p=.131$) (Table 5). Thus, for the factor “Proactive” it seemed that this factor is generally equal reflected in the personality of male and female leaders.

Table 4

Group Statistics of the factor “Proactive”

Gender	N	Mean	Std. Deviation
Men	35	154.40	10.54
Women	19	149.63	11.55

Table 5

Independent Sample T test of the factor “Proactive”

equality	Levense’s Test for of variances		T-test for equality of means		95% Confidence interval of the Difference	
	F	Sig.	Sig. (2- tailed)	Mean difference	Lower	Upper
Equal variances assumed	.26	.615	.13	4.77	-1.47	11.00
Equal variances not assumed			.15	4.77	-1.72	11.26

* $p < .05$

The factor “Human orientated” seemed normally distributed according to the different tests of normality and therefore an independent sample T test was done. This test showed that on average male leaders scored slightly higher (Mean=141.26, $SD=13.38$) (Table 6) than female leaders scored (Mean=139.42, $SD=9.49$) on this factor. However, this test showed also that there was no significant difference ($p=.599$) between the male and female leaders for the factor “Human orientated” (Table 7). So, it seemed that this factor is generally equal reflected in the personality of male and female leaders.

Table 6

Group Statistics of the factor “Human orientated”

Gender	N	Mean	Std. Deviation
Men	35	141.26	13.38
Women	19	139.42	9.49

Table 7

Independent Sample T test of the factor “Human orientated”

equality	Levense’s Test for of variances		T-test for equality of means		95% Confidence interval of the Difference	

	F	Sig.	Sig. (2-tailed)	Mean difference	Lower	Upper
Equal variances assumed	3.54	.066	.60	1.84	-5.13	8.80
Equal variances not assumed			.56	1.84	-4.48	8.15

* $p < .05$

For the factor “Rational” there seemed no normal distribution for both the Shapiro-Wilk test, histogram and Q plot. The Mann Whitney U test showed that male leaders had a higher mean rank (Mean 31.16) on the factor “Rational” compared with female leaders (Mean 20.76) (Table 8). According to the Mann Whitney U test, it appeared that this gender difference is also significant ($p=.02$) (Table 9). This means that on average for the factor “Rational”, male leaders display this factor more in their personality than female leaders do.

Table 8

Ranks of the factor “Rational”

Gender	N	Mean Rank
Men	35	31.16
Women	19	20.76
Total	54	

Table 9

Mann-Whitney U test of the factor “Rational”

	Rational
Mann-Whitney U	204.50
Asymp. Sig. (2-tailed), p	.02

* $p < .05$

The test of normality of the Shapiro-Wilk test, the histogram and the Q plot showed no normal distribution for the factor “Organized”. A Mann Whitney U test showed that male leaders scored higher on this factor with a Mean Rank of 30.30 and a Mean Rank for female leaders of 22.34 (Table 10). However, the Mann Whitney U test showed also that this

difference was not significant ($p=.074$) (Table 11). So, also this “Organized” factor, is generally equal reflected in the personality of male and female leaders.

Table 10
Ranks of the factor “Organized”

Gender	N	Mean Rank
Men	35	30.30
Women	19	22.34
Total	54	

Table 11
Mann-Whitney U test of the factor “Organized”

	Organized
Mann-Whitney U	234.50
Asymp. Sig. (2-tailed), p	.074

* $p < .05$

Thus answering the second research question “*Are there gender differences in the contextualized personality factors of the participating male and female leaders in Dutch organizations?*” it appears that there are differences in the contextualized personality between male and female leaders; male leaders score significantly higher on the personality factor “Rational” than female leaders. However, for the personality factors “Destructive”, “Proactive”, “Human orientated” and “Organized” of the contextualized personality model, no significant differences were found.

Summarizing, leaders in Dutch organizations exhibit the personality factors “Destructive”, “Proactive”, “Human orientated”, “Rational” and “Organized” in their work context. When assessing the specific personality of leaders in their work context, it is therefore important that a contextualized personality model is used that contains these personality factors. Furthermore, it appears that male and female leaders differ only for the personality factors “Rational”.

DISCUSSION

Non-contextualized personality factors or contextualized personality factors

In leadership research, non-contextualized personality models are often used to measure leadership personality (Hall et al., 2019); however, several studies show that these generic models have limitations when used to measure leaders' personality in the work context (Dunlop, 2015; Hastings & O'Neill, 2009; Gosling et al., 2003; Musek, 2007; Langford et al., 2017). For example, these models have been developed to capture personality in general of a broad range of individuals, so that these models are not able to reduce personality inconsistencies that leaders' display in various contexts (Lievens et al., 2008; Dunlop, 2015). Therefore, many researchers have called for a contextualized personality model (Heller et al., 2007; Reis et al., 2002; Paunonen & Ashton, 2001)

Therefore, the first aim of this study was to develop a contextualized personality model for assessing the personality of leaders in the work context, where the specific personality factors of leaders in their work context were unravelled. The developed contextualized personality model is a more accurately and reliable predictor for assessing the personality of leaders, compared to the non-contextualized personality models (Gill & Hodgkinson, 2007), because it eliminates influences from outside the work context and can therefore assess the personality of leaders in their work context more accurately (Heller et al., 2007; Shaffer & Postlethwaite, 2012; Ashton et al., 2014). A whole new personality model is developed in this study instead of adapting the existing Big Five model. This ensures that only context specific personality factors were measured, and that results were not confounded by the generalized personality factors of the Big Five model (Pace & Brannick, 2010; Dunlop, 2015).

Leaders' contextualized personality model

To investigate the first aim of this study the following research question was answered "*Which personality factors should be included in a new contextualized personality model, to more specifically assess the personality of leaders in Dutch organizations?*" This study showed that the developed contextualized personality model for assessing leaders contextualized personality consists of the five personality factors: "Destructive", "Proactive", "Human orientated", "Rational" and "Organized", totaling 215 adjectives. These five factors are according to the principal component analysis done in this study, the most stable factor structure and provide the best fit to describe the personality structure of leaders in a specific work context.

The personality adjectives that were divided in these five factors indicate that a leader who scores high on the personality factor “Destructive” is a leader who generally shows conceited, imperious, aggressive, inflexible and depressed personality adjectives. Leaders who score high on the personality factor “Proactive” are mostly powerful, confident, inspiring, dynamic and brave. When a leader scores high on the personality factor “Human orientated”, this leader is kind-hearted, cordial, friendly, caring and empathetic. A leader who scores high on the personality factor “Rational”, is a leader that mostly show operative, inventive, participative, insightful and rational traits. Last, leaders who score high on the personality factor “Organized” are controlled, punctual, disciplined, orderly and meticulous.

Comparing the generic Big Five personality model with the contextualized leader personality model

The factors of the designed contextualized personality model was compared to the factors of the currently most commonly used non-contextualized Big Five model, to determine whether the contextualized personality factors of leaders differ with the personality factors used in the Big Five model. This can help determine whether leaders exhibit different personality factors in their work context than that they show outside the work context and if a contextualized personality structure is more appropriate to use when assessing leaders’ personality in the work context than the Big Five model.

This study found some similarities and differences between these two models. To summarize the overlap, the Big Five model and the contextualized personality model developed in this study both divide personality adjectives into five factors. The former, non-contextualized Big Five model, include the personality factors: “Conscientiousness”, “Extraversion”, “Openness to experience”, “Agreeableness” and “Neuroticism” (Costa & McCrae, 2008; Judge et al., 2008), while this study shows that the contextualized personality model uses the factors “Destructive”, “Proactive”, “Human orientated”, “Rational” and “Organized” to assess leaders’ personality. However, the factors of both models do not entirely match with each other, because the adjectives in these factors contain small nuances.

Comparing the Big Five personality factor “Conscientiousness” with the contextualized personality factor “Organized”

Few similarities were seen between factors of both models, because a few factors of these models measure the same aspects of personality. It appears that the personality factor “Conscientiousness” of the Big Five model, measures the same aspects as the “Organized”

personality factor of the contextualized personality model. This means that both factors can predict the personality of leaders who are organized and disciplined (Costa & McCrae, 2008; Judge et al., 2009). However, when comparing the personality factor “Conscientiousness”, with the personality factor “Organized”, it seems that the contextualized personality factor “Organized”, includes more adjectives that reflect leaders’ contextualized personality, making the “Organized” personality factor a more specific personality factor to characterize the contextualized personality of leaders.

Comparing the Big Five personality factor “Agreeableness” with the contextualized personality factor “Human orientated”

There is also seen some overlap between the Big Five personality factor “Agreeableness” and the contextualized personality factor “Human orientated”. This shows that the factor “Agreeableness”, just as the factor “Human orientated” can assess how caring a leader is. However, when comparing the personality factor “Agreeableness”, with the personality factor “Human orientated”, it seems that the contextualized factor “Human orientated” includes more adjectives that are important for measuring the personality of leaders in a work context and leadership role.

Comparing the Big Five personality factor “Neuroticism” with the contextualized personality factor “Destructive”

Furthermore, the personality factor “Neuroticism” of the Big Five model, appears to correspond to the “Destructive” personality factor of the contextualized personality model. Both factors represent negative personality characteristics in the personality of leaders. However, the personality factor “Destructive”, seem to include more adjectives that reflect the personality of leaders, which are considered to be more related to the work context and leadership role.

Comparing the Big Five personality factor “Extraversion” with the contextualized personality factor “Openness to experience”

In addition to these corresponding factors, there are also differences in factors between the Big Five model and the contextualized personality model. When comparing the personality factors “Extraversion” and “Openness to experience” of the Big Five model, with the factors of the contextualized personality model, it seems that these factors are not present in the contextualized personality model. This indicates that leaders in their work context are less

extraverted and open to experiences, than leaders in their personality outside the work context are. Therefore, the degree of being extraverted and open to experiences seem to be less relevant for characterizing leaders contextualized personality.

Remaining personality factors of the contextualized personality model that are not reflected by the Big Five model

In comparison, the contextualized personality model contains the personality factors “Rational” and “Proactive”, and these factors are not reflected by the Big Five model. This shows that leaders in their contextualized personality display “Rational” and “Proactive” behaviour, but do not show this in situations outside the work context. Thus, the “Rational” and “Proactive” personality factors are important personality factors for the characterization of leaders’ contextualized personality accurately. Therefore, the contextualized personality model appears to be relevant for characterizing leaders’ contextualized personality and is a valuable model to use for assessing leaders’ contextualized personality (Shaffer & Postlethwaite, 2012).

Similarities and differences with the already existing literature

Comparing these factors to already existing literature shows many similarities. The factors “Rational”, “Proactive”, “Human oriented”, and “Organized” have been described in the context of effective leadership (Tambe & Krishnan, 2000; Fuller & Marler, 2009; Lvina, 2015; Karunarathna & Jayatilake, 2016). In contrast the personality factor “Destructive” has been negatively associated with effective leadership in literature, while the model developed in the current study shows that “Destructive” is an important factor in contextualized leadership (Hol Fosse et al., 2019). This difference might be explained by the fact that a different model, a small sample and a different population was used in this study compared to literature.

Comparing the non-contextualized Big Five personality model with the contextualized leader personality model for male and female leaders

In this study, gender differences in the contextualized personality of leaders were evaluated as well, with the following research question: “*Are there gender differences in the contextualized personality factors of the participating male and female leaders in Dutch organizations?*”

This was done because the Big Five model shows differences in personality between men and women and literature also suggests that male and female leaders differ from each other in

their contextualized personalities (Eagly & Karau, 2002; Wang et al., 2013; Wolfram et al., 2007). According to the Big Five model, women score significantly higher on the Big Five personality factors “Neuroticism” and “Agreeableness” (Costa et al., 2001) and there are no gender differences in the Big Five personality factors “Extraversion”, “Openness to experience” and “Conscientiousness” (Kaiser et al., 2019).

When comparing male and female leaders within the contextualized personality factors, this study showed significant differences; male leaders score significantly higher on the personality factor “Rational” than female leaders. This difference between male and female leaders is also supported by literature. For example, Matud (2004) found less rational coping by women which can be partly explained by the fact that women experience less controllable and more negative life events than male leaders. Epstein (2003) also shows significant gender differences regarding rational personality, where female leaders show mainly experiential personality and male leaders score high on a rational personality. This translates into the fact that male leaders are more likely to be seen as emotionally stable than female leaders (Schneider, 2005); a good leader in particular requires characteristics that are aimed at emotional control, such as scoring high on rationality in their personality (Koenig et al., 2011). Male leaders will therefore make use of logic and evidence, using higher levels of cognitive resources in their leadership and will be seen as analytic and deliberate leaders (Sladek et al., 2010). Female leaders generally show a lower score for the “Rational” personality factor, probably because women are less likely to control their outward display of emotion (Brescoll, 2016). As a result, female leaders are seen as less able to control the extent to which their emotions influence their thoughts and behavior and are interpreted by their followers as emotional, irrational and incompetent leaders, what can make them lead less effectively than male leaders (Shields, 2002; Brescoll, 2016).

For the personality factors “Destructive”, “Proactive”, “Human orientated” and “Organized” of the contextualized personality model, no significant differences were found. This is in line with what is reported in literature for the personality factors “Destructive” (Korabik et al., 1993; Norlander et al., 2000), “Proactive” (Conner et al., 2003), “Human orientated” (De Vries, Bakker-Pieper, et al., 2009) and “Organized” (Karunarathna & Jayatilake, 2016). Because male and female leaders do not show significant differences in the “Destructive” personality factor, they will show equal dominating personality in their leadership. For example, working towards and undermining organization's goals and effectiveness, and

consider the feelings and opinions of their followers (Lipman-Blumen, 2005), which can be caused by negligence, lack of competence or insensitivity of the leader (Einarsen et al., 2007). Also for the “Proactive” personality factor, male and female leaders have an equal tendency to take action and show initiative to improve the current conditions in the environment (Bateman & Crant, 1993; Crant, 2000). Because male and female leaders show hardly any differences in the personality factor “Human orientated”, these leaders are, among other things, equally expressive, supportive and argumentative and they generally both show a positive effect on both knowledge collecting and donating behaviors (De Vries, Bakker-Pieper, et al., 2009).

THEORETICAL IMPLICATIONS

The contextualized personality model developed in this study provided new insights regarding the personality structure of leaders in their work context and showed that the currently used Big Five model is not the most functional model for assessing the contextualized personality of leaders (Judge et al., 2008). This is evident from the fact that the contextualized personality model differs in its personality structure compared to the Big Five model, which shows that the personality in leaders work context differs from the personality of leaders outside the work context. The Big Five model appears to be too broad for assessing leaders' contextualized personality (Hastings & O'Neill, 2009). Therefore, it is important that researchers in future personality literature use a contextualized personality model to most effectively assess the personality of leaders in their work context (Gill & Hodgkinson, 2007) as this ensures more reliable research outcomes (Ferguson & Lievens, 2017).

This study also showed new insights for leadership literature because there are found some overlaps between adjectives of the Big Five model and adjectives of the contextualized personality model, what is important for both general personality research as for leaders contextualized personality research; some factors of both personality models can be used for characterizing leaders' general and leaders' contextualized personality. However, not all factors of the two personality models correspond with each other, because the contextualized personality model consists of personality descriptive adjectives, that are extracted from the contextualized personality of leaders. With this, the developed contextualized personality model for assessing the personality of leaders, identifies two new personality factors: "Rational" and "Proactive", which are less prominently present in the Big Five model. Because these two personality factors are not present in the Big Five model, this shows that these personality factors are important to use to describe the personality of leaders (Crant & Bateman, 2000; Thompson, 2005). This are new insights for leadership literature because this is the first study that have found this contextualized personality structure of leaders and provides a new instrument that can be used in leadership research studies which aim to assess the personality of leaders.

In the already existing literature was already known that the personality factor "Rational" is relevant for the characterization of people in leadership positions, because this factor somewhat conforms to transformational leadership (Tambe & Krishnan, 2000). In this transformational leadership, leaders provide knowledge that is important to make successful decisions and solve problems by using rationality, which is important for successful

organizations (Brower & Balch, 2006). With this, leaders identify the problem, generate alternatives, select the most fitting solution and implement/evaluate the solutions what makes them effective leaders' (Anderson & Sun, 2017; Chater et al., 2003; Mangalindan, 2004). From the already existing knowledge and the new results of this current study, it appears that "Rational" is an important personality factor in the contextualized personality structure of leaders and is not or in a lesser extent present in the personality of leaders outside the work context. Therefore, it is expected that a high score on the "Rational" personality factor is related to effective leadership.

Also the personality factor "Proactive" appears in previous literature to be relevant for a leadership position, because leaders who score high on the personality factor "Proactive", can cope with environmental change in the organization and identify problems and opportunities and act on them, what makes the organization stay competitive (Fuller & Marler, 2009). The adjectives of this personality factor also show similarities with the adjectives of the charismatic leadership style, such as sensitivity, creativity, innovation and confidence (Crant & Bateman, 2000). Charismatic leadership results in positive follower outcomes, because these leaders are seen as strong leaders and can motivate their followers to do what is good for the organization to promote organizational successes (Paulsen et al., 2009). The outcomes of this current study support these results because more insight has been gained that the personality factor "Proactive" is seen as an important personality factor for leaders' to promote leadership effectiveness in the work context and is seen as important for characterizing leaders personality.

Thus, the contextualized personality model assesses the personality factors "Rational" and "Proactive" which are not measured by the Big Five model, which means that these factors are specific personality factors that leaders only show in their work context (Crant & Bateman, 2000; Thompson, 2005). Because these factors are only measured by the contextualized personality model, it is important that in future research, the contextualized personality of leaders is measured with the contextualized personality model, which is therefore an unique personality model for assessing the personality of leaders in their work context.

This study also provides new insights for the literature about the differences in contextualized personality structure of male and female leaders. Before, these gender differences were mostly assessed with a non-contextualized personality model, the Big Five model, which gives a less fitting picture of the gender differences in personality, because this model is

influenced by factors from outside the work context (Hastings & O'Neill, 2009). Because this model does not assess leaders' specific personality displayed in their work context, the gender differences in personality stated by this model can be different from what is actually present in the work context of leaders (Gosling et al., 2003; Dunlop, 2015). For example, current literature shows differences between male and female leaders for the factors "Neuroticism" and "Agreeableness" of the Big Five model (Kaiser et al., 2019; Costa et al., 2001), but the contextualized personality model only shows a difference in the "Rational" personality factor.

Thus, the contextualized personality model shows other personality differences between male and female leaders than previously known in literature, and therefore this study provided new insights into gender differences in the contextualized personality of leaders; male and female leaders only differ in the work context in how high they score on the personality factor "Rational". This difference is not found in previous literature because this factor is not measured by the Big Five model, the most commonly used model to assess the differences in personality (Brandstätter, 2011). Therefore, the contextualized model developed in this study should be used when measuring contextualized gender differences as this is the first model that shows that the factor "Rational" needs to be taken into account in contextualized personality (Ferguson & Lievens, 2017). These differences should be taken into account as organizations have to take these into account when developing courses and when hiring leaders for specific teams.

PRACTICAL IMPLICATIONS

This study have several important practical implications. First, due to leaders' personality structure that is found in this study, organisations know which personality factors are important for leaders to have in their work context for obtaining organizational successes and organizations can use the developed contextualized personality model, to specifically assess the personality of their leaders (Nixon et al., 2012). With this contextualized personality structure, leaders in organizations can examine how high or low they score on the various personality factors, compared to how average leaders score, on which the personality structure is based. This increases the self-awareness of leaders, so leaders will know which personality factors they still have to develop and besides this, organizations will know on what personality factors the leaders still need coaching, with the aim to increase organizational success (Madanchian et al., 2017; Nicolaides, 2019; Hernez-Broome and Hughes, 2004). Second, organisations can use this leaders' personality structure to recruit new leaders (Hughes & Batey, 2017). When recruiting leaders in application processes, organizations know through this personality structure which leader they should hire who can best practice a leadership position to overcome challenges in the organisation and achieve the goals for organizational success (Hughes & Batey, 2017; McEntire & Greene-Shortridge, 2011).

This study also investigated gender differences for each personality factor, and with this it became clear that there are almost no differences in personality factors between male and female leaders, except for the personality factor "Rational". With these new insights, organizations can take into account the differences in male and female leaders when leader development courses are given or in the assessment of leaders, what was before still generally measured in male terms (Hopkins & Bilimoria, 2008). With this, courses and assessments can be specifically directed at male and female leaders, so that both male and female leaders can develop themselves optimally. Furthermore, gender differences in the personality factor "Rational" can be taken into account by organisations during the assessment of leaders (Ruderman & Ohlott, 2005).

LIMITATIONS

When interpreting the current results of this study, some limitations need to be taken into account. One of these limitations was the relatively small sample size of the participating leaders ($N=54$). Due to this small sample size, the margin of error of the results might increase and the conclusions of this study can be influenced negatively (Faber & Fonseca, 2014). Therefore, extrapolation towards the entire population remains difficult, hence the external validity is questionable. For example, due to the small sample size, the contextualized personality factors of Dutch leaders that are found in this study, may be different for the contextualized personality factors that all leaders in the Netherlands exhibit (Faber & Fonseca, 2014). This not only applies to the contextualized personality factors, but also to the gender differences that were found in this study. This research indicates that for the contextualized personality model there is only one gender difference for the factor “Rational”, but the Big Five model indicates that there might be more differences. Due to the small sample size, it is still unclear whether male and female leaders differ actually more in their non-contextualized personality than in their contextualized personality.

Also, performing a factor analysis requires a larger sample size than the sample size used in this study (MacCallum et al., 1999). In general, factor analysis done in studies with a large sample size, provide more precise estimates of factor loadings, and provide more stable or less variable factor loadings across repeated samples (MacCallum et al., 1999). According to Van Voorhis and Morgan (2007), an accurate factor analysis can be done with a sample size of 300 participants. In this study, a much smaller sample size of 52 participants was used, which Tabachnick et al. (2007) sees as very poor to perform a factor analysis. In addition, due to this small sample size, it cannot be determined whether a factor analysis can be performed with the data from this study, because with such a small sample size no Kaiser's Measure or Sampling Adequacy and Bartlett's Test of Sphericity can be performed. These measure the suitability of data for factor analysis. Although sample size in this study was small, a factor analysis was performed because this type of analysis is an effective way to analyze coherent principal components in data and to reduce and divide adjectives into different factors (Thompson, 2004). Therefore, future studies should include a larger sample size (minimum of 300 respondents or more) to confirm or dismiss the findings of the current study. Furthermore, with a larger sample size can be assumed that the results of the sample are generalizable to the entire population (Faber & Fonseca, 2014).

Another limitation is that leaders had to self-rate their personality in the questionnaire conducted in this study. This is a limitation because the leaders' personality structure is only determined by the leader him or herself and the answers given in the questionnaire can be subject to various sources of inaccuracy. Even if respondents do their best to provide honest answers, the credibility of the answers given can be questioned (Robins et al., 2007). Leaders may have presented themselves better when answering the questions than they actually are (i.e., so-called social desirability bias), and as a result the adjectives get different loadings and are subdivided into other personality factors, which can lead to a factor structure that is not valid (Müller & Moshagen, 2019). Hence, future research should not only use self-rating questions, but also asks the followers of leaders about how they see their leader (Hogan & Kaiser, 2005). With this, more reliable answers of the questionnaire are conducted and an even more valid personality structure for leaders can be developed. This study only used a self-rating questionnaire because the contextualized questionnaire already reduces within-person inconsistencies which already makes the answers more reliable (Lievens et al., 2008) and there was a relatively short time frame for this study to recruit and investigate followers.

FUTURE RESEARCH

From the results and the limitations of this study a number of recommendations can be made for future research. These will be discussed below.

The first recommendation for future research is to use a large sample size of participants, consisting of at least 300 participants. In this current study, a sample size has been used that is too small ($N=54$), which has led to several limitations as shown in the limitation section (Van Voorhis & Morgan, 2007).

Secondly, a more varied sample should be used in which leaders from different countries participate (i.e., cross-cultural research). This current study did use both international and Dutch adjectives in the questionnaire to identify leaders' personality factors, so the used questionnaire could be used in other countries. However, only Dutch leaders participated in this study what makes it difficult to generalize the outcomes of the study across other countries. Because of this, no statements could be made for the personality structure of leaders in other countries (Van Dierendonck et al., 2017).

Thirdly, it is important to validate the newly developed contextualized personality model. Future studies should validate this model not only in other Dutch populations, but also in other cultures to see if this model can also be used with non-Dutch respondents (Van Dierendonck et al., 2017). For example, the sample group that would be used in future research, should be a diverse sample group in which leaders from different countries participate. With this, more knowledge can be gained about leadership in different countries; are there differences in the personality structure of leaders from different countries (Van Dierendonck et al., 2017). Future research can use the following research question to ensure that more insight is gained into the personality structure of leaders in other countries and whether the personality structure of leaders in various countries differ from each other: What is the contextualized personality of leaders in various European countries and does this differ with the personality structure of Dutch leaders.

Fourth, future research should not only ask leaders about their perceived leadership. Followers should also evaluate leaders' personality in order to obtain a more valid personality structure for leaders. With this, leaders cannot make themselves more desirable than they

actually are (Hogan & Kaiser, 2005). With this regard, it is also important to use a different instrument than the self-directed questionnaire, namely direct observation of leadership situations. This might provide a more objective view on leaders' personality.

As final recommendation, future studies should compare the contextualized personality model with different general personality models such as the HEXACO, Supernumerary personality traits model and Psychobiological model of personality. In this present study, the contextualized personality model has only been compared with the Big Five model, so it is not clear how this model differs from the other existing general personality models. By investigating the differences between the contextualized personality model and the other general personality models, it could be determined whether the contextualized personality model could be better used in assessing leaders' contextualized personality.

CONCLUSION

This study demonstrated that the non-contextualized Big Five model, is mostly used to assess the personality of leaders in their work context, but this model may not be suitable enough to specifically assess personality in such a specific context. To assess the personality of leaders in a work context, a contextualized personality model is more appropriate, but there is still little empirical evidence on contextualized personality models. Therefore, the main aim of this study was to investigate leaders' personality structure in their work context, and was questioned with the following research question: *“Which personality factors should be included in a new contextualized personality model, to more specifically assess the personality of leaders in Dutch organizations?”* Using a lexical approach, a new contextualized personality model is developed consisting of the factors “Destructive”, “Proactive”, “Human orientated”, “Rational” and “Organized”, that assess the personality of leaders in the work context. This contextualized personality model could be used in organizations and future studies, to assess leaders' personality more specifically in a work context instead of the Big Five model. The second aim of this study was to investigate: *“Are there gender differences in the contextualized personality factors of the participating male and female leaders in Dutch organizations?”* This was examined as gender differences were seen in the personality structure of the Big Five model. Outcomes of this research question demonstrated little differences in the contextualized personality structure of male and female leaders; male and female leaders generally show the same personality in their leadership, but male leaders only tended to score higher on the “Rational” personality factor.

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APPENDICES

Appendix A: Questionnaire

Beste leidinggevende,

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

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

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

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

De vragenlijst.

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

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

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

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

Deel 1

"Hoe ... bent u als leidinggevende?"

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

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

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	beziel	vitaal
onbeleeft	slim	geestelijk gezond	vertrouwenwekkend
besluiteloos	kruiperig	spottend	opzettelijk
verstrooid	imponerend	goedgeïnformeerd	masochistisch
egocentrisch	bereidwillig	pretentius	initiatiefrijk
geduldig	welwillend	gemakkelijk	racistisch
onrechtvaardig	bedrieglijk	opstandig	bewust
berekenend	zwaarmoedig	halsstarrig	zichtbaar
schreeuwend	bruut	ophitsend	gehoorzaam
passief	comfortabel	laf	immoreel
sympathiek	prestatiegericht	collegiaal	onevenwichtig
oorlogszuchtig	competitief	grootdoenerig	hulpvaardig
ondersteunend	behaagziek	open	stug
agressief	wilskrachtig	stoutmoedig	gretig
asociaal	aardig	doelgericht	gecontroleerd
bespottelijk	optimistisch	ondernemend	beledigend
aalglad	ongeremd	opgewonden	gesloten
rockeloos	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
benaderbaar	levenslustig	gemakzuchtig
goed opgeleid	wereldvreemd	muggezifterig
krachtig	driftig	verbitterd
doodsbang	fatalistisch	inventief
haatdragend	verantwoordelijk	sluw
ongeorganiseerd	onzeker	heerszuchtig
systematisch	slagvaardig	zelfingenomen
narcistisch	tactloos	laks
uniek	gespleten	wantrouwig
productief	ongastvrij	sociaal
objectief	onverschillig	onoprecht
onbeschaamd	verzorgd	
sceptisch	verstandig	
wreed	recalcitrant	
lichtzinnig	wispelturig	
oneerlijk	leergierig	
grillig	goedhartig	
scherpzinnig	geloofwaardig	
megalomaan	streng	
barbaars	eenzelvig	
minzaam	moeilijk	
excentriek	gecoördineerd	
zelfbewust	schizofreen	
voorkomend	nerveus	
trouw	stiekem	
kinderlijk	uitgekookt	
zelfstandig	pervers	
nuchter	hardleers	
onbuigzaam	toegewijd	
kinderachtig	jaloers	
warrig	twijfelend	
tevreden	rechtdoorzee	
rationeel	labiel	
onvriendelijk	neerbuigend	
gedisciplineerd	vastberaden	
spannend	prikkelbaar	
nors	onredelijk	
onverantwoordelijk	meeslepend	
blufferig	coöperatief	
		vernielzuchtig
		consequent
		ongevoelig
		naïef
		verwaand
		op de voorgrond tredend

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

Deel 2

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

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

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

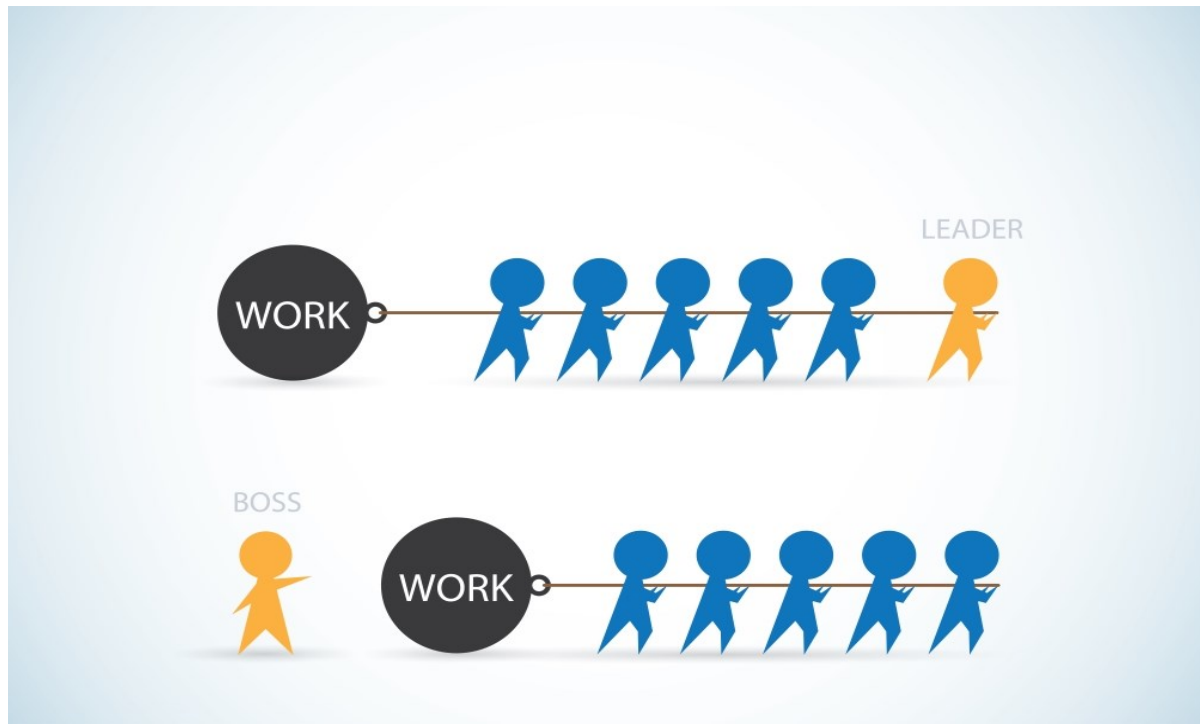
Note. All items used a 5-point scale in which 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Deel 3

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

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

Analyse van uw leiderschapskarakteristieken



Naam leidinggevende: Annelieke Walree

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

Datum: 16-12-2019



Beste leidinggevende,

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

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

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

Op de volgende pagina's vindt u additionele informatie over de vijf dimensies en hierbij wordt ook aangegeven hoe u op de verschillende dimensies scoort. U kunt uw score per dimensie aflezen via de bijbehorende 'thermometer'. De dimensies zijn uitvoerig beschreven met een uitleg en toelichtingen van de persoonskenmerken die 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 zijnde. Dit is een hulpmiddel om u te helpen een verdieping te zoeken in uw eigen kwaliteiten.

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

Mede dankzij uw deelname aan dit onderzoek heeft u een bijdrage geleverd aan de wetenschap hoe de persoonlijkheidsstructuur van een effectieve leider 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 leidinggevendenden samen zijn er gemiddelden en standaarddeviaties per dimensie berekend. Door middel van het gemiddelde en de standaarddeviaties zijn er 'percentiel scores' berekend, deze zijn in tabel 1 weergegeven. Met de percentiel scores 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 percentiel scores vergelijkt, kan blijken dat u ten opzichte van andere leidinggevendenden laag scoort.

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

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

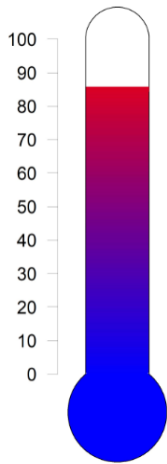
Tabel 1: percentiel scores van de persoonlijkheidskarakteristieken*

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

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

De Big Five persoonlijkheidsdimensies:

Verdraagzaamheid

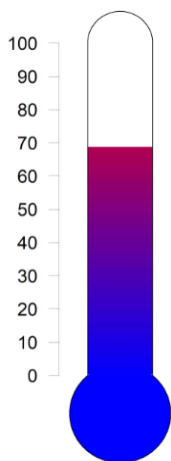


Mensen die verdraagzaam zijn, vertonen over het algemeen bescheiden en onbaatzuchtig gedrag en worden vaak gezien als betrouwbaar⁷. Leaders met verdraagzame persoonskenmerken staan open om mensen te helpen¹⁶ en presteren goed op het gebied van interpersoonlijke relaties³¹. Daarnaast zijn zij coöperatief, zachtvaardig en vriendelijk¹³ en gaan conflicten uit de weg¹⁴. Hierdoor kunnen leaders met verdraagzaamheid als persoonskenmerk er voor zorgen dat het samenwerken en het gedrag van teamleden bevorderd wordt¹⁶. Zij hebben het vermogen om positieve relaties aan te gaan met anderen en deze te onderhouden. Bij het geven van feedback gebruiken deze leaders hun empathisch vermogen en zij zorgen er voor dat er een aangename, vriendelijke en eerlijke werkomgeving gecreëerd wordt²⁶. Dit bereiken zij doordat zij aandacht tonen voor het welzijn van de werknemers, voor de psychologische behoeften van de individuele werknemers en doordat zij geïnteresseerd zijn in de tevredenheid van de werknemer en professionele ontwikkeling. Zij zijn geliefd bij hun collega's en werknemers en kunnen hechte, stabiele relaties aangaan. Daarnaast zijn deze leaders vaak ook beter in timemanagement³.

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 leaders zo verdraagzaam en meegaand zijn kan dit er voor zorgen dat er een besluit genomen wordt dat conflicten minimaliseert, dat goedkeuring nagestreefd wordt en milde prestatiebeoordelingen gegeven worden². Dit kan er voor zorgen dat werknemers geen eerlijke beoordeling krijgen en kan op den duur het bedrijf in gevaar brengen door bijvoorbeeld vooroordelen voor een promotie²¹. Dit soort leaders zullen niet snel moeilijke, maar innovatieve beslissingen nemen die tot weerstand kunnen leiden en zijn dan ook met name geschikt voor functies waar naleving van de huidige gang van zaken gewenst is.

Consciëntieusheid



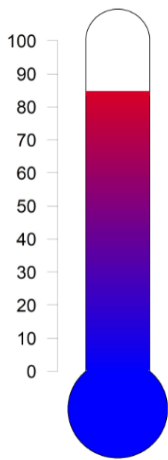
Consciëntieusheid is een persoonlijkheidskenmerk waarbij mensen de neiging hebben om zelfgestuurd te zijn en zich verantwoordelijk te voelen voor anderen. Verdere kenmerken zijn het hard willen werken, het geordend zijn en het houden van regelmaat³³. Mensen die hoog scoren op dit persoonlijkheidskenmerk hebben vaak een hoge zelfdiscipline en volgen het liefste een plan dan dat zij spontaan handelen waardoor zij vaak succesvol zijn in hun werk. Dit soort leaders zijn dan ook gedisciplineerd in het nastreven van hun doelen⁶ en vertonen gunstig gedrag voor het bereiken van werkprestaties en voor samenwerking in teamcontexten²⁵. Zij nemen weloverwogen beslissingen en worden als beleefd gezien in de meeste interacties⁶. Om hun doelen te behalen zullen deze leaders vasthoudendheid en doorzettingsvermogen vertonen¹¹. Hierdoor kunnen dit soort leaders werkklimaten bevorderen die als eerlijk en rechtvaardig gezien worden²⁷.

Uitdagingen

Echter zijn dit soort leaders voorzichtig en analytisch en zullen dan ook minder snel afwijkend gedrag vertonen en minder de intentie hebben om te innoveren en risico's te nemen³⁴. Leaders met Consciëntieus 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 ondersteunen¹⁵. 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 werknemers¹⁵ en kunnen onpersoonlijk worden wanneer er onder andere negatieve feedback gegeven wordt. Dit leidt er toe dat deze leiders vaak niet gezien worden als charismatisch of inspirerend, maar juist als saai en niet flexibel⁴.

Extraversie



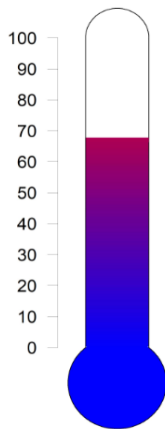
Extraversie is een persoonlijkheidskenmerk waarbij personen die extravert zijn het leuk vinden om met andere personen om te gaan en zich prettig voelen in een groep. Extraverte mensen vinden het makkelijk om contact te leggen, hebben meestal veel sociale relaties en presteren goed in sociale en ondernemende beroepen waarbij zij een grote kans hebben om een leidinggevende functie aan te nemen³². 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 persoonskenmerken⁶. 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 overschatten¹⁵. Dit zorgt er voor 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



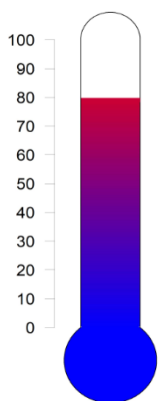
Leiders met een hoge mate van emotionele stabiliteit zijn over het algemeen kalm en relaxed. Zij zijn consistent in hun emotionele uitingen en zullen niet snel negatieve emoties zoals stress, angst of jaloezie ervaren²¹. Een positief denkpatroon is karakteriserend bij een hoge emotionele stabiliteit. Bovendien, wordt emotionele stabiliteit geassocieerd met een subjectief gevoel van welzijn⁹ en leiderschap¹⁸ en hebben mensen met een hoge emotionele stabiliteit vaak een hoge werktevredenheid³⁴. 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 mislukkingen²². Leiders met weinig emotionele stabiliteit hebben vaker te maken met negatieve emoties¹.

Uitdagingen

Leiderschap is inherent aan het emotionele proces⁸. 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 ervaren¹². 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 oefenen²⁴. 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 organisatie²². Tenslotte, leiders met een hoge mate van emotionele stabiliteit kunnen in sommige gevallen minder invloed uitoefenen omdat zij vaak weinig inspirerende aantrekkingskracht hebben⁴. In plaats daarvan gebruiken zij objectieve en rationale argumenten om medewerkers mee te krijgen.

Openheid



Leiders met een hoge mate van openheid zijn intellectueel nieuwsgierig²⁹, inzichtelijk, fantasie-en vindingrijk¹⁷ en vertonen vaak patronen van afwijkend denken²⁸. Daarnaast hebben zij de neiging om creatief te zijn en zijn zij introspectief. Deze kwaliteiten, welke gepaard gaan met openheid, hebben positieve effecten op leiderschap¹⁸ en het kunnen omgaan met veranderingen in de organisatie²³. 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 perspectieven⁴.

Uitdagingen

Leiders met een hoge score op openheid kunnen moeite ervaren met traditionele, hiërarchische, conventionele werkomstandigheden²¹. 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 er toe leidt dat de focus voornamelijk op korte termijn doelstellingen komt te liggen. Deze korte termijn doelstellingen kunnen vaste bedrijfswaarden schenden waar potentieel de stabiele lange termijn doelstellingen onder komen te lijden²¹. 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 perspectieven²².

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 beïnvloeden²².

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Appendix C: list of the 251 adjectives divided into 5 factors

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

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

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

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

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

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

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