



Master Thesis

# Effective Leadership Personality Dimensions derived from a Contextualized Lexical Research

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### **Abstract**

In personality research, there has been a growing interest in the personality of leaders. Prior personality research highlighted the importance of taking context into account when examining personality. Therefore, the aim of this study was to take the context of a leader into account to arrive at a contextualized personality model. The context of a leader was taken into account by the addition of the tag ‘as a leader’ in the survey (e.g., “How responsible are you *as a leader*?”). The final sample included 119 leaders from various sectors in the Netherlands. The participants completed an online self-rating survey, which contained 418 personality-descriptive adjectives. Through a principle component analysis, five contextualized personality dimensions were created and labelled as: destructive, intellect/competence, human orientated, proactive/powerful and instrumental. In addition, the predictive validity of the contextualized personality dimensions to assess effective leadership was examined. Intellect/competence, human orientated and proactive/powerful were identified as predictors of effective leadership. The importance of the contextualized approach for assessing leaders’ personality was endorsed by presenting different personality dimensions than the general personality models have. A major difference is that the contextualized personality model shows that leaders have facilitative, intellectual and proactive personality traits, which is not covered by the general models. Another major difference is the negative contextualized personality dimension, which was considered irrelevant in the general models. Therefore, this study contributes to personality research by presenting unique contextualized personality dimensions. Finally, recommendations for further research are presented in order to expand the knowledge about the contextualized personality dimensions.

*Keywords:* contextualized approach, effective leadership, leader’s personality, lexical approach

## 1. Introduction

In the current personality research, there is a growing interest in the personality of leaders (De Vries, 2012). That interest in the personality of leaders stems from the likely possibility that personality can predict effective leadership (Breevaart & De Vries, 2019). Being able to predict effective leadership is desirable, because effective leadership is shown to be crucial for the sustainability of organizations (Madanchian, Hussein, Noordin, & Taherdoost, 2017). Leaders determine the fate of organizations and “when leadership is effective, everyone benefits” (Gaddis & Foster, 2015, p. 25). A leader’s personality influences the approach in which various organizational aspects are affected and can thus make a lot of difference for organizations (Breevaart & De Vries, 2019). As a result, many researchers devoted a lot of effort in explaining why some leaders are more effective than others by assessing their personality (e.g., Van Knippenberg & Van Knippenberg, 2005). However, previous research did not take context into account when assessing leaders’ personality, which is considered highly recommended (Dunlop & Hanley, 2018). Therefore, this study contributes to personality research by assessing leaders’ personality and predicting effective leadership with unique personality dimension, which are created with the use of a contextualized and lexical approach. These two approaches are succinctly explained below and further elaborated on in Chapter 2.

A contextualized approach implies that the personality of interest (i.e., a leader’s personality) is examined in the context in which it is normally situated (i.e., in which a leader functions). Examination in context can be accomplished by, for example, adding the context in a questionnaire with the tag ‘as a leader’ (e.g., how nice are you *as a leader*). Assessing personality in context is important, because someone’s personality changes in different contexts (Dunlop & Hanley, 2018). Therefore, context cannot be dissociated from personality (Dunlop & Hanley, 2018). The contextualized approach acknowledges that patterns of personality vary as the context in which people are situated changes (Dunlop, 2015). This variability of personality results from expectations and norms that are associated with the context, e.g. for someone in a leading position (Dunlop, 2015). Thus, it is considered imperative to examine personality in a specific context.

There are multiple well-known personality models (i.e., Big Five, HEXACO and Dark Triad) that are commonly used to assess personality. These models consist of several personality dimensions which contain various personality traits. For example, the Big Five contains the personality dimension agreeableness in which, among others, the personality traits trust, sympathy and modesty are included. Assessing personality can be done through examination of these personality traits (Van Knippenberg & Van Knippenberg, 2005). However, the well-known personality models used for assessing personality do not take context into account when examining these personality traits, despite the proven importance of the contextual approach. This is due to the fact that these models were not created to specifically address a particular personality in context, but rather to measure personality in general. Nevertheless, the general personality models are commonly used to assess specific personalities, like leaders’ personality. Thus, even though the importance of a contextualized approach is acknowledged in personality research, context is often omitted from research (Geukes, Nestler, Hutteman, K fner, & Back, 2017). This leads to the result that previous research shows little agreement on which personality dimensions are related to people in a leading position.

In addition, research using the general personality models showed various answers to the question which personality dimensions are associated with effective leadership. For example, Parr, Lanza and Bernthal (2016) state that only extraversion and conscientiousness (personality dimension of the Big Five and HEXACO) are able to predict effective leadership. De Vries (2012) adds the personality dimension openness to experience as a predictor of effective leadership. Furthermore, Cavaness, Picchioni and Fleshman (2020) state that emotional personality dimensions (e.g., like agreeableness from the Big Five) are associated with effective leadership. These various results underline that the current general personality models are not fully suitable to assess a specific personality, like leaders' personality.

Besides the contextualized approach, a lexical approach is recommended to assess personality (Ashton & Lee, 2005; Breevaart & De Vries, 2019). The lexical approach assumes that all important concepts to assess people's personality are encoded into single words that are presented in the dictionary (John, Angleitner, & Ostendorf, 1988). Therefore, this approach for personality research starts by examining the dictionary and conducts several steps to generate a list of only relevant personality-descriptive adjectives (Ashton & Lee, 2005). The dictionary contributes to providing a complete and comprehensive list of personality-descriptive adjectives, which makes the lexical approach a suitable method for extensive research into personality. In addition, the lexical approach is suitable for identifying latent variables such as a personality dimension, as it provides the opportunity to structurally examine a large amount of words in order to select only the relevant personality-descriptive adjectives (Ashton & Lee, 2005). Besides, the common known general personality models Big Five, HEXACO and Dark Triad are also based on a lexical approach (Breevaart & De Vries, 2019).

In summary, this study contributes to personality and leadership research by specifically taking the context of the leader's position into account to arrive at a contextualized personality model for leaders with the use of a lexical approach. Therefore, this study provides the opportunity to advance the current knowledge about leaders' personality through the contextualized approach. In order to make a clear distinction between creating unique personality dimensions to assess leaders' personality and examining the predictive validity of the contextualized personality dimensions that are possibly associated with effective leadership, this study is divided into two parts (i.e., study 1 and study 2). Study 1 seeks to address the following question: Which personality dimensions should be taken into account to arrive at a contextualized personality model for leaders using a lexical approach? The central question in study 2 is: Which contextualized personality dimensions (derived from study 1) are associated with effective leadership?

## Study 1

### 2. Theoretical framework

#### 2.1 Personality and leadership

Leadership is very important for the prosperity of an organization (Madanchian et al., 2017). In fact, research widely established that leadership has a powerful influence on the organizational performance (Langford, Dougall, & Parkes, 2017; Raisienè, Pulokiene, & Valickas, 2018). The influence of leaders can account for up to one-third of the variation in organizational profitability (Seidman, Pascal, & McDonough, 2020; Yukl, 2008). In view of the powerful influence of leaders on organizational performance, research devotes a lot of effort to understand why some leaders are more successful than others. An important aspect of leaders that enables them to operate effectively in an organizational context, is the personality of the leader (Do & Minbashian, 2014; Parr et al., 2016). Personality can be described by personality dimensions. A personality dimension is defined as an almost stable pattern (i.e., the pattern does not change significantly over time) of personality characteristics (e.g., attitude) and varies for each individual (McCrae & Costa, 1995). Personality dimensions can be used to differentiate among individuals and are therefore also suitable for examining the differences in personality between leaders (Lord, De Vader, & Alliger, 1986). The knowledge about personality dimensions is essential, because empirical evidence shows that these dimensions determine the values, needs and behaviour of a leader (Belasen & Frank, 2008). The personality of a leader also determines work-related results, because the leader's personality affects the way in which certain goals are reached (e.g., effective goal achievement), for example through strict leadership or granting a great deal of independence to others (Belasen & Frank, 2008). To summarize, it is desirable to know what personality dimensions match a leader's personality. With the knowledge about leaders' personality dimensions, it can be examined whether someone's personality (e.g., of a candidate for a leading position) corresponds to the personality dimensions of leaders. Subsequently, the influences a leader's personality has on organizational performance can be predicted by examination of the leaders' personality dimensions.

In view of the importance of assessing leaders' personality, previous research already devoted much attention to identifying leaders' personality dimensions (e.g., Breevaart & De Vries, 2017; Robertson, Healey, Hodgkinson, Flint-Taylor, & Jones, 2016). Most of the personality- and leadership scholars primarily rely on three existing general personality models to assess the personality of leaders: the Big Five, the HEXACO, and the Dark Triad (De Vries, 2012; Parr et al., 2016). These models are able to distinguish personalities by examining multiple personality dimensions (e.g., De Vries, 2012; Parr et al., 2016). In general, research shows that certain personality dimensions can be associated with a leader's personality (Judge et al., 2002). This implies that someone in a leading position in general scores high on certain personality dimensions (e.g., extraversion, which is further explained in section 2.3; De Vries, 2012)<sup>1</sup>. Subsequently, examining leaders' personality dimensions can improve the predictive validity of successful leadership (De Vries, 2012), which

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<sup>1</sup> Some researchers (e.g., Andersen, 2006) state that personality only has a low predictive power regarding a leadership position. They state that there is always a relationship between personality and professions, and that the relationship is not specifically due to the position of a leader.



is further discussed in the second part of this study. To summarize, knowledge about the personality dimensions that belong to a leader's personality is desirable. Through the personality dimensions that belong to a leader's personality, it can be tested to what extent someone's personality matches these personality dimensions that are shown to be important for a leader's personality. Therefore, these well-known personality models (i.e., Big Five, HEXACO and Dark Triad) are further discussed in section 2.2.

## **2.2 Personality models**

### **2.2.1 The Big Five**

The Big Five is a model that includes five personality dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Goldberg, 1992). Openness to experience refers to the ability to be inventive, autonomous and unconventional (Judge et al., 2002). Conscientiousness is comprised of two facets: achievement-oriented and dependability (Judge et al., 2002). Individuals who are achievement-oriented are strongly driven to reach their goals and like to transmit this drive to others (Robertson et al., 2016). Dependability is reflected in being careful, thorough, organized, planful, and responsible (Barrick & Mount, 1991). Extraversion is often described as being social, assertive, active, and experiencing positive aspects such as energy (Judge et al., 2002). Agreeableness represents the tendency to be trusting, gentle, compliant and caring (Judge et al., 2002). Furthermore, neuroticism indicates the tendency to show weak emotional adaptations and experience negative emotions (e.g., insecurity, hostility and fear; Judge et al., 2002). In general, the Big Five has been one of the most popular models to assess personality (Lee & Ashton, 2014).

Meta-analyses show that the Big Five is able to predict important outcomes such as academic performance, work behaviour and job performance of people in general through assessment of the five personality dimensions (Anglim & O'Connor, 2019; Giluk, 2009). For example, conscientiousness is one of the strongest predictors of work-related outcomes (e.g., Giluk, 2009). Conscientiousness is mainly associated with being achievement-oriented (Robertson et al., 2016). Being achievement-oriented implies that individuals have a strong focus on achieving a certain goal. As a result, being motivated to achieve the goal will have a significant positive influence on specific work behaviour (e.g., the drive to succeed a goal), because conscientious individuals are driven to reach goals and will transmit that positive drive to others (e.g., employees; Robertson et al., 2016). Consequently, also the overall job performance will positively increase (Robertson et al., 2016). In contrast to the positive side of being achievement-oriented, being driven too much to reach a goal will result in excessive workload and a poor life balance (Robertson et al., 2016). Therefore, being driven too much will have significant negative influence on work behaviour and job performance as people can succumb due to work pressure (Robertson et al., 2016). In another meta-analysis, Do and Minbashian (2014) show that extraversion from the Big Five model is the best predictor of leadership related outcomes (e.g., leadership effectiveness). Bono & Judge (2004) add that extraversion is associated with leadership outcomes and leadership behaviours. Hence, these examples indicate that a certain score on a personality dimension from the Big Five can predict important work-related outcomes.

However, the Big five was increasingly being marked as insufficient as there was a growing misunderstanding of what the Big Five represented and how the model should be used (Anglim & O'Connor, 2019). The first misunderstanding is that the Big Five would be *synonymous* to personality (Anglim & O'Connor, 2019). The Big Five represents major dimensions of personality, but the model is not intended to represent *all* meaningful variance in personality (e.g., self-esteem, need for cognition, subjective well-being; Anglim & O'Connor, 2019). The second misunderstanding is the rise of short measurement tools to gauge personality (e.g., 1-4 items per dimension) in the Big Five questionnaire, which increased the substantial under estimation of the predictive validity of the model (Credé, Harms, Niehorster, & Gaye-Valentine, 2012). Using a small number of items per dimension does not have to be incorrect, but it is important to ensure that all aspects of a dimension are taken into account when measuring the dimension. The early measurement tools of the Big Five were much more elaborated (i.e., 240 items per dimension; Créde et al, 2012). However, additional research reduced the measurement tool to measure the dimensions of the Big Five to 10 items or even 1 item per dimension (e.g., Gosling et al., 2003 with 10 items per dimension). By using short measurement tools, extra attention needs to be paid to ensure appropriate validity and reliability. Otherwise, a poor reliability leads to a lower predictive validity and inappropriate conclusions (Anglim & O'Connor, 2019). Besides, using the measurement with a small number of items needs to fit the purpose of the research. When narrow dimensions want to be examined, an abridged measurement can increase the predictive validity (Anglim & O'Connor, 2019). However, this does not apply for measuring broad dimensions, where an extensive measurement tool is more appropriate (Anglim & O'Connor, 2019). In addition to these two shortcomings, the original goal (i.e., *describing* rather than *explaining* variation in personality) of the model was over-interpreted. The Big Five was originally designed to *describe* and classify individuals by discriminating major differences *between* people (e.g., a description of variations between persons in personality dimensions). The Big Five is not designed to *explain why* people differ or to provide a within-person account of personality (e.g., a description of predictable patterns of within-person variation; Anglim & O'Connor, 2019). However, the distinction between describing and not explaining was most of the time misunderstood and therefore the Big Five was misused (Anglim & O'Connor, 2019).

Besides, the model showed inconsistent results when assessing specific leaders' related personality dimensions (Andersen, 2006). Where some researchers state that the ability of the Big Five to assess specific leaders' personality dimensions is low, others argue that the ability to assess leaders' personality may be stronger (Andersen, 2006). The reason for the inconsistency in results may be that the model defines a great diversity in personality dimensions, causing the dimensions to be so general that they are useful for rough distinctions, but less useful for predicting specific personalities like a leader's personality (McAdams, 1992). In addition, De Vries (2012) doubted the scope of the Big Five and stated that six personality dimensions should be distinguished. The sixth dimension, which is labelled as 'honesty-humility', captures some important personality variances that were not presented in the Big Five. Therefore, the renewed personality model ensured a better predictability of behavioural constructs (e.g., decision-making in the workplace; Ashton et al., 2014). As a consequence, the Big five is no longer experienced as the best suitable model to

assess specific personalities (Ashton et al., 2014). The renewed model that overcomes some of the limitations of the Big Five personality model due to the addition of the sixth dimension is the HEXACO (Ashton & Lee, 2001; Ludeke et al., 2019).

### 2.2.2 The HEXACO

The HEXACO is a personality model which includes six personality dimensions, and is currently the dominant model in research to assess personality (Breevaart & De Vries, 2019; De Vries, 2008; Pletzer, Bentvelzen, Oostrom, & De Vries, 2019). The six dimensions are: honesty-humility, emotionality, extraversion, agreeableness, conscientiousness and open to experience. The most notable difference compared to the Big Five is the addition of a sixth dimension termed honesty-humility which refers to honest, sincere, modest and greedless people (Breevaart & De Vries, 2017). For the purpose of the introduction of the sixth dimension, the content of agreeableness and emotionality (agreeableness and neuroticism in the Big Five) changed. The difference between emotionality and agreeableness is that emotionality includes sentimentality and lacks irritability (Breevaart & De Vries, 2017). In contrast to emotionality, agreeableness lacks sentimentality and includes irritability (Pletzer et al., 2019). In addition, someone who is agreeable has the characteristics of being patient, gentle, and peaceful (Daljeet, Bremner, Giammarco, Meyer, & Paunonen, 2017). Individuals who have a high score with the emotionality dimension are more likely to be sensitive, anxious and vulnerable, whereas individuals with a low score might be tough, independent and fearless (Daljeet et al., 2017). The other three dimensions (i.e., extraversion, conscientiousness, and open to experience) are similar to their counterparts in the Big Five (Ludeke et al., 2019).

The inclusion of the sixth dimension (i.e., honesty-humility) is highly important as it enables the HEXACO model to distinguish more variance in personality than the Big Five model is able to (Ashton & Lee, 2007; De Vries, 2008; Breevaart & De Vries, 2017). Being able to distinguish more variance in personality causes various constructs to be predicted (De Vries, 2012). For example, honesty-humility is shown to be a better predictor of important behavioural constructs, like making decisions in the workplace and leadership (Daljeet et al., 2017; De Vries, 2012). The prediction of the important behavioural constructs are reflected in the trend that a low leader score on honesty-humility is associated with harmful effects on individuals, such as theft, egoism and workplace delinquency (Pletzer et al., 2019). Especially in organizations, this has a deleterious impact on performance (De Vries, 2012). On the other hand, a high score on honesty-humility is associated with sincere and fair people who are pro-social oriented, which is related to positive progressive leaders' consideration (Daljeet et al., 2017; De Vries, 2008). Not only is the HEXACO able to better predict successful leadership, but the model is also able to point out negative personality dimensions (i.e., through a low score on honesty-humility). Therefore, this model is able to overcome some of the mentioned limitations of the Big Five. The improvement is also acknowledged by many researchers who have mentioned that if the revised set of six personality dimensions had been known before, the Big Five would not have been accepted so widely by personality researchers (Ashton et al., 2014). Altogether, the improvements make the HEXACO already a better suited model for examining leaders' personality

dimensions compared to the Big Five model. In addition to the research of the HEXACO, researchers simultaneously examined negative personality traits and came up with three negative personality dimensions. These negative personality dimensions are presented in the Dark Triad.

### 2.2.3 The Dark Triad

Also frequently used to assess personality dimensions of leaders is the Dark Triad model. Shortly after the HEXACO model was introduced, the Dark Triad was presented (Paulhus & Williams, 2002). This model shows that next to the desirable personality dimensions as described in the Big Five and HEXACO, there are also negative personality dimensions (Jonason, Li & Buss, 2009). The Dark Triad covers the dimensions: Machiavellianism, narcissism, and psychopathy (Jonason et al., 2009). Someone who scores high on Machiavellianism has cynical, cold and immoral beliefs; self-beneficial goals (e.g., regarding power and money) and manipulation tactics (Rauthmann, 2012). Narcissism refers to the tendency to have grandiose self-views while devaluating others, show extreme vanity, seek admiration and feel superior (Rauthmann, 2012). Individuals with a high score on psychopathy tend to manipulate, show antisocial and irresponsible behaviour, and like impulsively thrill-seeking (Rauthmann, 2012).

Originally, the Dark Triad was created to be used in combination with the Big Five to complement each other, as the combination offers a more complete picture about an individual's personality (Furnham, Richards, Rangel & Jones, 2014; Lee & Ashton, 2014). The general core of the personality dimensions of the Dark Triad is considered to be negatively related to the Big Five personality dimensions (e.g., agreeableness; Furnham et al., 2014). However, to limit the explanation of a high score on the Dark Triad to a low score on a dimension of the Big Five is not desirable. The negative personality dimensions enable more variance to be explained (Furnham et al., 2014). Especially, the Dark Triad is negatively associated with sub-facets of the personality dimensions from the Big Five (e.g., trust, which is covered by agreeableness; Furnham et al., 2014). The distinction into smaller parts of personality dimensions enables researchers to provide more detailed information about personality. For example, six specific sub-facets of agreeableness (i.e., trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness) and three specific sub-facets of conscientiousness (i.e., dutifulness, self-discipline and deliberation) from the Big Five were associated with narcissism (Furnham et al., 2014; Widiger, 2012). With the intention to provide a more detailed insight in personality, the Dark Triad was described as “an important contribution to personality psychology” (Lee & Ashton, 2014, p.2). With regard to the research into the personality of leaders, the score on narcissism and Machiavellianism shows a positive association with the possibility of attaining a leadership position (Rauthmann & Kolar, 2012). For example, narcissists tend to devalue others and often claim leadership positions. Narcissists can be identified through seven components: authority, exhibitionism, superiority, entitlement, exploitativeness, self-sufficiency and vanity (Deluga, 1997). All these components are related to attaining a leaders' position by, for example, the strong need for power and the tendency to simply claim the position of a leader (Rauthmann & Kolar, 2012). Furthermore, people who score high on Machiavellianism

tend to attain a leaders' position (Deluga, 2001). Deluga (2001) highlights that leaders need an attitude without shame or guilt, which fits the specifications of Machiavellianism.

After a while, empirical research showed that the dimensions of the Dark Triad were also captured in the HEXACO model (Lee & Ashton, 2014). The dimensions of the Dark Triad (i.e., Machiavellianism, narcissism, and psychopathy) together were considered to be the opposite of honesty-humanity (from the HEXACO model; Lee & Ashton, 2014). Hence, a low score on honesty-humanity (e.g., honest, sincere, modest and greedless people) resembled a high score on all the dimensions of the Dark Triad and vice versa. Moreover, every dimension of the Dark Triad is also associated with a specific HEXACO dimension. Researchers showed that a high score on Machiavellianism from the Dark Triad correlates negatively with agreeableness and extraversion from the HEXACO (Lee & Ashton, 2014; De Vries, 2018). In addition, a high score on narcissism from the Dark Triad correlates positively with extraversion from the HEXACO (Lee & Ashton, 2014; De Vries, 2018). Furthermore, a high score on psychopathy from the Dark Triad correlates negatively with conscientiousness and emotionality from the HEXACO (Lee & Ashton, 2014; De Vries, 2018). As a result, the Dark Triad became almost irrelevant in personality research due to the growing popularity of the HEXACO.

However, regarding leaders' personality research, none of the three personality models (i.e., Big Five, HEXACO and Dark Triad) was considered fully capable of describing a leader's personality. The inability to distinguish specific leaders' personality dimensions stems from the fact that the general personality models do not take context into account when assessing someone's personality. Context is considered highly important for research into the personality of leaders. Therefore, a contextualized approach is used to create a renewed personality model in order to properly assess the specific personality of a leader.

### **2.3 Overcoming the flaws in leadership personality research with a contextualized approach**

Research studies have recommended to examine personality from a holistic perspective (e.g., with the use of a model such as the Big Five, HEXACO and Dark Triad; Parr et al., 2016). However, the existing personality models are considered to be general personality models. Generalized models are suitable for measuring personality in general, but are not fully able to assess a leaders' personality because these models were not primarily designed to do so (Diehl, 2015). Therefore, a limitation of general personality models when examining leaders' personality is that the context of the leaders' position is not taken into account.

Context matters when trying to understand a leader's personality (Kashdan & McKnight, 2011). De Vries (2018) conceptualized leadership as "contextualized personality" (p.1). With this conceptualization is indicated that the personality of a leader highly depends on the context it is situated in. Contextualization occurs when a relevant context (such as leadership) is added to a personality survey, like "How flexible are you *as a leader*?" (De Vries, 2018). The context of the organizational environment is important as a leaders' personality is partially formed by the primary environmental needs of the specific organization (Reeves-Ellington, 2009). This implies that the personality of a leader is partially influenced by what the organization expects of the leader (e.g., whether the leader should be strict, purposeful, interested, etc.). Furthermore,

context is generally considered as a meaningful source of intra-individual variation, which implies that the score on personality dimensions can differ within a person depending on the context (e.g., in private or as a professional at work; Geukes et al., 2017). Therefore, it is stated that personality is experienced, expressed and shaped in social contexts, and can differ in various social contexts (Geukes et al., 2017; Kashdan & McKnight, 2011).

Furthermore, contextualized personality surveys are more likely to provide better predictive validity than a more generic personality surveys (De Vries, 2018). When the context is not taken into account, the erroneous assumption can be made that there is no variation in personality across situations (Kashdan & McKnight, 2011). However, research shows that there is intra-individual variability across various roles (e.g., private or work-context; Dunlop & Hanley, 2018). For example, a person can score high on extraversion (i.e., being social, assertive and active; Judge et al., 2002) when examined in their role as a leader, but may score low on extraversion when examined in a private setting, like at home. Hence, context is important to take into account in order to avoid erroneous generalization of personality dimensions across various situations.

To summarize, the general personality models (i.e., Big Five, HEXACO and Dark Triad) are not considered suitable to assess leaders' personality, because they do not take context into account. Previous research showed that context should be taken into account, because context is very influential on personality (Kashdan & McKnight, 2011). Therefore, this study aims to come up with new personality dimensions that are able to assess leaders' personality by specifically take the context in which a leader is situated into account. In order to be able to create new personality dimensions, all possible personality-descriptive adjectives need to be included in a measurement instrument. With this comprehensive list of personality-descriptive adjectives, complete overview of the various personality traits that are related to a leader's personality can be created. This complete list of personality-descriptive adjectives be compiled with the use of the lexical approach.

### **2.4 A lexical approach**

Including all possible personality items (or so-called lexicons) that are potentially related to describing leaders' personality is recommended in personality research (Ashton & Lee, 2005). Researchers stated that compiling that comprehensive list can be done by using a lexical approach (Pletzer et al., 2019). A lexical approach is based on the assumption that the most important elements of personality variation are represented in everyday personality-descriptive adjectives (Ashton & Lee, 2005; Ashton, Lee, & Goldberg, 2004). These adjectives are retrieved from the dictionary, which is comprehensively examined to collect all adjectives that describe individual differences (Aavik & Allik, 2002). Overall, only adjectives are distinguished in the lexical approach as adjectives are able to include both desirable and undesirable attributes, whereas for example personality type nouns cannot (Saucier & Goldberg, 1996; Chapman, Reeves, & Chapin., 2018). To distinguish all suitable adjectives for identifying the personality dimensions of a leader using a lexical approach, it is important to exclude adjectives that are not likely to be descriptors of a leaders'



personality (e.g., adjectives that describe physical characteristics or abilities, such as ‘tall’ or ‘nimble’; Ashton & Lee, 2007).

The selection of adjectives is based on a lexical approach which follows a systematic process to indicate which adjectives are suitable (Ashton & Lee, 2005). The lexical approach generally starts with a comprehensive analysis of the dictionary to indicate which lexicons could potentially describe personality (Angleitner, Ostendorf, & John, 1990). Then, all lexicons are reviewed by multiple competent judges who exclude irrelevant and rarely used lexicons (Angleitner et al., 1990). Multiple judges are asked to rate the lexicons in order to prevent researchers bias (Ashton & Lee, 2007). Judging which adjectives are suitable to describe personality is repeated until only the relevant adjectives that are able to describe personality are left (Angleitner et al., 1990). A carefully considered list with adjectives can be used to assess personality.

Furthermore, the lexical approach is a commonly used method in personality research to gather all relevant words that are able to describe personality (Chapman et al., 2018). The lexical approach enables researchers to identify large personality dimensions by providing a strategy to select a relatively small amount of adjectives in which people can differ (Chapman et al., 2018). Having these adjectives is important, because individuals use such adjectives to talk about differences (e.g., someone can be more or less credible). With the aid of the lexical approach regarding personality, people are able to distinguish one individual from another (Pletzer et al., 2019). The appropriateness of this approach is also reflected in the existing well-known personality models (i.e., the Big Five and HEXACO), since these are also based on the lexical approach (Ashton & Lee, 2005; Breevaart & De Vries, 2019; Pletzer et al., 2019). Anglim and O’Connor (2019) add that the lexical approach with a comprehensive amount of items per dimension is especially used to define broad personality dimensions for the Big Five and HEXACO. Less items per dimension (as discussed in the limitations of the Big Five, see section 2.2.1) is commonly used to examine narrow personality dimensions and items, for which the lexical approach is less suitable (Anglim & O’Connor, 2019).

### *To summarize*

Assessing leaders’ personality is important, because a leader’s personality can have a significant influence on organisational successes (Langford et al., 2017). It is therefore essential for organizations to have the appropriate person with the relevant personality traits in the leading position. There are multiple general personality models (i.e., Big Five, HEXACO and Dark Triad) that are able to assess personality (De Vries, 2012; Paulhus & Williams, 2002). These models assess personality in general, but are also used to assess specific personality, like a leader’s personality. However, given the fact that these models do not take context into account when assessing personality, these general models are not considered to be suitable for assessing leaders’ personality. When new contextualized personality dimensions are created, it is recommended to use a complete list of all the personality-descriptive adjectives with the use of the lexical approach. Previous research showed that the lexical approach is a suitable approach to examine latent variables, such as a leader’s personality (Field, 2014). Therefore, this study combines the knowledge of a contextualized approach and lexical approach in order to come up with new contextualized personality dimensions for leaders. Given these

pointes, the following question is answered: Which personality dimensions should be taken into account to arrive at a contextualized personality model for leaders using a lexical approach?

### 3. Method

#### 3.1 Research design

The aim of study 1 is to develop a contextualized personality model for assessing the personality of leaders, using a lexical approach. A survey design was used to gather cross-sectional, quantitative data in the form of an online survey. The survey measured 418 items that are able to describe leaders' personality (see '3.3.2 Survey' for a more detailed description). Survey research is frequently used in social sciences, as surveys are highly suitable for assessing individual people and especially for describing a population that is too large to observe (Babbie, 2018). A survey makes it possible to examine a large sample, which is a prerequisite for conducting a factor analyse (Field, 2014). A factor analysis is a method used to discover patterns (e.g., to identify personality dimensions) among several items (e.g., adjectives to describe leaders' personality; Babbie, 2018). A factor analysis is also shown to be an efficient method for a large number of variables (e.g., as in a lexical approach; Babbie, 2018; Field, 2014; De Raad et al., 2010).

In the survey used for this study, leaders were asked to what extent (ranging from *totally agree* (5) to *totally disagree* (1)) they identified themselves (i.e., self-rating) to the 418 adjectives that focused on determining personality (e.g., How *tolerant* are you as a leader?). This way of measuring is easy to use, low in costs, extensive (i.e., many questions can be asked), and can be flexible in time (participants can start, stop, and continue at any time; Babbie, 2018). These are all positive aspects of using a survey. The results of the survey provided insight into the extent to which leaders identified themselves with the mentioned items in their role as leaders.

#### 3.2 Participants

After 149 responses, 30 participants needed to be excluded from the data due to incomplete or unreliable response to the survey (e.g., just started as a leader and therefore no experience yet). Therefore, a total of 119 leaders from various sectors in The Netherlands participated in this study. These participants were single stage sampled, meaning that a sample of participants is selected and data is gathered from every participant in the sample (Anderson, Sweeney, & Williams, 2020). The requirement to become part of the sample is that all participants had to have a leading position. The data was collected through convenience- and snowball sampling. Convenience sampling implies that participants are not purposefully or strategically selected. Instead, the participants choose to take part in the study when they happen to be available and match the requirements of performing in a leading position (Onwuegbuzie & Leech, 2007). This sampling method is easy to use and low in cost (Cohen & Crabtree, 2008), which are desirable aspects for the purpose of this study. In snowball sampling, the researchers own network was used to get in touch with appropriate participants (Onwuegbuzie & Leech, 2007). Furthermore, the leaders were encouraged to distribute the survey among appropriate participants by addressing their own network. This sampling method fits the purpose of



this research as only a small number of familiar participants are needed to distribute the survey among many more leaders. Therefore, this method is also easy to use, quick, and low in cost (Cohen & Crabtree, 2008). The survey was distributed via LinkedIn, and the personal network of the research team was addressed individually through a private message on LinkedIn. A high response rate was initially ensured by highlighting the reward of a personalized feedback report (see ‘3.3.3 Feedback report’ for a more detailed description). Furthermore, a reminder was sent 2 weeks after the first request to participate and a second reminder was sent 1 week later. With these approaches (i.e., a maximum of two reminders through LinkedIn and in the personal network of the research team), the response rate of 119 participants was achieved within a month.

Of the 119 participants, the leader characteristics included: 65.5% male; the age ranged from 21 to 68 ( $M = 42.4$ ,  $SD = 12.8$ ); and current job tenure as a leader ranged from 3 months to 40 years with a mean of 7.4 years ( $SD = 7.7$ ). The total experience of the leaders ranged from 3 months to 40 years, with a mean of 11.8 years ( $SD = 9.7$ ). The minimum team size to lead was 1, while the maximum team size comprised 350 employees ( $M = 20.7$ ,  $SD = 35.9$ ). In view of the empirical and exploratory aim of this research, generalization of the results among various leaders was considered crucial. Therefore, a cross-sectional method was applied to observe what naturally occurs without affecting the answers to be filled in (Field, 2014). For this purpose, having participants in a broad range of educational backgrounds, from different organizational levels, and with different professional backgrounds is important (e.g., private or public sector, such as: restaurant manager, senior business consultant, principal, or chef). Therefore, retrieving a representative perspective from the population is crucial to be able to generalize the results (Field, 2014). An overview of the demographic information is presented in Table 1.

**Table 1**

Overview of demographic information.

		<i>n</i>	%
Educational background	PhD	5	4.2%
	Master	30	25.2%
	Bachelor	61	51.3%
	Secondary Vocational Education	20	16.8%
	Other (e.g., Post-HBO or additional courses)	3	2.5%
Management level	Operational level	85	71.4%
	Tactical level	9	7.6%
	Strategic level	25	21.0%
Type of organization	Private sector	56	47.1%
	Public sector	40	33.6%
	Other (e.g., healthcare)	23	19.3%

*Note.* The educational background presents the highest degree attained by the participants.

### 3.3 Instrumentation

#### 3.3.1 Self-rating

The survey used in this study measured to what extent 418 personality-descriptive adjectives described the participants' (i.e., leaders') own personality in their role as a leader (see '3.3.2 Survey' for a more detailed description). The adjectives were measured through self-rating, so all leaders indicated to what extent they identified themselves in a certain adjective (e.g., How *assertive* are you as a leader?). Self-rating was used because of its convenience, low cost and efficiency (Taylor, 2014), which are desirable aspects for this study. Self-rating is also considered the most valid assessment method for dimensions that are challenging for others to detect accurately, like emotional dimensions (i.e., worrying or being insincere; Stanton, Brown, Bucher, Balling, & Samuel, 2019). Besides, not being dependent on the availability of the researcher provides the opportunity to examine a larger sample, which is desirable for the factor analysis conducted in this study (see '3.4 Data analysis' for a more detailed description).

#### 3.3.2 Survey

The survey used for this study was designed in Qualtrics and is presented in Appendix 1. The content of the survey originated from an earlier cross-cultural lexical research (i.e., from Israel and The Netherlands). The earlier lexical research performed several steps to reduce over 828,000 lexicons to 3483 adjectives that were extracted from the lexicons (Itai & Wintner, 2008; Keshet, Oreg, Berson, De Vries, & Hoogeboom, 2020). To select the appropriate adjectives for assessing the personality of leaders, five judges indicated whether the 3483 adjectives were familiar and suitable to describe personality. They used a rating scheme divided into: 0 (i.e., unfamiliar adjective or unable to describe personality), 1 (i.e., familiar, but doubts about the ability to describe personality), or 2 (i.e., familiar and able to describe personality). All five judges were able to rate the adjective with 0, 1, or 2 points, which accounts for a sum score between 0 and 10. After the first rating, all the adjectives with a sum rating of 0 (i.e., the sum of all scores from the judges together) were excluded, resulting in 1354 adjectives left to describe personality. Also the adjectives with a sum rating of 1 were removed, which amounted to 542 adjectives. From the remaining 812 adjectives, the 126 adjectives with a sum rating of 9 and 10 were set aside. These 126 adjectives were already considered appropriate for describing personality. Subsequently, the five judges reconsidered the appropriateness of the remaining 686 adjectives and, on second thought, rated 310 adjectives as inappropriate to describe personality. The remaining 375 adjectives were added to the previously mentioned 126 adjectives. In addition, 42 prototypical adjectives that are related to leaders' personality according to leadership research were added (Deal & Stevenson, 1998; Epitropaki & Martin, 2004; Lord, Foti, & De Vader, 1984; Offermann et al., 1994; Schein, 1973; Schyns & Schilling, 2011; Sy, 2010). That results in a total of 543 adjectives so far.

In the following step, the 543 adjectives were rated by 114 new judges to specifically examine which adjectives could be used to characterize effective and ineffective leaders. The new set of judges rated whether the adjectives were able to differentiate between effective leaders, ineffective leaders, effective follower, and ineffective followers. A five-point scale was used, ranging from 1 ('*not at all*') to 5 ('*extremely*'). The 100

most high rated adjectives from every category (i.e., effective leader, ineffective leader, effective follower, ineffective follower) were selected and the duplicate adjectives (i.e., adjectives that appeared in more than one list) were removed. This resulted in 265 adjectives that were rated appropriate to describe the personality of leaders. Then, 128 Dutch adjectives from a parallel study and 52 unique Dutch adjectives were added. Finally, 27 Herew adjectives were excluded, which resulted in a final list of 418 adjectives to be included in the survey.

When the design of the survey was completed, the ethics commission of the University of Twente was asked for permission to collect the data. After permission, the participants in this study received the online survey through a link via LinkedIn or e-mail. In the beginning of the survey, an introduction with information about the purpose of the survey. Furthermore, the estimated duration and the informed consent was provided to the participants (see Appendix 1 ‘introduction’ for the information regarding the informed consent), which is in compliance with the EU privacy law (Creswell, 2009; Lambrinoudakis, 2018). The participants’ e-mail address was asked for if they wanted to receive a personalized feedback report. However, the introduction text made clear that participating anonymous was also possible. Then, the 418 adjectives were presented by using the general question: “How ... are you as a leader?”. Examples of included adjectives were: ‘responsible’, ‘insecure’, ‘unstable’, and ‘strict’. The participants (i.e., leaders) were asked to perform a self-rating, which assessed to what extent they identified themselves with an adjective (e.g., How *responsible* are you as a leader?), ranging in five-point scale from ‘*totally agree*’ (5) to ‘*totally disagree*’ (1).

### 3.3.3 Feedback report

The feedback report was offered (on a voluntary basis) to reward leaders that invested their time to complete the survey. If the participant was interested, a report with information regarding their own scores and additional information about qualities and challenges of the Big Five dimensions was provided. The report was only made when the participant indicated that he/she wanted to receive the report and provided an e-mail address in the survey.

In the beginning of the feedback report was explained what the participant was going to read and how the information should be interpreted. A general description of the five personality dimensions of the Big Five was given and the individual scores were presented as percentages. RStudio was used to transform the measured five-point scale into percentages ranging from 0% up to 100%. In addition, the average percentages of the obtained data was calculated per dimension, using the data of all leaders together. These averages were presented in a Table 1 in the feedback report (see Appendix 2). Subsequently, the participant was able to compare their own score with the average of all leaders to indicate whether their percentage was below average, on average, or above average. The average represented to what extent leaders in general possessed a certain personality dimension from the Big Five. Individual scores indicated whether the leader had more qualities (i.e., by means of a high score; above average) or more challenges (i.e., by means of a low score; below average) regarding a certain dimension. In addition, the leader was able to learn more about what these qualities and challenges entail. For example, someone’s individual score indicates a match of 79% with the

personality dimension ‘agreeableness’. In comparison with the average score of all leaders (i.e., 81-87%; see Appendix 2), the individual score implies that the percentage is a bit below the average. The leader can study the additional information about the challenges he/she possibly faces to become aware of them. In the additional information is stated that: “Leaders with the ‘agreeableness’ personality characteristics are open to helping people and perform well in interpersonal relationships. They are cooperative, gentle, friendly and avoid conflicts. However, these types of leaders will not quickly make difficult, innovative decisions that can lead to resistance.”

At the end of the report was mentioned that leaders might not completely identify themselves with the stated literature. Given that the percentages were only based on the self-rating survey without any additional measures such as observations or dialogues, the obtained data might differ slightly from reality. The report ended with a thank-you note and the reference list of the used literature on which the descriptions of the personality factors were based. All participants received their feedback report within three days after participating in the survey. See Appendix 2 for an example of the personalized feedback report.

### 3.4 Data analysis

To be able to distinguish a certain amount of factors that can identify the contextualized personality dimensions, an Exploratory Factor Analysis (EFA) was conducted ( $n = 119$ ) using SPSS statistics version 25. An EFA is useful to examine latent variables (i.e., constructs that cannot be measured directly, like personality), because the analysis identifies clusters of variables (i.e., the so-called ‘factors’; Field, 2014). The EFA attempts to explain the maximum amount of common variance using the smallest number of factors (Field, 2014). In the current study, this implies that the maximum amount of items are explained in the smallest number of personality dimensions (i.e., the factors). After conducting the EFA, a Principal Component Analysis (PCA) was performed to determine the number of factors that need to be distinguished by extracting the factors with an Eigenvalue  $\geq 1$  (i.e., based on Keiser-Guttman’s criterion; Ledesma, Valero-Mora, & Macbeth, 2015; Matsunaga, 2010). PCA is a suitable extraction method for data reduction, because the PCA constructs factors with the largest amount of total variance in the data and each following factor explains the largest amount of remaining variance while remaining uncorrelated (Cangelosi & Goriely, 2007; Roberson III, Elliott, Chang, & Hill, 2014). However, not all factors need to be retained because a PCA can construct an unnecessary large number of factors (Field, 2014). Therefore, extracting the appropriate number of factors for the contextualized leadership personality model is important.

A method to determine validity and reduce the number of factors is to examine the scree plot (Ledesma et al., 2015). The scree plot method is especially suitable for determining the correct number of factors (Nagarkar, Gadhave, & Kulkarni, 2014). The point where the curve of the scree plot changes (i.e., the so-called ‘break’ or ‘elbow’) indicates how many factors need to be retained (Yong & Pearce, 2013). However, Owen and Wang (2016) state that the break will not necessarily indicate the optimal number of factors, since also some weak factors can be deemed useful. Furthermore, Yong and Pearce (2013) add that the scree plot is more reliable with a sample size of  $\geq 200$ . Therefore, an additional parallel analysis is

conducted. The parallel analysis is considered a suitable method for confirming the outcome of the scree plot as it improves the validity of the scree plot (Kanyongo & Schreiber, 2009; Ledesma et al., 2015).

Subsequently, a rotation method was applied to ensure the best fit for each item. Field (2014) distinguishes two rotation methods: oblique rotation and orthogonal rotation. Oblique rotation is appropriate for factors that are allowed to correlate, and orthogonal rotation is used to rotate factors while keeping them unrelated (Field, 2014). The correlation matrix of the data from this study shows that most of the items correlate  $\leq 0.32$ , which is a criterion for using the unrelated rotation method (Brown, 2009). Therefore, an orthogonal varimax rotation is used, which ensures that all factors remain independent (Field, 2014). In addition, varimax attempts to maximize the dispersion of loadings within factors (Field, 2014). The varimax rotation causes the large loadings on a factor to become higher while the small loadings become lower, which results in more interpretable clusters of factors (Panaretos, Tzavelas, Vamvakari, & Panagiotakos, 2019). Therefore, the orthogonal rotation fits this study best as the personality dimensions (i.e., factors) are not expected to correlate based on the correlation matrix.

To improve the quality of the factors, it is convenient to consider reducing the amount of items by trimming the items that did not emerged as predicted (Matsunaga, 2010). Items with loadings lower than .30 were not included in the factor analysis, for the reason that studies with a sample size of  $\geq 100$  participants, the loading of  $\geq .30$  can be considered significant (Brown, 2009). Subsequently, the factor loadings and explained variances of each factor was determined, which provides the opportunity to select the best fitted factor structure for leaders' personality.

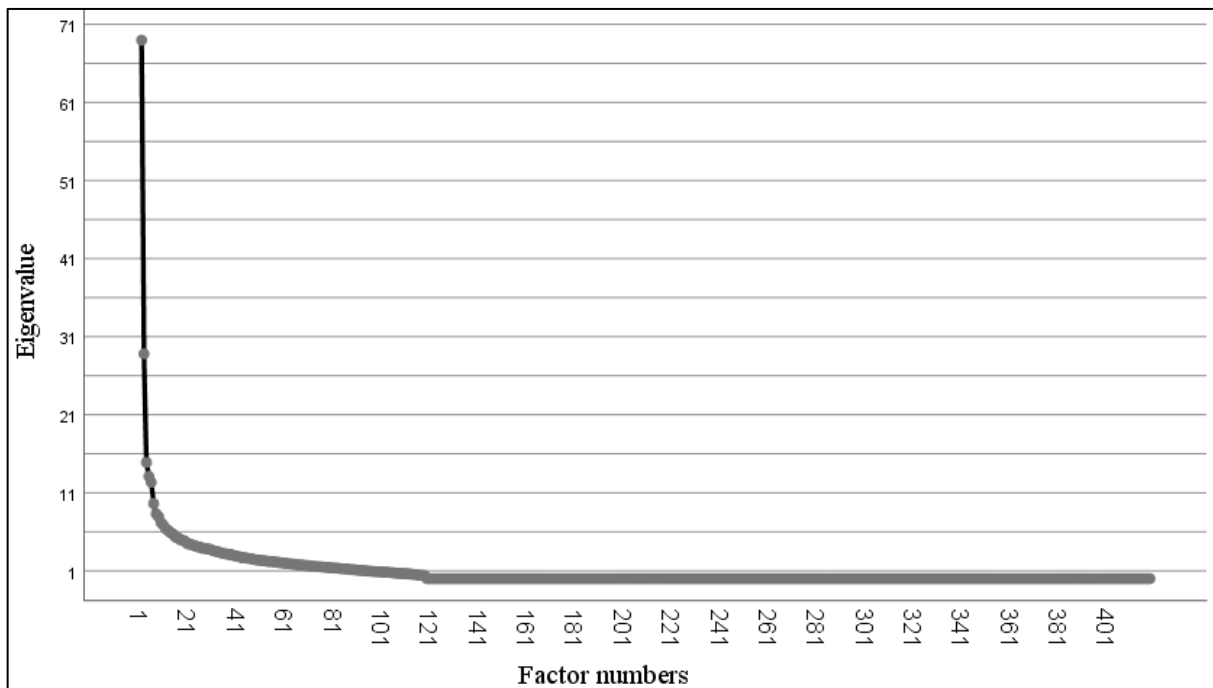
## 4. Results

### 4.1 Factor identification

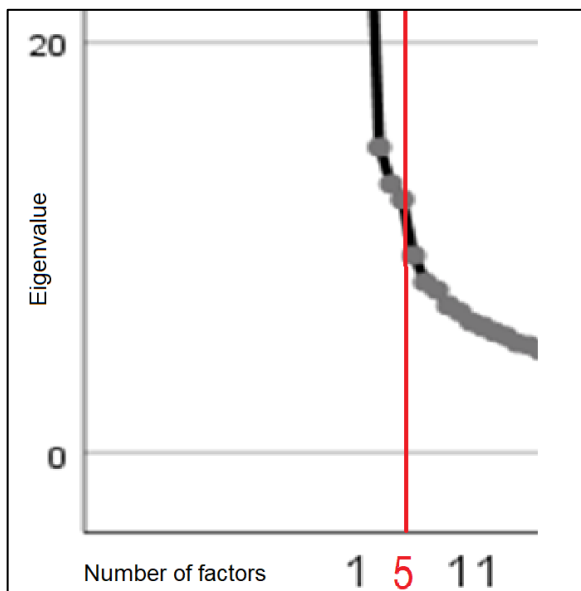
The results of the Principal Component Analysis (PCA) on 418 adjectives ( $n = 119$ ) showed that 93 factors had an Eigenvalue over Keiser-Guttman's criterion of  $\geq 1$  (Matsunaga, 2010), which accounted for 95.71% of the explained variance. However, Matsunaga (2010) states that relying on the Keiser-Guttman criterion (i.e., an Eigenvalue of  $\geq 1$ ) is not always advisable due to the trend that this criterion is also known for its inaccurate results due to the over-extraction of factors. Besides, there is a large difference between these 93 factors that can be distracted in this study and the three, five, or six factors from the well-known Dark Triad, Big Five, and HEXACO personality models. A leadership personality model with 93 factors is construed as impractical and therefore undesirable (Yong & Pearce, 2013).

To reduce the large number of factors, the scree plot was examined to determine at which point the line began to curve and, as a result, to decide on the number of common factors in the data (Kanyongo & Schreiber, 2009). Figure 1 presents the scree plot which shows that the first factor has clearly the biggest Eigenvalue of 68.970, which accounts for 16.50% of the explained variance. The second factor with an Eigenvalue of 28.798 also stands out and explains 6.89% of the variance. The third, fourth and fifth factor have Eigenvalues of 14.890, 13.102 and 12.347, and together with the first two factors they summate to a total of 33.04% explained variance. After the fifth factor, the scree plot shows a slight break. From the sixth

factor downwards, the scree plot shows that the factors appear in succession rapidly and form a slope (see Figure 2). Therefore, a five-factor structure is considered for the leadership personality model.



**Figure 1.** Scree plot of the Principle Component Analysis.



**Figure 2.** Closeup of the scree plot of the Principle Component Analysis, visible from the third factor.

However, Roberson III et al. (2014) stated that combining multiple techniques (e.g., a scree plot and parallel analysis) is recommended when determining the appropriate amount of factors. Considering the prerequisite of  $n > 200$  for a reliable scree plot analysis and the fact that this study has 119 participants, it was recommended to perform an additional parallel analysis to confirm the stated structure of five factors. In a

parallel analysis, parallel data is generated, which is an artificial dataset (Matsunaga, 2010). The artificial dataset contains the same number of variables as the original data, but all these variables are random (Matsunaga, 2010). With parallel data, the Eigenvalues per factor are computed, which is usually repeated 500-1000 times (Matsunaga, 2010). The average of the recorded Eigenvalues from the parallel analysis are compared to the Eigenvalues from the original data. Factors can be omitted as soon as the Eigenvalues of the real data are lower than the Eigenvalues of the parallel analysis (Roberson III et al., 2014). The parallel analysis complements the scree plot, because the scree plot only relies on a subjective interpretation by looking at the slope and its breakpoint (Matsunaga, 2010). The parallel analysis adds to the subjective analysis by producing statistically objective results (Matsunaga, 2010). Therefore, researchers state that the scree plot is a suitable method, but recommendations are to only use the scree plot in combination with the parallel analysis (Hayton, Allen, & Scarpello, 2004). The parallel analysis conducted in this study is executed with an artificial dataset with 1000 permutations and confidence interval of 95%, and showed estimated Eigenvalues that could be compared to the Eigenvalues of the data from this study. The results of the parallel analysis showed that 10 factors should be distinguished, as the Eigenvalue of the eleventh factor of this study (6.389) was below the Eigenvalue of the eleventh factor in the parallel analysis (6.498).

There is a large difference between the five factors that can be distinguished on the basis of the scree plot and the ten factors that can be distinguished on the basis of the parallel analysis. Therefore, it is desirable to analyse which item correlates to which factor in order to see whether there is any overlap in the content of the factors (Mathieu, Luciano, D’Innocenzo, Klock, & LePine, 2020). Examining the content of an item is called ‘content validity’ and is defined as “the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose” (Haynes, Richard, & Kubany, 1995, p. 238). To clarify, content validity ensures that the items are relevant to, and representative for the factor they belong to (Mathieu et al., 2020). Therefore, a satisfactory content validity equals a satisfactory meaningfulness of the factors. After examining the content of the specific items and in consultation with leadership experts, the conclusion has been made that the five-factor structure fits best<sup>2</sup>. In the following section, the results from the analysis of the content of the current items for a five factor is discussed.

The analysis showed that already 365 items were included with a factor loading above .30 in the five factor model. Eventhough 25 items showed a higher factor loading in higher-factor models (i.e., factor six up to and including ten), they also loaded above .30 with one of the first five factors. For example, the item ‘lazy’ loaded with .36 to factor one and with -.37 to factor seven. As the results showed a minimal difference in loading between the factors within one item ( $M_{\text{difference}} = 0.05$ ), it was stated that these 25 items were also well represented in one of the first five factors. Then, the 25 items were examined to consider which factor these

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<sup>2</sup> Appendix 3 presents the highest loading items (i.e., with a maximum of 15 items per factor) of the five- and ten-factor structure. When comparing these results is shown that the content validity is better achieved for a five-factor structure than for a ten-factor structure. For example, the fourth factor of the ten-factor structure shows a high score on organized (.52) and disorganised (.40). Another example is that the ninth factor shows the items fair (.46) and in control (-.34), which is not considered a valid factor due to the variety of content.



fitted to, based on their content (i.e., content validity). The research team indicated that all items could be rearranged in one of the first five factors. Resulting in 18 items to be correlated above .30 and not be represented in one of the first five factors. However, based on the combination of the break in the scree plot and parallel analysis, the manual content analysis of the items and consultations with experts, the definite choice was made to extract five factors.

For the five-factor structure, the extraction communality value per item was examined. The communality score estimates the variance of the assessed items that is accounted for by a common factor (Yong & Pearce, 2013). A low communality is undesirable, because a low score would estimate that the item hardly correlates with the factor it should belong to (Yong & Pearce, 2013). Therefore, the communality cut-off score was set on .20 (Child, 2006). As a result, a total of 36 items were not included in the five-factor structure as they did not meet the requirement of a communality score  $\geq .20$ .

After exclusion, an orthogonal rotation method was used to examine the factors while keeping them unrelated (Field, 2014). After running the orthogonal varimax rotation, the items with an insufficient factor loading (i.e.,  $\leq .30$ ; Brown, 2009) were also not included in the five-factor structure (i.e., 30 items). Finally, two more items were excluded from the factor structure to improve the reliability of the factor, which is explained in section 4.2. The final list therefore contained a total of 350 items, which were presented in a five factor solution. The Eigenvalues of the five factor solution after rotation is presented in Table 2. The varimax rotation causes the distribution of the percentage of explained total variance to change, as the factor loadings change (Osborne, 2014). This implies that the summated percentages of explained variance for the five-factor structure does not change, but the distribution of the percentages in the five-factor structure does change due to rotation.

Given that a change occurs due to rotation, specifically the rotated data is presented in the Rotation Sums of Squared Loadings. Table 2 shows that the five factors account for 33.04% explained variance. A higher percentage of total variance explained indicates more information is included (i.e., there is less information loss; IBM Knowledge Centre, 2020; Van Liew, Santoro, Edwards, Kang, & Cronan, 2016). Therefore, the 33.04% in this study is considered a bit low. An explained variance should desirably have a percentage of  $\geq 50.00$  (Nebel-Schwalm & Davis III, 2011). However, to be able to meet the requirement of  $\geq 50\%$ , a total of 16 factors need to be distinguished, which is in conflict with the scree plot and parallel analysis. Therefore, the variance of 33.04% is accepted for the factor analysis. The Eigenvalues, percentages of total variance explained and cumulative percentages of the factors with varimax rotation are presented in Table 2. The five factors were after consultation with experts labelled as: destructive, intellect / competence, human orientated, proactive / powerful, and instrumental.



**Table 2**

Eigenvalues, percentage of the total variance explained and cumulative percentages of the Rotated Sums of Squared loadings.

Factor	Rotation Squared loadings		
	Eigenvalue	% of the total variance explained	Cumulative %
1. Destructive	55.511	13.28	13.28
2. Intellect / Competence	25.623	6.13	19.41
3. Human orientated	23.373	5.59	25.00
4. Proactive / Powerful	18.920	4.53	29.53
5. Instrumental	14.681	3.51	33.04

Furthermore, the five factors with the 15 highest loading items per factor are presented in Table 3. All factors meet the requirement of having at least three strong loading items (i.e.,  $\geq .50$ ) per factor (Costello & Osborne, 2005). The complete overview of the 350 items with factor loadings is set out in Appendix 4.

**Table 3**

Highest Factor Loadings resulting from a Principal Component Analysis using Orthogonal Varimax Rotation

Destructive		Intellect/ Competence		Human orientated		Proactive / Powerful		Instrumental	
Fatalistic	.70	Effective	.60	Lovable	.65	Inspiring	.66	Complicated	.52
Ridiculous	.70	Insecure	-.59	Attentive	.60	Brave	.65	Spirited	.51
Envious	.69	Organized	.57	Cordial	.60	Enterprising	.59	Inventive	.51
Narcissistic	.68	Decisive	.57	Caring	.59	Unique	.57	Dedicated	.47
Boastful	.67	Hesitant	-.55	Supportive	.59	Powerful	.53	Zealous	.44
Tyrannical	.66	Efficient	.55	Friendly	.59	Creative	.52	Encouraging	.44
Bragging	.66	Naïve	-.55	Merry	.58	Extreme	.52	Cognitive	.43
Despicable	.66	Consistent	.54	Sociable	.58	Premium	.52	Participative	.41
Agonizing	.66	Guiding	.54	Kindhearted	.57	Confident	.50	Initiating	.40
Pompous	.65	Controlled	.53	Assistive	.57	Energetic	.48	On the ball	.39
Jealous	.65	Confused	-.53	Faithful	.57	Innovative	.48	Humane	.39
Indifferent	.65	Productive	.52	Sympathetic	.57	Possessed	.48	Moral	.39
Bitter	.65	Absent-minded	-.52	Comfortable	.56	Influential	.48	Virtuous	.38
Hot-blooded	.64	Stable	.51	Enthusiastic	.54	Versatile	.47	Inscrutable	.38
Asocial	.64	Persuasive	.51	Kind	.53	Cautious	-.47	Sane	.38

*Note.* From the 350 items, only the 15 highest loading items per factor are presented ( $n = 119$ ).

Taken together, study 1 aimed to answer the following research question: Which personality dimensions should be taken into account to arrive at a contextualized personality model for leaders using a lexical approach? This question can be answered with the five-factor structure for the contextualized personality dimensions for leaders, which were labelled as: destructive, intellect / competence, human orientated, proactive / powerful and instrumental.

#### 4.2 Factor reliability

Since the five-factor structure and thus also the contextualized personality dimensions of leaders are identified, examining the reliability of the factors is important. To be able to do so, Cronbach's Alpha was calculated for the five factors as Cronbach's  $\alpha$  fits ratio items best (see Table 4; Babbie, 2018). The reliability of each factor is:  $\alpha = .98$  for destructive with 179 items,  $\alpha = .73$  for intellect / competence with 59 items<sup>3</sup>,  $\alpha = .94$  for human orientated with 50 items,  $\alpha = .89$  for proactive / powerful with 45 items, and  $\alpha = .83$  for instrumental with 17 items. A reliability above .70 is considered 'good', so all factors are shown to be significant reliable (Osborn, 2014). Also, the correlation between the factors is examined and presented in Table 4. Shown is that some factors are correlated with each other with  $p < .01$ .

**Table 4**

Reliability and correlation of the contextualized personality dimensions of leaders.

Dimensions	Destructive	Intellect / Competence	Human orientated	Proactive / Powerful	Instrumental
Destructive	(.98)				
Intellect / Competence	.04	(.73)			
Human orientated	-.42**	.48**	(.94)		
Proactive / Powerful	.10	.48**	.42**	(.89)	
Instrumental	-.02	.51**	.30**	.52**	(.83)

\*  $p < .05$

\*\*  $p < .01$

Concluding, the first study resulted in a contextualized five-factor personality model for assessing the personality of leaders. The contextualized five-factor model (i.e., destructive, intellect / competence, human orientated, proactive / powerful, and instrumental) is used in the second study to examine the predictive validity of the five contextualized personality dimensions to assess effective leadership.

<sup>3</sup> Initially, intellect / competence had an  $\alpha = .69$  for with 61 items. Given that an alpha below .70 is undesirable (Osborn, 2014), all items were examined to consider their meaningfulness for the factor. Therefore, 'indecisive' and 'single-minded' were excluded from the factor. This caused the factor to improve its reliability from  $\alpha = .69$  to  $\alpha = .73$ .

## Study 2

### 5. Theoretical framework

Five contextualized personality dimensions for specifically assessing leaders' personality in a work context were identified using a lexical approach in the first study. In this second study, the predictive validity of these five personality dimensions to assess effective leadership is examined. The predictive validity implies the insight into how these five contextualized personality dimensions are associated with the effectiveness of the leader in the work context. This study examines the variable effectiveness of leaders' personality, because effective leadership is likely to be influenced by a leader's personality and highly important for someone in a leading position (Raisienè, et al., 2018). Effective leadership is considered the key aspect of a leader's personality that influences outcomes for which leaders are responsible in their position (Madanchian et al., 2017). Therefore, knowledge about the predictive validity of the contextualized personality dimensions that are associated with effective leadership has especially major practical purposes. Many researchers underline the importance of effective leadership and therefore try to expand the knowledge about what personality traits effective leaders possess (e.g., Parr et al., 2016). However, multiple studies show various results in personality traits that are likely to be associated with effective leadership. These various results imply that the knowledge about effective leaders' personality traits is not yet complete. Taken together, knowledge about the predictive validity of effective leadership is important for both theoretical and practical purposes. Therefore, this second study examines whether the contextualized personality dimensions for leaders are associated with effective leadership.

#### 5.1 Leadership effectiveness

Multiple studies show that for leaders to be considered successful in their work, effectiveness is a crucial aspect in their personality (e.g., Madanchian et al., 2017; Weinberger, 2009). Overall, leadership effectiveness is defined as "the leader's ability to effectively influence followers and other organizational stakeholders to complete the goals of the organization." (Madanchian et al., 2017, p. 1045), which is considered to be a widely accepted definition (Yukl, 2008). Effective leaders are shown to be able to motivate a group of employees to perform better and can therefore positively influence organizational outcomes (Deinert, Homan, Boer, Voelpel, & Gutermann, 2015; Madanchian et al., 2017). In particular, effective leaders communicate a clear strategy and vision, as well as powerful ideas that are important to move employees to ignite their passion for their work and therefore inspire them (Weinberger, 2009). Deluga (2001) states that effective leadership can be predicted by extracting various personality dimensions (e.g., personality dimensions like 'Machiavellianism'). In the past decades, many studies already devoted a lot of attention to identifying the personality dimensions that are predictors of leadership effectiveness (e.g., Andersen, 2006; Parr et al., 2016). Given that some of the general personality dimensions are shown to be predictors of effective leadership (e.g., extraversion; De Vries, 2012), this study continues that research by examining the predictive validity for the five contextualized personality traits that are distracted from study 1 (i.e., destructive, intellect / competence, human orientated, proactive / powerful, instrumental). The research

question answered in the second study is: Which contextualized personality dimensions (derived from study 1) are associated with effective leadership?

### **5.2 The contextualized five factor personality model correlated for leaders and effective leadership**

#### *Destructive*

Leaders often show some kind of destructiveness in their personality (Jonason, Slomski & Partyka, 2012). The in study 1 created contextualized dimension destructive has been defined by examination of the content as personality traits that share common malevolent features. In view of these malevolent features, this dimension is closely associated with the traits of the Dark Triad. Especially Machiavellianism is somewhat similar to the contextualized destructive dimension, as they both emphasize a depersonalized approach, employ deceitful interpersonal tactics, and build their power only to protect individual interests (Deluga, 2001). However, the contextualized personality trait destructive is broader compared to Machiavellianism, as the contextualized destructive dimension also captures aspects of narcissism (i.e., being disparaging), psychopathy (i.e., being rash), and other malevolent features, like being aggressive and schizophrenic. Other research on malevolent personality traits labelled the malevolent traits as ‘destructive leadership’, which is defined as “volitional behavior by a leader that can harm or intends to harm a leader’s organization and/or followers by (a) encouraging followers to pursue goals that contravene the legitimate interests of the organization and/or (b) employing a leadership style that involves the use of harmful methods of influence with followers, regardless of justifications for such behavior.” (Krasikova et al., 2013, p. 1310). The contextualized personality dimension destructive is somewhat similar to destructive leadership as they both cover harmful personality traits, like being aggressive, selfish and egoistic. Destructive leadership also takes the context of the leaders’ position into account (Krasikova et al., 2013), just like the contextualized personality dimension destructive. However, the contextualized personality dimension destructive is more specified due to its focus on personality traits of leaders. In contrast to the contextualized destructive dimension, destructive leadership also takes destructive behaviour and the use of destructive methods into account. Given that the contextualized personality dimension destructive is more specific than destructive leadership and broader than Machiavellianism, the contextualized destructive dimension adds to the knowledge about the malevolent features of leaders’ personality. Nevertheless, the conceptual comparison between the existing destructive dimensions (i.e., from the Dark Triad and destructive leadership) and the contextualized personality dimension destructive shows that there are many similarities. Therefore, it is expected that leaders who score high on the Dark Triad (i.e., Machiavellianism) or destructive leadership will focus on praising themselves and bringing others down, which implies that such a leader will also score high on the resembling contextualized personality dimension destructive.

It is important to realise that leaders who score high on the contextualized personality dimension destructive concentrate on self-interest and protecting their own ego. Those contextualized destructive leaders emphasize their individual goals over the interest of others, even if it is at the expense of others. In addition, leaders with a high score on the contextualized dimension destructive, maintain an unsatisfactory relationship

with others. This unsatisfying relationship stems from the trend that leaders with a destructive personality use harmful methods (e.g., aggression) to influence others, regardless of justifications for their personality (Krasikova et al., 2013). However, effective leadership should be focused on the collective good by sharing power with others (e.g., in organizations; Ford & Ismail, 2006). With the collective good in mind, effective leaders interact in such a way that it enhances the interpersonal relationship between leaders and others (Do & Minbashian, 2020). Effective leaders are supposed to have positive interactions with others and are able to stimulate people to accomplish certain goals or changes (Do & Minbashian, 2020). Being able to influence others in order to complete organizational goals is considered a key element for leadership effectiveness (Madanchian et al., 2017). Given the insights into the contradiction between effective leadership and the personality traits that fit the contextualized destructive dimension, it is hypothesized that leaders with a high score on the contextualized destructive dimension have an inherent harmful nature, which leads to lower effective leadership.

Hypothesis 1: The contextualized personality dimension destructive is negatively related with effective leadership.

### *Intellect / competence*

The in study 1 created contextualized dimension intellect / competence has been defined through examination of the content as personality traits that are associated with a high degree of critical analytical reasoning, and the ability to know and do things at a satisfactorily level. These ‘things’ imply for example, knowledge about the context in which the leader works or the processes that are being performed; skills, such as coaching and mentoring; and abilities, such as negotiating and persuading. Much earlier research showed that intellect is an important aspect of a leader’s personality and current research still emphasized this importance (Cavaness et al., 2020; Saucier & Goldberg, 1996). Leaders’ intellect is in previous research defined as being able to learn and reason critically and the need to be intelligent and well informed (Bono & Judge, 2004; Do & Minbashian, 2020). The contextualized personality dimension intellect / competence is somewhat similar to intellect of earlier research. Both personality dimensions emphasize the importance of a sufficient cognition in order to critically analysing situations and the ability to improve that intellect by learning. This is reflected in the contextualized personality dimension as being well informed, judicious and critical. Competence as an aspect of a leader’s personality shows to be crucial as leaders competences are “instrumental in the delivery of desired results or outcomes” (Spendlove, 2007, p. 409). Leader competence is in earlier research defined as the skills, knowledge, attitudes and abilities that are needed to fulfil a leader’s position (Spendlove, 2007). The need for a competent leader is reflected in the trend that competent leaders can tackle various aspects (e.g., problems or changes) at work (Lappalainen, 2014). In other words, leaders who score high on the personality dimension competent, “know-what, know-how, know-why, and know-who” (Lappalainen, 2014, p. 3). The contextualized personality dimension intellect / competence is somewhat similar to competence from earlier research as both personality dimensions emphasize the importance of

knowledge, skills and abilities in order to perform the job. This is reflected in the contextualized personality dimension as being capable, good and operative.

However, there are also differences between the content of the contextualized personality dimension intellect / competence and the separated dimensions intellect and competence from earlier research. In the light of the contextualized personality dimension, intellect / competence captures both personality dimensions of earlier research (i.e., intellect and competence) in one dimension. This amalgamation implies that the leaders' ability to critically analyse, their cognition and ability to learn (i.e., the contextualized dimension aspect intellect) and the ability to use that knowledge and skills consecutively (i.e., the contextualized dimension aspect competence) is conceptually measured in one contextualized personality dimension. Therefore can be stated that the personality traits belonging to the contextualized dimension intellect / competence (e.g., being critical, judicious and guiding) are shown to be inextricably linked in a leader's personality. As a result, the intellect and competence of a leader's personality can be seen as a prerequisite for each other. Another key difference is that the content of the contextualized personality dimension is broader than the content of intellect and competence of earlier research. The contextualized personality dimension intellect / competences captures personality traits that are applicable for all kinds of leaders (e.g., in public sector as well as in private sector). This broad approach is different from most of the previous research into the intellect and competent personality of leaders. Most of the previous research specified their study into a specific type of leader (e.g., project managers) or specific sector to lead in (e.g., the police). Given that the contextualized personality dimension intellect / competence is more broad than the specified intellect and competent personality dimensions from earlier research, the contextualized intellect / competence dimension adds to the knowledge about the importance for various leaders to have knowledge, skills and the ability to analyse critically. Nevertheless, the conceptual comparison between the existing intellect and competence dimensions and the contextualized intellect / competence dimension shows that there are many similarities. Therefore, it is expected that leaders who score high on intellect and competence, will focus on critically analysing, knowledge, skills and abilities, which implies that such a leader will also score high on the resembling contextualized personality dimension intellect / competence.

It is important to realise that leaders who score high on the contextualized personality dimension intellect / competence concentrate on abilities and skills in order to improve important outcomes (e.g., for the organization they work in). Those leaders are self-aware of their own opportunities to improve their knowledge, skills and abilities and subsequently improve others. Research shows that effective leaders are also focussing on their capabilities, knowledge and skills (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). In addition, Chiniara & Bentein (2016) highlight that individuals in a leading position need to be competent in order to become an effective leader. Without certain skills and knowledge it is stated that leaders cannot be effective (Antonakis & House, 2014). Also Parr et al. (2016) state that being well-informed before making decisions contributes to effective leadership, which is part of the contextualized dimension intellect / competence. Finally, Bartone, Eid, Johnsen, Laberg, and Snook (2009) described the general profile of an effective leader as someone who is competent, committed, conscientious and persistent. This general profile

captures all the aspects that belong to the contextualized personality dimension intellect / competence. Therefore, it is hypothesized that leaders with a high score on the contextualized dimension intellect / competence are intelligent, skilled and goal-orientated which leads to a higher effective leadership.

Hypothesis 2: The contextualized personality dimension intellect / competence is positively related with effective leadership.

### *Human orientated*

The importance of interpersonal skills such as tact, empathy and social skills as aspects of leaders' personality are emphasized by many researchers (e.g., Riggio & Reichard, 2008). These skills are also represented in the contextualized personality dimension human orientated. The in study 1 created contextualized dimension human orientated has been defined by examination of the content as a set of personality traits that focus on having a positive attitude towards people and having pleasant interpersonal work relationships. Earlier research captures these interpersonal and social skills in the personality dimension 'agreeableness' from the Big Five (Deinert et al., 2015). The study describes that "agreeable leaders are friendly, kind, and want the best for their followers" (Deinert et al., 2015, p. 1098). Leaders who score high on agreeableness are considered supportive, trusting and well-intentioned (Giluk, 2009). As a result, leaders who are liked by others will have more influence on performance and processes than leaders who are disliked (Deinert et al., 2015). The contextualized personality dimension human orientated is somewhat similar to agreeableness as both personality dimensions cover the social aspect and importance of being liked while functioning in a leading position. This is reflected in the contextualized personality dimension as: cordial, assistive and collegial. However, the contextualized personality dimension human orientated is more specified in scope than agreeableness. Human orientated only covers personality traits that are associated with a positive attitude towards others and being liked as a leader. In addition, human orientated highlights the active attitude of leaders with personality aspects like lively, cheerful and sprightly. This is different in agreeableness as that personality dimension captures the 'wait-and-see' personality aspects, like being passive (Judge et al., 2002). Furthermore, the personality dimension agreeableness is not developed in context, which also makes the findings from agreeableness more general than the findings from the specified contextualized personality dimension human orientated. Nevertheless, the conceptual comparison between agreeableness from the Big Five and the contextualized human orientated dimension shows that there are many similarities. Therefore, it is expected that leaders who score high on agreeableness focus on pleasant social relationships and a positive attitude, which implies that such a leader will also score high on the resembling contextualized personality dimension human orientated.

To emphasize, contextualized human orientated leaders are concentrated on their social skills in the workplace. These social skills are shown to be of paramount importance for effective leadership (Riggio & Reichard, 2008). Effective leaders foster positive attitudes in the workplace in order to create an atmosphere in which others (e.g., employees) can contribute to desired outcomes. Furthermore, effective leaders are able to impact others in favour of the workplace (Deinert et al., 2015). To be able to impact others, a leader's



personality should be considered friendly and likable, with are key aspects in the contextualized personality dimension human oriented. Furthermore, research shows that an impact from an effective leader is more likely to succeed when the personality scores high on agreeableness, because people (e.g., employees) are more likely to accept the effective leaders with positive social skills as a role model (Deinert et al., 2015). In conclusion, a pleasant positive interpersonal relationship at work is shown to be important for leaders to be effective (Deinert et al., 2015). Leaders who score high on the contextualized personality dimension human orientated are concentrating on attaining and maintaining that positive relationship in the workplace. Therefore, it is hypothesized that leaders who score high on the contextualized dimension human orientated will also score high on effective leadership.

Hypothesis 3: The contextualized personality dimension human orientated is positively related with effective leadership.

### *Proactive / powerful*

The in study 1 created contextualized dimension proactive / powerful has been defined by examination of the content as the leadership personality traits that are associated with being inspiring, progressive and charismatic as a leader, and exerting influence on others. Being proactive is an important qualification for attaining a leader's position and having power is inherently related to the leaderships position, which is therefore examined extensively (Voyer & McIntosh, 2012; Zhang, Whang, & Shi, 2012). A proactive personality is in earlier research defined as "the enduring behavioral tendency of people to take action to influence their environment" (Zhang et al., 2012, p. 111). In addition, Zhang et al. (2012) state that leaders with a proactive personality try to improve circumstances by showing initiative, identifying opportunities and taking action in order to achieve common goals. The contextualized personality dimension proactive / powerful is somewhat similar to proactivity of earlier research as both personality dimensions emphasize that a leader's personality must be active in order to seize changes and opportunities. This is reflected in the contextualized personality dimension as being progressive, enterprising and energetic. A powerful leader's personality shows to be crucial for leaders' personality as it enables them to execute initiatives (Huang, Lee, & Tsai, 2019). Powerful leadership is in earlier research defined as the capacity of leaders to exert their will (Huang et al., 2019). That power is reflected in the trend that leaders can alter initiatives and outcomes by influencing others (Huang et al., 2019). The contextualized personality dimension proactive / powerful is somewhat similar to powerful from earlier research as both personality dimensions emphasize the power which a leader can have to affect others. This is reflected in the contextualized personality dimension as being influential, confident, and defiant.

However, there are also differences between the content of the contextualized personality dimension proactive / powerful and the separated dimensions proactive and powerful from earlier research. To begin with, the contextualized personality dimension proactive / powerful captures both personality dimensions of earlier research (i.e., proactive leadership and powerful leadership) in one dimension. From the composited dimension proactive / powerful can be concluded that the two personality traits (i.e., proactivity and



powerfulness) are inextricably linked in a leader's personality. Therefore, proactivity and powerful can be seen as a prerequisite for each other. Another key point is that the contextualized personality dimension is broader than the dimensions of earlier research. One major reason might be that the contextualized dimension also takes the broad-minded personality of leaders into account. This is reflected in the personality traits, like being creative, refreshing and unique. Nevertheless, the conceptual comparison between the existing proactive leadership and powerful dimensions and the contextualized personality dimension proactive / powerful shows that there are many similarities. Therefore, it is expected that leaders who score high on the existing proactive leadership and powerful dimensions will be able to influence others by inspiring them, which implies that such a leader will also score high on the resembling contextualized personality dimension proactive / powerful.

To underline, leaders who score high on the contextualized personality dimension proactive / powerful concentrate on actively influencing others. Where the proactive side of the leader's personality ensures that initiatives emerge, the powerful side of the leader's personality represents the ability to influence others. Effective leaders show that they concentrate on taking initiative to identify problems in order to solve them by influencing others (Yukl, 2012). Furthermore, powerful leader are able to influence and change others (e.g., employees) and therefore considered more effective. The proactive personality dimension from earlier research is even described as a prerequisite for effective leaders (Collins & Jackson, 2015). Given the insights into the comparison between effective leadership and the personality traits that fit the contextualized personality dimension proactive / powerful, it is hypothesized that leaders with a high score on the contextualized dimension proactive / powerful are able to influence others, which is part of effective leadership.

Hypothesis 4: The contextualized personality dimension proactive / powerful is positively related with effective leadership.

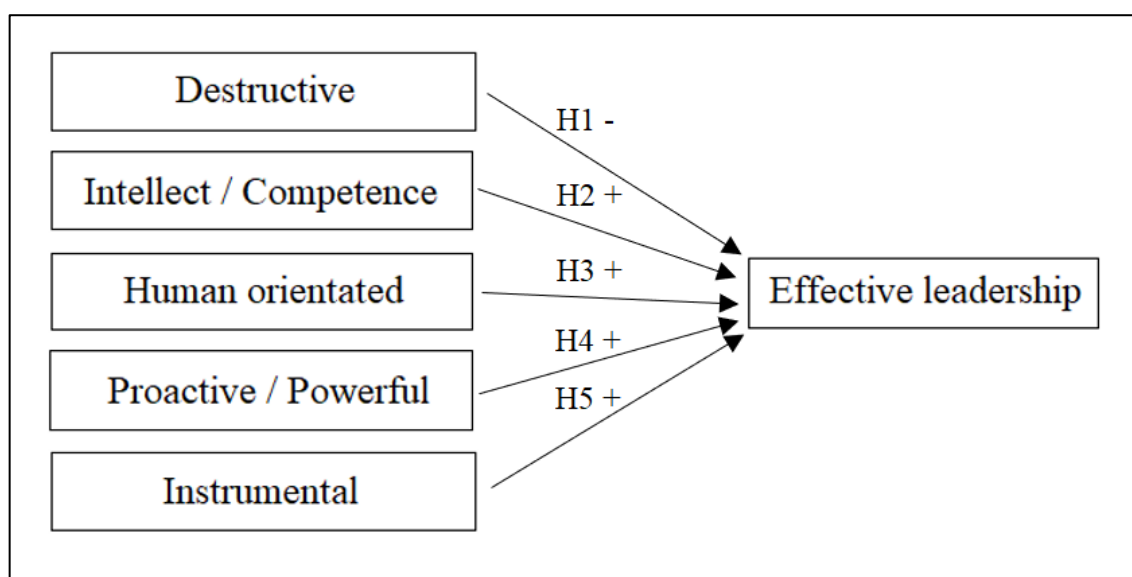
### *Instrumental*

Leaders are considered 'instrumental' for the organization they work in (Antonakis & House, 2014). The in study 1 created contextualized personality dimension instrumental has been defined by examination of the content as personality traits that are associated with facilitating the fulfilment of objectives that are important for an organization. The contextualized dimension instrumental is a broad personality dimension and contains important aspects for the facilitation of important objectives, like: being dedicated, vibrant and encouraging to fulfil the objectives. Earlier research of Antonakis and House (2014) showed that facilitating activities belong to a leader's position and labelled this as instrumental leadership. Instrumental leadership is defined as "a class of leadership representing strategic and work-facilitation functions" (Antonakis & House, 2014, p. 748). The contextualized personality dimension instrumental is somewhat similar to instrumental leadership as both personality dimensions capture the willingness of a leader to ensure that others can perform for the benefit of the organization. This is reflected in the contextualized personality dimension as being spirited, participative and on the ball. However, there are also differences between the contextualized

personality dimension instrumental and instrumental leadership from earlier research (e.g., Antonakis & House, 2014). The contextualized personality dimension is considered more broad as it does not only take the practical side of the facilitation into account (i.e., being dedicated), but also some emotional facilitation aspects, like being virtuous, sane and moral as a successful leader. Therefore, this contextualized personality dimensions adds to the knowledge about more aspects of the instrumental leaders' personality. Nevertheless, the conceptual comparison between the contextualized personality dimension instrumental and the instrumental leadership's personality from earlier research shows that there are many similarities. Therefore, it is expected that leaders who score high on instrumental leadership will be focused on facilitating the fulfilment of important objects or processes, which implies that such a leader will also score high on the contextualized personality dimension instrumental.

To highlight, leaders with a contextualized instrumental personality are focused on facilitating a process, which suggests those leaders are dedicated to make sure that important organizational objectives can be fulfilled. Effective leaders are shown to be concentrating on identifying appropriate goals for an organization and monitoring the outcomes (Antonakis & House, 2014). To be able to achieve the organizational goals, effective leaders need to facilitate the interpersonal and strategic processes (Antonakis & House, 2014). In addition, Yukl (2012) highlights that the essence of effective leadership in organizations is to, among other things, facilitate efforts to accomplish objectives. Given these insights, it is hypothesized that leaders with a high score on the contextualized personality dimension instrumental are dedicated to facilitate everything that is needed to accomplish important objectives, which in turn is associated with higher effective leadership. Figure 3 presents an overview of the stated hypotheses.

Hypothesis 5: The contextualized personality dimension instrumental is positively related with effective leadership.



**Figure 3.** Hypothesis model with expected correlations between the five contextualized personality dimensions and effective leadership.

## 6. Method

The survey used in study 1 is also used in study 2 to assess the predictive validity of the five contextualized personality dimensions on effective leadership. Therefore, the research design as described in section 3.1 and the participants as described in section 3.2 are identical in study 1 and 2. The instruments are nearly identical to section 3.3, only a small addition is described in section 6.1.

### 6.1 Instruments, additional focus on leadership effectiveness

The survey used for both studies consists of 418 items (i.e., adjectives), which is extensively explained in section 3.3. Five contextualized personality dimensions were distinguished from these items (see section 4.1), namely: destructive, intellect / competence, human orientated, proactive / powerful, and instrumental. See section 4.2 for a detailed description of the dimensions. In general, section 4.2 shows the amount of items per dimension, how the items were measured (i.e., on a Likert-type five-point scale), and that the Cronbach's Alpha's of all dimensions were satisfactorily (i.e., above .70). Section 5.1 presents the definition of all five dimensions. To give an indication of what the dimensions present: a sample item of destructive is 'tyrannical', a sample item of intellect / competence is 'consequent', a sample item of human orientated is 'attentive', a sample item of proactive / powerful is 'brave', and a sample item of instrumental is 'zealous'.

Furthermore, the survey contained four items about the leaders own perception of their effectiveness as a leader. The four-item scale was compiled by Gibson, Cooper, and Conger (2009), who captured the overall sense of effective leadership in these four items. A high level of effective leadership implies that a leader ensures that the goals of the organization are satisfactorily achieved (Gibson et al., 2009). These items were also measured a Likert-type five-point scale (i.e., ranging from *totally agree* (5) to *totally disagree* (1)). Sample items are: "I am effective" and "I am a consistent high performing leader". The validated scale, compiled by Gibson et al., 2009, has an Cronbach's alpha of .58<sup>4</sup>.

### 6.2 Data analysis

Pearson's correlation coefficient is conducted to get a first impression of the predictive validity of the five-factor structure on effective leadership (Field, 2014). A correlation analysis is used to identify relationships in data, without presuming causation (Babbie, 2018). Pearson's correlation examines how variables are associated with each other; so, how the contextualized personality dimensions are associated with leader effectivity for this study (Child, 2006). The analysis is also able to determine the strength of an association and whether the association is positive or negative (Kumar & Chong, 2018). To subsequently test the hypotheses, a multiple regression analysis is conducted. The aim of the multiple regression is to predict outcomes by examining the linear combination of multiple predictor variables (Field, 2014). In this study,

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<sup>4</sup> The alpha of .58 for effectiveness in this study is a bit below desirable (Field, 2014). However, the validity of the model was considered appropriate. In addition, Gibson et al. (2009) showed an Cronbach's alpha of .87 in their study, using the four-item scale. Therefore, the four-item scale of Gibson et al. (2009) is considered as appropriate examine effective leadership.

this implies that the multiple regression analysis shows which contextualized personality dimensions can significantly predict effective leadership. A multiple regression analysis is a suitable analysis for this study due to the possibility to fit multiple predictors in one analysis, which subsequently minimizes the change of a Type I error (Lutz & Eckert, 1994).

## 7. Results

The means and standard deviations of the variables in the hypothesized model, as well as the correlation coefficient of effective leadership, are shown in Table 5. The table shows that the personality dimensions intellect / competence ( $r = .530, p < 0.01$ ), proactive / powerful ( $r = .345, p < 0.01$ ), and instrumental ( $r = .210, p < 0.05$ ) are positively significantly correlated with effective leadership.

Table 5  
*Correlation between the contextualized personality dimensions of leaders and leadership effectiveness*

	Correlation coefficient of effective leadership	<i>M</i>	<i>SD</i>
Destructive	.049	1.72	.38
Intellect / Competence	.530**	3.44	.17
Human orientated	.159	4.14	.33
Proactive / Powerful	.345**	3.42	.32
Instrumental	.210*	3.59	.42

\*  $p < .05$

\*\*  $p < .01$

The hypotheses were tested using a multiple regression analysis. No support was found for hypothesis 1, which stated that the contextualized personality dimension destructive is negatively related with effective leadership. Destructive is not significantly associated with effective leadership ( $\beta = -.095, p = .306$ ). The results supported hypothesis 2, which stated that the contextualized personality dimension intellect / competence is positively related with effective leadership. Intellect / competence is significantly associated with effective leadership ( $\beta = .606, p = .001$ ). Support was found for hypothesis 3, which stated that the contextualized personality dimension human orientated is positively related with effective leadership. Human orientated is significantly associated with effective leadership ( $\beta = -.226, p = .039$ ). Hypothesis 4, which stated that the contextualized personality dimension proactive / powerful is positively related with effective leadership, was supported. Proactive / powerful is significantly associated with effective leadership ( $\beta = .241, p = .018$ ). No support was found for hypothesis 5, which stated that the contextualized personality dimension instrumental is positively related with effective leadership. Instrumental is not significantly associated with effective leadership ( $\beta = -.156, p = .109$ ). ANOVA has been used to test the overall fit of the model, which is

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

shown to be significant,  $F(5, 113) = 11.199, p = .001$ . Table 6 presents the results from the standardized beta ( $\beta$ ) per contextualized personality dimension and coefficient of determination ( $R^2$ ).

**Table 6**

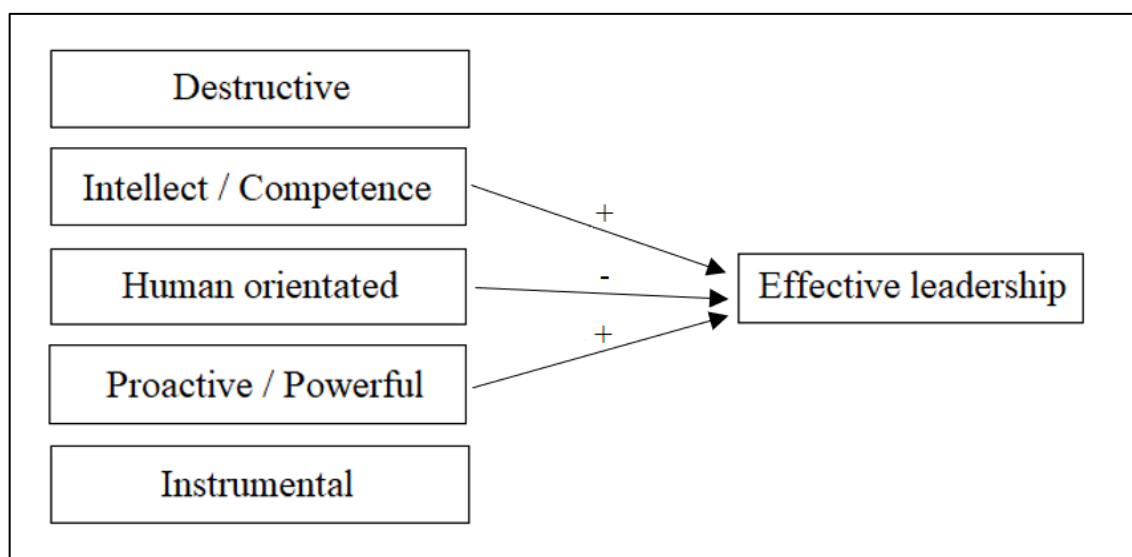
Predictors of effective leadership.

	$\beta$	Overall model
Destructive	-.095	
Intellect / Competence	.606**	
Human orientated	-.226*	
Proactive / Powerful	.241*	
Instrumental	-.156	
$R^2$		.302
$F$		11.199**

\*  $p < .05$

\*\*  $p < .01$

To summarize, the aim of study 2 was to answer the question: Which contextualized personality dimensions (derived from study 1) are associated with effective leadership? The contextualized personality dimensions intellect / competence and proactive / powerful are positively associated with effective leadership. In addition, the contextualized personality dimension human orientated is negatively associated with effective leadership. The contextualized personality dimensions destructive and instrumental are not significantly associated with effective leadership. Figure 4 presents an overview of the contextualized personality dimensions that are shown to be associated with effective leadership.



**Figure 4.** Three contextualized personality dimensions significantly associated with effective leadership.

## 8. Discussion

The purpose of the present study was to specifically taking the context of the leader's position into account to arrive at a contextualized personality model for leaders by using a lexical approach. In addition, the predictive validity of the contextualized personality dimensions regarding effective leadership was examined in the second part of this study. Important to realize is that the current study addressed the need to take context into account when examining leaders' personality. The context in which the leaders' personality is studied is important, because personality is expressed and experienced in various contexts (Kashdan & McKnight, 2011). In addition, whether a leader's personality is linked to effective leadership also depends on the context (Judge et al., 2009). Earlier studies who were interested in examining leaders' personality, used existing personality models like the Big Five, HEXACO, and Dark Triad (Lee & Ashton, 2014). However, a significant limitation of these models is that they do not take context into account. Considering the importance of the context when examining leaders' personality, it is notable that these personality models are extensively used to assess leaders' personality. To overcome that limitation, the current study used a contextualized approach to specifically distinguish personality dimensions that belong to a leaders' personality. By the use of a contextualized approach, a more complete picture of leaders' personality is obtained. In addition, the contextualized approach causes the outcome of the contextualized personality dimensions and predictive validity of these dimensions to be more reliable and valid (Taber, Hartung, Briddick, Briddick, & Reh fuss, 2011). Therefore, the purpose of the first study was to arrive at a contextualized personality model for leaders using a lexical approach, by answering the question: *Which personality dimensions should be taken into account to arrive at a contextualized personality model for leaders using a lexical approach?*

The results of study 1 indicated that five personality dimensions of leaders needed to be distinguished. These results were based on an online survey which used self-rating to examine 418 personality-descriptive adjectives. The data was collected from 119 leaders from various sectors. A principle component analysis with varimax rotation and additional manual content analysis was used to establish the five-factor solution. The five personality dimensions were labelled: destructive, intellect / competence, human orientated, proactive / powerful, and instrumental. Thereupon, the purpose of the second study was to examine whether these five contextualized personality dimension of leaders were related to effective leadership, by answering the question: *Which contextualized personality dimensions (derived from study 1) are able to predict leader effectiveness?* Interestingly, the regression analysis of the five contextualized personality dimensions showed that two out of five dimensions were significantly positively associated with effective leadership (i.e., intellect / competence and proactive / powerful) and one was significantly negatively associated with effective leadership (i.e., human orientated).

In the following paragraphs, the created five contextualized personality dimensions from study 1 are examined. In essence, it is discussed whether the contextualized personality dimensions, in view of the existing literature, are in line with the expectation that a leader has these specific personality traits. In addition, a possible explanation for the association with effective leadership, examined in study 2, is given.

### *Destructive*

The first contextualized personality dimension was labelled destructive. Examination of the contextualized dimension destructive showed that there was overlap with the Dark Triad, especially with the dimension Machiavellianism. The result of this dimension is contrary to the alleged literature from Lee and Ashton (2014) who stated that the negative personality dimensions of the Dark Triad were considered irrelevant due to the introduction of the contrary positive personality dimensions of the HEXACO (i.e., honesty-humility). Therefore, it was not expected that personality traits that form a negative personality dimension would be found. Nevertheless, this study concludes that negative personality traits are actually common personality traits for leaders. In fact, the contextualized personality dimension destructive explains the most variance in the developed contextualized personality model and is therefore considered as the largest personality dimension in the model. This conclusion is in line with the growing interest into the dark side of leadership, especially in the so-called ‘destructive leadership’ (Balwant, Birdi, & Stephan, 2020). The interest in the negative personality traits stems from the trend that initially many researchers only focused on the positive personality dimensions of leaders. However, researchers are increasingly acknowledging that there are also negative sides of leaders’ personality (Itzkovich, Heilbrunn, & Aleksic, 2020). These negative personality dimensions of leaders are increasingly being explored, in which this current study makes a great contribution. In addition, it was hypothesized in study 2 that the contextualized personality dimension destructive would be negatively related to effective leadership. A small negative association was found, which indicated that a high score on the contextualized dimension destructive implies a lower score on effective leadership. This is in line with the literature presented in Chapter 5, in which is stated that contextualized destructive leaders concentrate on self-interests which does not match the focus of effective leaders (Krasikova et al., 2013). Therefore, the negative association between the contextualized dimension destructive and effective leadership can be explained by the trend that contextualized destructive leaders focus on themselves and their own goals instead of others (i.e., employees) and the goals in the workplace as effective leaders would (Do & Minbashian, 2020). However, the regression analysis did not show a significant result. Therefore, it can be concluded that it is not significantly proven that the contextualized dimension destructive is negatively associated with effective leadership. This insignificant result can be due to the small effect size that is found with the data. In order to obtain significant results with a small effect size, a larger sample size is required (Field, 2014).

### *Intellect / competence*

The second contextualized personality dimension was labelled intellect / competence. The conclusion that leaders’ personality traits that are associated with being able to analyse critically and having skills that are required in the leading position are important was already expected. The Big Five as well as the HEXACO model mentioned similar personality traits (e.g., as an aspect of conscientiousness; Lee & Ashton, 2014), and now also the contextualized personality model for leaders’ personality shows that being intellect and competent are important personality traits for leaders. In addition, many researchers highlight the importance



of critically analysing and learning (i.e., intellect) and using those skills (i.e., competence) as key aspects for a leaders' personality (e.g., Mumford et al., 2000). Furthermore, it was hypothesized in study 2 that the contextualized dimension intellect / competence would be positively related to effective leadership. The regression analysis did show a significant positive result. Therefore, it can be concluded that leaders need an intellect and competent personality in order to be effective. That conclusion is in line with previous research of, inter alia, Cavaness et al. (2020) who stated that the importance of intellect as a leaders' personality cannot be overemphasized. Intellect plays an significant role for effective leaders as it enables them to analyse information and subsequently select the useful information for others (e.g., employees) to improve the work-related outcomes (Cavaness et al., 2020). After all, improving the work-related outcomes is considered as one of the key tasks for effective leaders (Yukl, 2008). In addition, research emphasized the importance of competent leaders by examining the required competences for at least twenty years (Spendlove, 2007). Competences are the required skills that are needed in order to accomplish the desired outcomes (Spendlove, 2007). Leaders with a competent personality are considered more effective as those leaders are able to improve the work-related outcomes with the use of their knowledge, skills and abilities (Spendlove, 2007).

### *Human orientated*

The third contextualized personality dimension was labelled human orientated. It was expected to find leaders' personality traits that are associated with a pleasant interpersonal relationship and having a positive attitude towards others. The expectation stemmed from the trend that successful leadership is contingent on the social skills of a leader, as performing in a leaders' position is considered a social construct (Do & Minbashian, 2020). In this social process, the leader needs to empower employees to achieve organizational goals (Do & Minbashian, 2020). Therefore, social perceptiveness is shown to be important for leaders (Mumford et al., 2000). In addition, it was hypothesized in study 2 that the contextualized dimension human orientated would be positively related to effective leadership. However, the regression analysis showed a negative significant result, which indicated that a high score on the contextualized personality dimension human orientated implies a low score on effective leadership. This is not in line with the stated literature from Chapter 5, in which is stated that social skills are important for leaders to be effective (Deinert et al., 2015; Riggio & Reichard, 2008). Nevertheless, the negative association can be explained by the trend that leaders who value a positive interpersonal relationship with others in the workplace tend to avoid negative talks, discussions or feedback (Cavaness et al., 2020). In addition, leaders with a contextualized human oriented personality tend to tolerate an undesirable situation much longer due to the fear of a negative conversation (Cavaness et al., 2020). These aspects are not desirable for effective leaders as effective leaders must also coach and provide feedback in order to accomplish goals (Judge et al., 2002). Another aspect that can explain the unexpected result is the use of self-rating for the survey. In general, many leaders want to be liked as a person (Campbell et al., 2003). The self-rating survey used in this study asked about the social skills of the leader. Possibly, some leaders had a positive skewed image of themselves or gave a more positive



image than realistically. It may therefore be the case that the results of this personality dimension are somewhat exaggerated, which may cause the unexpected negative result (Stanton et al., 2019).

### *Proactive / powerful*

The fourth contextualized personality dimension was labelled proactive / powerful. The result of finding personality traits that were associated with proactively influencing and inspiring others and using your power to implement these changes was in line with expectations. The expectations arose from the trend that many researchers emphasized the importance of being proactive as a leader in order to accomplish work-related objectives (e.g., Zhang et al., 2012). In addition, Rus, Van Knippenberg and Wisse (2010) stated that power “is inherent in the leader role” (p. 923). Someone in the leading position is authorized to make decisions that affect others (Rus et al., 2010). Having the control of these decisions results in power (Rus et al., 2010). Furthermore, it was hypothesized in study 2 that the contextualized dimension proactive / powerful would be positively related to effective leadership. The regression analysis showed a significant positive result, which indicated that a high score on the contextualized personality dimension proactive / powerful implies a high score on effective leadership. This is in line with the literature that states that being proactive is considered a typical personality trait for effective leaders (Rus et al., 2010). Leaders with a contextualized proactive / powerful personality are shown to be more open to other influences and opportunities, which makes them more effective as a leader (Rus et al., 2010).

### *Instrumental*

The fifth contextualized personality dimension was labelled instrumental. The result that indicated the importance of a leader’s personality dimension that focussed on facilitating the fulfilment of objectives that are important for the organization was no exceptional finding. Taken ownership in facilitating the processes of organizations is even considered as one of the important leaders’ personality traits (Strang, 2007). Leaders are appointed to make decisions and facilitate the best actions for the organization (Ramchandran, Colbert, Brown, Denburg, & Tranel, 2016). In addition, Yukl (2012) stated that the essence of a leader is to influence and facilitate efforts to achieve common organizational goals. Furthermore, it was hypothesized in study 2 that the contextualized personality dimension instrumental would be positively related to effective leadership. However, a small negative association was found, which indicated that a high score on the contextualized personality dimension instrumental implies a lower score on effective leadership. This is not in line with the literature from Chapter 5, in which was stated that effective leaders should facilitate organizational processes in order to achieve desired outcomes (Yukl, 2012). The negative association between the contextualized dimension instrumental and effective leadership can be explained by the trend that if leaders focus too much on the instrumental part of their job, other important aspects of effective leaders (i.e., coaching or influencing) neglected (Chapman et al., 2018). Another explanation can be that the personality dimension instrumental from earlier research (e.g., Antonakis & House, 2014) turns out to differ more from the contextualized personality dimension than expected. As a result, the contextualized personality dimension

shows different findings than hypothesized. However, the regression analysis did not show a significant result. Therefore it can be concluded that it is not significantly proven that the contextualized dimension instrumental is negatively associated with effective leadership. An explanation for the insignificant result is that it is possible that the contextualized dimension instrumental is affected by the other four contextualized personality dimensions in the analysis. The multiple regression analysis takes several independent variables into account in order to predict the dependent variable (Field, 2014). However, that also implies that independent variables that are highly correlated to one another can cause deviating results (Field, 2014). As Table 4 shows, is the contextualized dimension instrumental moderately high correlated with intellect / competence and proactive / powerful (i.e.,  $r > .50$ ). Therefore, the deviated results can be caused by the independent variable (i.e., the contextualized dimension instrumental) that is affected by the other four independent variables (i.e., mainly intellect / competence and proactive / powerful; Boyce, 2018). Another explanation of the insignificant result can be coupled to the expectation of the insignificant result in the contextualized dimension destructive. The insignificant result of the contextualized dimension instrumental can, as similar to the contextualized personality dimension destructive, be due to the small effect size that is found with the data (Field, 2014). Therefore, in order to obtain significant results with a small effect size, a larger sample size is required (Field, 2014).

### 8.1 Theoretical implications

One of the major implications of the present study is reflected in the fact that the contextualized personality dimension model is quite different from the well-known general personality dimension models (i.e., Big Five, HEXACO, and Dark Triad). This difference is expected due to the addition of context in this study when assessing leaders' personality traits. Context affects someone's personality a lot (e.g., De Vries, 2018), which also manifests in the differences between the general (uncontextualized) personality models and the contextualized personality model. A specific personality like a leader's personality should therefore always be examined in context (Krüger, 2009). This study contributes to the literature by showing the importance of the contextualized approach when assessing a leader's personality. The importance of context is reflected in the fact that this study shows that a leader's personality contains different personality dimensions (e.g., destructive or human orientated) than someone in a general setting (e.g., extraversion or agreeableness). The indispensable addition of the contextualized approach is extensively emphasized throughout this study. Overall, it is shown that even though there are some similarities between the personality traits of the contextualized personality model and the existing general personality models, in general the contextualized personality dimensions have a unique focus. In other words, the contextualized personality dimensions are not fully represented in the existing general personality models. Therefore, it can be stated that a leader's personality needs specified contextualized personality dimensions to assess their personality correctly. The limitation of the general personality models results from the fact that the general personality dimensions are composed with adjectives derived from a lexical approach, but not examined in context (McAdams, 1992). Therefore, the contribution of this study was to examine leaders' personality by using a

lexical approach and assessed in the context in which leaders function. Furthermore, where many researchers stated that a lexical approach should be used for identifying personality-descriptive traits (e.g., Ashton & Lee, 2005), is the combination of the contextualized approach and the lexical approach fairly advanced in the field of personality and leadership research. The combination of the contextualized and lexical approach is therefore an interesting addition to leaders' personality research.

Another major implication of the present study is that the contextual personality dimensions enable effective leadership to be predicted through three personality dimensions in the contextualized model (i.e., intellect / competence, human orientated and proactive / powerful). This is an addition to the existing literature in which various results emerged from the research into the predictive validity of effective leadership (Andersen, 2006). Where Stogdill (1948) once stated that no personality dimension could be associated with effective leadership and Yukl (2012) stated that personality dimensions are not very important for effective leadership, Andersen (2006) reported a small positive association between personality dimensions and effective leadership. In more recent research, many different personality traits are shown to be associated with effective leadership (e.g., Parr et al., 2016). However, none of those studies reported new aggregating personality dimension as predictors of effective leadership. Therefore, this study contributes to the knowledge about the predictive validity of suitable (contextualized) personality dimensions regarding effective leadership. In addition, it is expected that the effectiveness of the leaders' personality is affected by the context, given the fact that context matters when examining personality (e.g., Kashdan & McKnight, 2011). Therefore, it is explainable that previous research presents various results regarding leaders' effectivity, as they did not take context into account. In other words, this study adds to the literature through the use of the contextualized personality dimensions to predict effective leadership. To summarize, this study contributes to the existing literature by providing an innovative and valuable contextualized model to assess the personality of leaders and predict effective leadership.

### 8.2 Practical implications

The contextualized personality model for leaders lend great support for workplaces in which leaders function. To begin with, the model allows for the identification of the personality of leaders through assessing the five personality dimensions. This way of assessing personality is comparable to the general personality models, which are able to assess personality in general through certain personality dimensions (e.g., the five personality dimensions of the Big Five, the six personality dimensions of the HEXACO or the three personality dimensions of the Dark Triad; De Vries, 2018). The personality traits mentioned in the contextualized five-factor structure (see Appendix 4) can indicate to what extent a leader's personality is associated with the personality traits that belong to the five personality dimensions. This knowledge can subsequently be used to maintain and further develop the personality aspects that are positively related to the leader's position by increasing a leader's self-awareness of their personality (Caldwell & Hayes, 2016). Self-awareness of someone's personality as a leader is shown to be a possible improver of a leader's effectivity, and therefore highly recommended for practical purposes (Whiteside & Barclay, 2016). In contrast to the

positive personality aspects, the negative personality aspects or the aspects that are negatively related to a leader's position can be tried to be omitted or purposefully used in the workplace (Whiteside & Barclay, 2016). Ultimately, workplaces can use this contextualized personality model when searching for a new leader. Through measuring the personality of a candidate, it can be examined if that personality is associated with the contextualized personality dimensions of people in the leading position (Langford et al., 2016). In addition, it can be examined whether someone's personality is associated with the contextualized personality dimensions of an effective leader, based on the score of the predictive contextualized personality dimensions intellect / competence, human orientated and proactive / powerful. All these results are especially meaningful when corresponding literature is taken into account in order to learn the benefits of your personality and improve the limitations of you personality as an effective leader (Whiteside & Barclay, 2016; Langford et al., 2016).

### 8.3 Limitations

The examination of personality dimensions that match a leader's personality is considered "hard to study" (Hogan & Kaiser, 2005, p. 171). Despite the carefully conducted study and meaningful contributions to the literature, a few limitations should be noted. First, the measurement tool used for this study (i.e., the self-rating survey) has its limitations. Self-rating is not always reliable due to the subjectivity of one's self-reflection. Sometimes leaders answer the self-rating questions in the survey very strictly and negatively and sometimes the questions are answered more positively than reality (Goffin & Boyd, 2009). Both positive and negative skewed answers can result in less reliable data to conclude from (Goffin & Boyd, 2009). However, self-rating is also shown to be very important in order to understand personality. Hogan and Kaiser (2005) highlight that a leader's own perspective about their personality is important in order to understand that personality. Especially for personality traits that are challenging for others to observe is self-rating one of the most valid assessment methods (Stanton et al., 2019). Furthermore, dishonest (i.e., positively skewed) answers are given especially when the leader thinks he/she can benefit from it (Goffin & Boyd, 2009). Considering that there was no advantage for the leader to be dishonest in this study, dishonest answers are not expected. In addition, research states that the perspective of others about the leader's personality is also important in order to understand personality (Hogan & Kaiser, 2005). Therefore, it is recommended for further studies to take the perspective of others (e.g., followers) into account when further examining leaders' personality.

Second, the contextualized personality dimensions are based on the data from a relatively small sample size ( $n = 119$ ). Therefore, for follow-up research it may be interesting to take a larger sample and examine whether there is an adaptation to the contextualized personality dimensions. In terms of sample size, some researchers reported certain rules of thumb that are required for factor analysis. However, these guidelines differ across researcher. For example, a sample size of 300 is mentioned often as sufficient for a factor analysis (Field, 2014). Another example is the possible requirement that all factors need a factor loading greater than .5 in order to be a sufficient factor, regardless of the sample size (Field, 2014). The factor structure

of this study also include factor loadings lower than .50, causing the sample size to be important for the reliability of the factors. However, despite the relatively small sample, the Cronbach's alpha of all factors is shown to be sufficient (i.e.,  $\geq .70$ ). Therefore, it can be stated that the factor solution presented in this study already shows highly valuable results.

Third, the dependent variable effective leadership is measured by four questions in the survey. These four questions combined indicate to what extent a leader is considered effective. A limitation of this study is that the reliability of the dependent variable effective leadership is considered below desirable (i.e.,  $\alpha = .58$ ). However, the reliability of the four-item scale was considered appropriate in other studies (i.e.,  $\alpha = .87$ ; Gibson et al., 2009). Therefore it can be stated that the measured items are sufficient for measuring effective leadership. Even though the four-item scale is considered appropriate, further research can increase the reliability of effective leadership in contextualized personality research by adding well-considered reliability enhancing items.

Fourth, this study was carried out with leaders who work in the Netherlands and therefore within Dutch culture workplaces. However, the lexical approach used to determine the suitable personality-descriptive adjectives derived from two countries (i.e., Dutch and Hebrew). Therefore, it might be a limitation that the data is only gathered in the Netherlands, because it prevents the results from being generalizable to other countries. The country a leader works in is important due to the differences in work context. The work context differs across countries as, for example in the Netherlands, there is in general no strict hierarchical leadership (Krüger, 2009). As a result, it is expected that countries in which leaders need to be for example more dictatorial, own different contextualized personality dimensions and will be considered an effective leader in other respects. That expectation arises especially from the fact that the context in which leaders work is of paramount importance for assessing leaders' personality (Kashdan & McKnight, 2011). The research into leaders' personality in various countries can particularly be important for leaders who are planning to lead in a foreign company. Therefore, further personality research can be enriched with knowledge of contextualized personality dimensions by examining the personality of leaders in various countries. Nevertheless, this study made an important contribution to the knowledge of the contextualized personality dimensions belonging to a leaders' personality in the Netherlands.

### 8.4 Suggestions for future research

The limitations section includes some suggestions for follow-up research. A couple of suggestions are further elaborated on in this section. To start with, the self-rating measurement tool could be complemented with other types of measurement to assess personality. As Hogan and Kaiser (2005) state, is the view of two perspectives on someone's personality highly important. Besides someone's own perception, it is also important to include how others describe someone's personality (Hogan & Kaiser, 2005). Therefore, the first suggestion for future research is to include the view of others (e.g., employees) to assess the leader's personality. This can be accomplished by a survey, by using a question like: "How ... is your leader?". The personality-descriptive adjectives can be filled in on the dots (e.g., How kind is your leader?). Another

example can be that the leader is observed in person or via video-observations. In that way, the personality of a leader can be coded by researchers based on what they see (Riggio, 2006). However, a disadvantage of live observations is that the leader can be influenced by the knowledge that he/she is observed and can therefore show a different personality than normally (Haslam, Reicher, & Platow, 2015). Another disadvantage is that observations cost a lot of time from the researchers and therefore make it more difficult to study a large sample size (Riggio, 2006). Therefore, it can be argued that a survey in which others (e.g., employees) rate the personality of the leader is the preferable way to take the view of others into account. Future researchers need to ensure the honesty of the answers from the followers when assessing the personality of the leaders, and the ethical responsibility so that the leader is not adversely affected (Babbie, 2016).

Another suggestion for future research focusses on the sample size of the research. For survey research with a factor analysis, it is recommended by Field (2014) to have a sample size of  $\geq 300$ . Enlarging the sample increases the reliability of the factor analysis (Field, 2014). Achieving the participation of a large number of leaders can be accomplished by offering rewards (Selander, Stave, Willstrand, & Peters, 2019), like the feedback reward (i.e., feedback report) this study provided. In addition, more time is needed to collect data and enlarge the sample. Furthermore, it is highly recommended to collect the additional data through random sampling (Cohen & Crabtree, 2008). Findings obtained from a random sample allow for generalization to the larger population (Cohen & Crabtree, 2008). In other words, findings about leaders' personality traits obtained from random selected leaders allow for generalization to other leaders' personality. In addition, random data from various countries can be collected to allow for generalization among countries. It is recommended to start with data from Israel, as the lexical approach is conducted in collaboration with The Business School of The Hebrew University of Jerusalem (Israel). Subsequently, random data from several other countries can be collected. Furthermore, the similarities and differences of leaders' personality dimensions between countries can be examined with data from various countries (Van Aarde, Meiring, & Wiernik, 2017).

### 8.5 Conclusion

This study highlighted the importance of the contextualized approach when examining leaders' personality. Through a contextualized lexical approach, five leaders' personality dimensions were distinguished: destructive, intellect / competence, human orientated, proactive / powerful, and instrumental. Destructive was the least expected contextualized personality dimension, due to the underestimation of the negative personality dimensions in the Dark Triad. This study adds to the knowledge of the negative personality dimensions and concludes that malevolent personality traits are definitely part of a leader's personality. Furthermore, as hypothesized, the dimensions intellect / competence, human orientated and proactive / powerful can predict effective leadership. Contrary to expectations, the contextualized personality dimensions destructive and instrumental are no significant predictors of effective leadership. A possible solution to achieve significant results for these contextualized personality dimensions with small effect sizes is to increase the sample size, which is an interesting aspect for follow-up research.

Furthermore, it is given that the prosperity of organizations depends on its leader. Effective leadership can be predicted by the leaders' personality, which makes leaders' personality dimensions a fruitful area for further research. With this in mind, this study contributes to the knowledge about the contextualized personality dimensions of leaders and the predictive validity of effective leadership. The data was gathered with the use of an online self-rating survey to measure leaders' personality. Self-rating provides insight into cognitive processes that are not revealed by other forms of measurement. However, self-rating can also be a limitation of this study because it allows the reality of a leaders' personality to appear slightly different than reported in the survey due to moderate self-reflection. Therefore, this study could be repeated using an additional perspective by, for example, taking the opinion of leaders' followers into account and conducting additional observations of the leaders' personality. Further research can adopt the personality-descriptive adjectives and procedure from this study to build on and come up with a further developed leaders' personality model. In conclusion is stated that the contextualized personality model is definitely a great addition to the existing literature as a valuable gist has been created.



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## Appendices

### Appendix 1: Survey



האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM

UNIVERSITY  
OF TWENTE.

#### Introductie

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 (Israël), en de Universiteit van Twente (Nederland). Het doel van dit onderzoek is om meer te leren over verschillende stijlen van leidinggeven. De gegevens verkregen uit deze studie zullen strikt vertrouwelijk worden verwerkt en ALLEEN worden gebruikt voor onderzoeksdoeleinden.

In deze fase zal een lijst met bijvoeglijk naamwoorden aan u gepresenteerd worden en zullen wij u vragen om te evalueren in hoeverre elk bijvoeglijk naamwoord u als leidinggevende beschrijft. Het zal ongeveer **25 minuten** duren om de gehele vragenlijst te voltooien.

Door deel te nemen aan de vragenlijst, gaat u er mee akkoord om deel te nemen aan het onderzoek.

Natuurlijk bent u vrij om uw deelname in elk stadium te beëindigen, zonder negatieve gevolgen. Voor vragen of problemen bent u meer dan welkom om contact op te nemen met Ira Overbeek, via het e-mailadres [i.m.overbeek@student.utwente.nl](mailto:i.m.overbeek@student.utwente.nl) of telefoonnummer 0646533402.

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

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

☐ Ja, ik heb de bovenstaande voorwaarden gelezen en begrepen.

We willen u vragen om hieronder uw e-mailadres in te vullen voor het geval er iets mis gaat met de data. Uw e-mailadres zal verwijderd worden zodra we de data in volledigheid ontvangen hebben, en eventuele feedback (zie volgende vraag) verstuurd is. Anoniem deelnemen is ook mogelijk, dan mag u dit vak leeg laten.

Door deze vragenlijst in te vullen kan er een leiderschapsprofiel gemaakt worden. Zou u feedback willen ontvangen op uw profiel?

Deze zal worden verzonden naar het e-mailadres dat is genoteerd in vraag 2.

- ☐ Ik ben geïnteresseerd
- ☐ Ik ben niet geïnteresseerd

### 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, het eerlijk en nauwkeurig beantwoorden van onderstaande vragen is wel erg belangrijk voor de resultaten van dit onderzoek.

Daarnaast willen wij nogmaals benadrukken dat deze vragenlijst vertrouwelijk is en er geen gevolgen voor u zijn. Er zal geen waardeoordeel in het feedbackrapport naar voren komen, enkel een vergelijking met het algemene persoonlijkheidsmodel: de Big Five.

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

### Block 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.

Zeer mee oneens	Zeer mee Oneens	Neutraal	Eens	eens	
haastig	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eigenaardig	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kleingeestig	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
direct	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opdringerig	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
behulpzaam	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
besluitvaardig	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afstoten	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aangenaam	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onafhankelijk	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rancuneus	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
minachtend	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
levendig	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
competent	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tolerant	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aanvallen	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intelligent	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
star	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

argumentatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onbetrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inzichtgevend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
humoristisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pedant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
logisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geschoold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
schijnheilig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
flexibel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pessimistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vreemd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ontoegankelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
beschaafd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gezellig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
beheerst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vindingrijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfgenoegzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opzichtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
egoïstisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volwassen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
invloedrijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onpeilbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Block 2**

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
dictatoriaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onderdanig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intolerant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gestrest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
glashard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vermetel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meevoelend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zwartgallig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
woedend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gefocust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lafhartig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overtuigend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serieus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ruimdenkend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

creatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kortzichtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
betrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hoffelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vriendelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nieuwsgierig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apathisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assertief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
moreel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afstandelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
twistziek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zwak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uitdagend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dapper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geïnteresseerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tobberig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ongeïnteresseerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eenkennig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hatelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
destructief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ambitieuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

### Block 3

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
gemotiveerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfverzekerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vooruitstrevend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
plichtsgetrouw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diplomatiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vrolijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
veelzijdig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
charismatisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bezeten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gezond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vooringenomen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
doelmatig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
humaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ontrouw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ergerlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meegaand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ordelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

onverdraagzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opofferingsgezind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
achterdochtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hartelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
futloos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
argwanend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verstoord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uitputtend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
secur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wantrouwend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evenwichtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onaangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inspirerend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rationalistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afpersend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hardwerkend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onderzoekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block 4**

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
onzelfzuchtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gekweld	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capabel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
welbespraakt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
belezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
humeurig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
extreem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hebberig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ondergeschikt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volhardend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onsympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
impulsief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
belangstellend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kleurrijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
defensief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gewelddadig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

voorzichtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sadistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
begrijpend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
treiterend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ziekelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onbeheerst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
walgelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tiranniek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onberekenbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dynamisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oprecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hypocriet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
realistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
heethoofdig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
degelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ongericht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
corrupt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afgunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
despotisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zorgvuldig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
scherp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
functionerend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block 5**

"Hoe ... bent u als leidinggevende?"

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
eerbiedig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geduldig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cynisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intellectueel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ondersteunend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onrechtvaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
brutaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
arm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oorlogszuchtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geniepig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
energiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asociaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
idioot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onopgevoed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ontactisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
besluiteloos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bespottelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nonchalant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

origineel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dwaas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
berekenend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verstrooid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leugenachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
roekeloos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
twijfelachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
passief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
innovatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
agressief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
machtslustig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
schreeuwend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bedrieglijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
obstinaat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rechtvaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eerlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
egocentrisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aalglad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onbeleefd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block 6**

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
stabiel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kalm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prestatiegericht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kruiperig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
betrokken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consciëntieus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
koppig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uitstekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
optimistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
loyaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oppervlakkig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wilskrachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
welwillend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
behaagziek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bruut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wild	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bedrieglijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wisselvallig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

leidinggevend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comfortabel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zwaarmoedig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfzuchtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opvliegend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
imponerend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bereidwillig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
efficiënt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
idealistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
subversief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
slim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
voorbereid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opgewekt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gecompliceerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
redelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ongeremd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
competitief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

### Block 7

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
hysterisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
waaghalzerig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instabiel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afstotelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stoutmoedig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
laf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ondernemend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gefixeerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bezield	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verachtelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gefrustreerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
goed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
halsstarrig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gemakkelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
goedgeïnformeerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pretentius	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tactisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uitbuitend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

grootdoenerig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enthousiast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
standvastig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cognitief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collegiaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ophitsend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fatsoenlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bemoedigend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gehaaid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afhankelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verfrissend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geestelijk gezond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opgewonden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compulsief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfvoldaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
doelgericht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
praatziek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
spottend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
duister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ijverig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block 8**

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
heetgebakerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gehoorzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dikdoenerig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gesloten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aanmatigend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
racistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manipulatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onstandvastig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opzettelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
blijmoedig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gecontroleerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
angstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vitaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfvoorzienend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geavanceerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

huichelachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accuraat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onevenwichtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wijs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zwaartillend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kritisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
initiatiefrijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
georganiseerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
doortastend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gretig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leidend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kleinzielig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vertrouwenwekkend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
immoreel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bewust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hulpvaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zichtbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zorgzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
beledigend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dweperig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
masochistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Block 9**

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
wreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trouw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
warrig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
blufferig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
objectief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sceptisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
barbaars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
haatdragend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onverantwoordelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rationeel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
megalomaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
spannend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onbuigzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
productief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nuchter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
krachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benaderbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

onbeschaamd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oneerlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stipt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
excentriek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
scherpzinnig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
narcistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kinderlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
goed opgeleid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onvriendelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kinderachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
systematisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ongeorganiseerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gedisciplineerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
doodsbang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfbewust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lichtzinnig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
minzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grillig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
voorkomend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tevreden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uniek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block 10**

"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.

	Zeer mee oneens	Oneens	Neutraal	Eens	Zeer mee eens
recalcitrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeslepend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfingenomen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eenzelvig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
goedhartig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
driftig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wispelturig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onverschillig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
streng	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prikkelbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wereldvreemd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
neerbuigend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
slinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stiekem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inventief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onoprecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
coöperatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

uitgekookt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fatalistisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
heerszuchtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rechtdoorzee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
levenslustig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
slagvaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ongastvrij	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sluw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nerveus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
moeilijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
laks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hardleers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tactvol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gemakzuchtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
muggezifterig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sociaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tactloos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gespleten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wantrouwig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
toegewijd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onredelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

pervers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leergierig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onzeker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verbitterd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verzorgd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
schizofreen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
twijfelend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verantwoordelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jaloers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vastberaden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gecoördineerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
labiel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Block11

"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.

	Ze er mee oneens	Oneens	Neutraal	Eens	Ze er mee eens
naïef	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vernielzuchtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verwaand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

op de voorgrond tredend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ongevoelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consequent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Eigen perceptie van functioneren

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.

Ze er mee oneens		Oneens	Neutraal	Eens	Ze er mee eens
Ik denk dat ik een goede vriend voor mijn medewerkers kan zijn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben zeer bekwaam in alle aspecten van de taken die ik uitvoer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik lever werk van hoge kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben effectief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben consistent een goed presterende leidinggevende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Niemand kent de taken binnen mijn afdeling beter dan ikzelf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vergeleken met andere leidinggeven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

ben ik **niet** erg\_\_\_\_  
efficiënt

Vanwege mijn  
competenties gaan  
mijn medewerkers  
meestal akkoord  
met mijn advies  
over hoe zij hun werk  
moeten doen

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik denk dat mijn  
medewerkers mij  
leuk vinden (als hun  
leidinggevende)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Het is plezierig om  
met mij (als  
leidinggevende) te  
werken

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik slaag er vaak **niet** \_\_\_\_\_  
in om doelen te  
halen

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik kan goed  
opschieten met mijn  
medewerkers

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik maak weinig  
fouten

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

### Demografische gegevens

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

Wat is uw geslacht?

☐ Man

☐ Vrouw

☐ Anders, namelijk:



## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

Wat is uw leeftijd?

Wat is uw hoogste opleidingsniveau?

- ☐ Voortgezet onderwijs
- ☐ Middelbaar beroepsonderwijs
- ☐ Hoger beroepsonderwijs
- ☐ Masteropleiding
- ☐ PhD
- ☐ Anders

Wat is uw functie?

Op welk management niveau geeft u leiding?

- ☐ Operationeel management
- ☐ Tactisch management
- ☐ Strategisch management

Hoeveel jaren ervaring heeft u als leidinggevende?

Hoe lang werkt u in uw huidige functie als leidinggevende?

jaren  
maanden

## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

Hoe lang bent u werkzaam bij uw huidige bedrijf

jaren  
maanden

Voor hoeveel uur bent u contractueel aangesteld?

Aan hoeveel medewerkers geeft u leiding?

Hoeveel werknemers heeft de organisatie in totaal?

Wat is het type organisatie?

☐

Private sector

☐

Publieke sector

☐

Niet-gouvernementele organisatie (NGO)

☐

Anders

### Einde vragenlijst

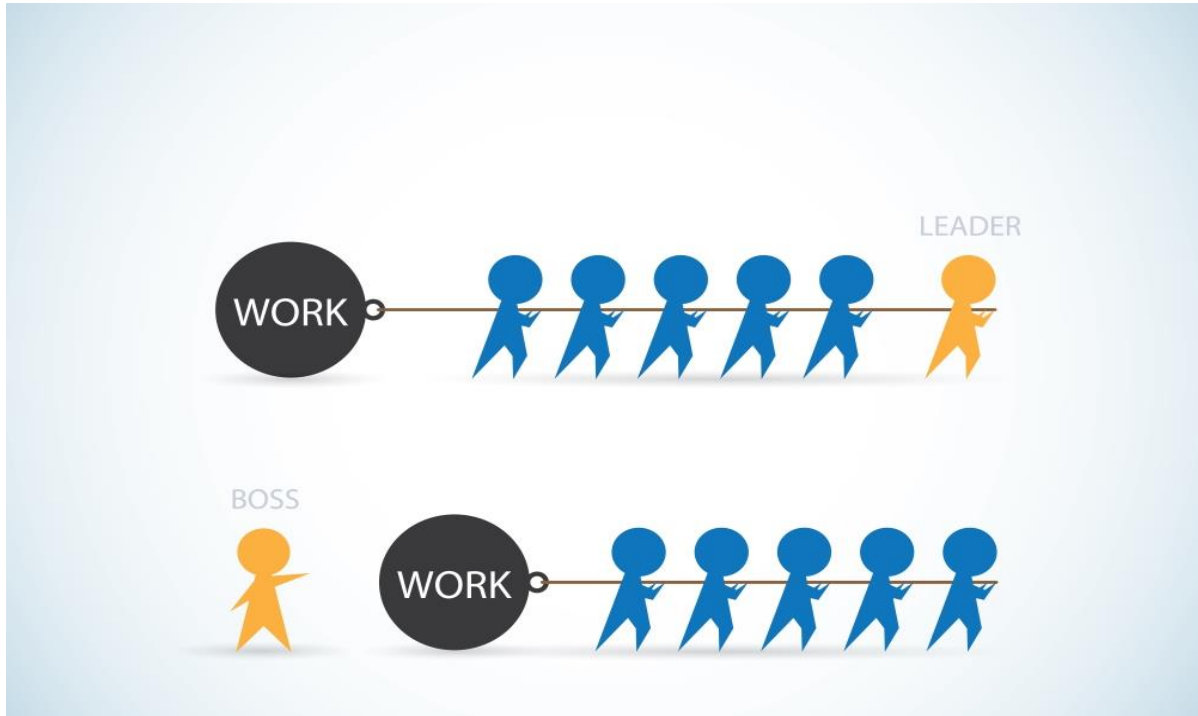
Dit is het einde van de vragenlijst. Bedankt voor uw deelname!

Als u inzichten of opmerkingen heeft over het onderzoek, kunt u deze hieronder vermelden.

Uw antwoorden worden geregistreerd zodra u op de knop rechts onder op uw scherm klikt.

Appendix 2: Feedback report

## Analyse van uw leiderschapskarakteristieken



Naam leidinggevende:

Feedback op uw karaktereigenschappen die voortkomen uit de gemaakte vragenlijst.

Datum:



Beste leidinggevende,

Dit rapport kan u helpen om een beter beeld van uzelf als leider te krijgen. U zult aan de hand van uw profiel er achter komen wat op dit moment de kwaliteiten en uitdagingen zijn van uw leiderschap. U kunt ervoor kiezen om deze informatie te gebruiken om uw leiderschap verder te ontwikkelen. Dit rapport is speciaal voor u gemaakt en de gegevens zullen niet voor andere doeleinden gebruikt worden.

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

Op de volgende pagina's vindt u informatie over de vijf dimensies en hierbij wordt ook aangegeven hoe u op de verschillende dimensies scoort. U kunt uw score per dimensie aflezen via de bijbehorende 'thermometer'. De dimensies zijn uitvoerig beschreven met een uitleg en toelichtingen van de persoonskenmerken die hier bij passen. Daarnaast vindt u een omschrijving van de uitdagingen die bij de dimensie behoren. Lees de omschrijvingen aandachtig door om tot een beter inzicht te komen met betrekking tot uw eigen persoonlijkheid als leider. Dit is een hulpmiddel om verdieping te zoeken in uw eigen kwaliteiten.

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

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

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

Ira Overbeek, *Master student Educational Science and Technology, Universiteit Twente*  
[i.m.overbeek@student.utwente.nl](mailto:i.m.overbeek@student.utwente.nl)

Begeleidend docent:

Marcella Hoogeboom

*Universitair docent, faculteit Behavioral, Management and Social Sciences, vakgroep human resource development/onderwijskunde, Universiteit Twente: [a.m.g.m.hoogeboom@utwente.nl](mailto:a.m.g.m.hoogeboom@utwente.nl)*

**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 moet u uw percentage met de percentages uit onderstaande tabel vergelijken om te bepalen of u bovengemiddeld, gemiddeld of onder gemiddeld scoort.

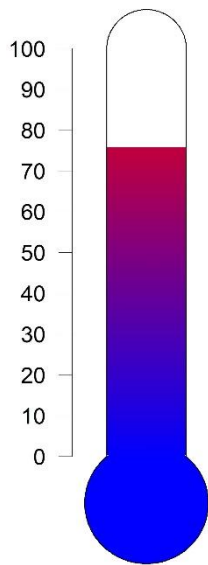
Het is dus van belang dat u uw resultaten uit de thermometers vergelijkt met de gegevens uit de tabel.

Scoort u bijvoorbeeld op uw thermometer bij verdraagzaamheid 84%, dan ziet u in de tabel hieronder dat u '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\*

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

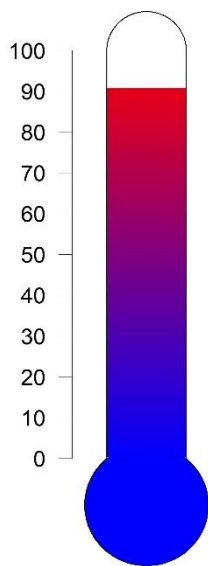
\* De scores in deze tabel zijn gebaseerd op de scores van alle leidinggevendenden in het onderzoek

**De Big Five persoonlijkheidsdimensies:****Verdraagzaamheid**

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

*Uitdagingen*

Mensen met verdraagzaamheid als persoonskenmerk kunnen overdreven gevoelig zijn voor de gevoelens en verlangen van anderen op het werk. Daardoor vinden zij het moeilijk om beslissingen te maken die op gespannen voet staan met collega's en werknemers. Doordat dit soort leiders zo verdraagzaam en meegaand zijn, kan dit er voor zorgen dat er een besluit genomen wordt dat conflicten minimaliseert, dat goedkeuring nastreeft en milde prestatiebeoordelingen gegeven worden<sup>2</sup>. Dit kan ervoor zorgen dat werknemers geen eerlijke beoordeling krijgen en kan op den duur het bedrijf in gevaar brengen door bijvoorbeeld vooroordelen m.b.t. een promotie<sup>21</sup>. Dit soort leiders zullen niet snel moeilijke, innovatieve beslissingen nemen die tot weerstand kunnen leiden en zijn dan ook met name geschikt voor functies waar naleving van de huidige gang van zaken gewenst is.

**Consciëntieusheid**

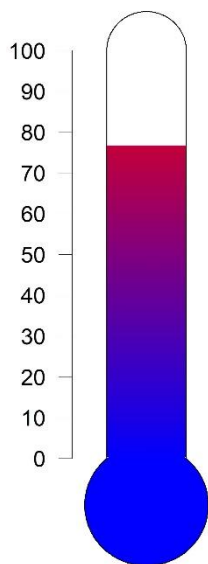
Consciëntieusheid is een persoonlijkheidskenmerk waarbij mensen de neiging hebben om zelfgestuurd te zijn en zich verantwoordelijk te voelen voor anderen. Verdere kenmerken zijn het hard willen werken, het geordend zijn en het houden van regelmaat<sup>33</sup>. Mensen die hoog scoren op dit persoonlijkheidskenmerk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

Dit soort leiders zijn dan ook gedisciplineerd in het nastreven van hun doelen<sup>6</sup> en vertonen gunstig gedrag voor het bereiken van werkprestaties en voor samenwerking in teamcontexten<sup>25</sup>. Zij nemen weloverwogen beslissingen en worden als beleefd gezien in de meeste interacties<sup>6</sup>. Om hun doelen te behalen, zullen deze leiders vasthoudendheid en doorzettingsvermogen vertonen<sup>11</sup>. Hierdoor kunnen dit soort leiders werkklimaten bevorderen die als eerlijk en rechtvaardig gezien worden<sup>27</sup>.

## Uitdagingen

Dit soort leiders zijn vaak voorzichtig en analytisch. Ze zullen dan ook minder snel afwijkend gedrag vertonen en minder de intentie hebben om te innoveren of risico's te nemen<sup>34</sup>. Leiders met een consciëntieus persoonlijkheidskenmerk vermijden vaak innovatie. Zij zullen zich eerder verzetten tegen veranderingen en stellen kritieke besluitvorming uit. Zij willen eerst informatie en bewijzen verzamelen om hun voorkeuren te kunnen ondersteunen<sup>15</sup>. Wanneer er een verandering in de organisatie is of een deadline aankomt, zal dit voor hen eerder stress opleveren. Dit gaat namelijk tegen hun verlangen in om strikte en goed georganiseerde procedures te volgen. Mede daardoor worden dit soort leiders vaak gezien als minder flexibel voor veranderingen. Dit kan leiden tot mindere prestaties, doordat er minder wordt geprofiteerd van organisatorische middelen en eventueel nieuwe zakelijke kansen worden gemist. Verder kunnen leiders met deze persoonlijkheidskenmerken te perfectionistisch worden, of zelfs workaholics. Daardoor zullen zij zich, vooral in combinatie met een lage verdraagzaamheid, kritisch opstellen ten opzichte van de prestaties van hun werknemers<sup>15</sup>. Het gevolg is dat zij als onpersoonlijk kunnen worden gezien 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 flexibel<sup>4</sup>.

## Extraversie



Extraversie is een persoonlijkheidskenmerk waarbij mensen 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. Daardoor hebben zij een grote kans om een leidinggevende functie aan te nemen<sup>32</sup>. Mensen die minder extravert zijn, zijn vaak meer terughoudend, vinden het fijn om alleen te zijn en worden vaak gezien als rustig en onafhankelijk.

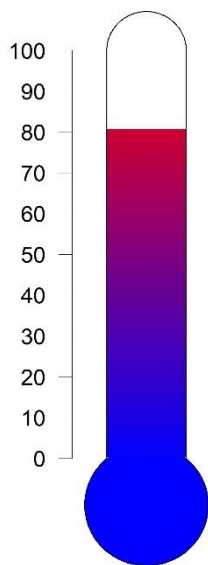
Leiders die extravert zijn, hebben assertieve, actieve, energieke, vrolijke, spraakzame en optimistische persoonskenmerken<sup>6</sup>. Zij worden vaak gezien als mensen die positief in het leven staan. Doordat zij een grote optimistische kijk hebben op de toekomst, blijkt dat extraverte leiders als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

## Uitdagingen

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



### Emotionele stabiliteit



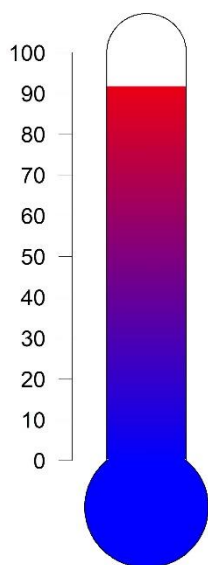
Leiders met een hoge mate van emotionele stabiliteit zijn over het algemeen kalm en relaxed. Zij zijn consistent in hun emotionele uitingen en zullen niet snel negatieve emoties zoals stress, angst of jaloezie ervaren<sup>21</sup>. Een positief denkpatroon is karakteriserend bij een hoge emotionele stabiliteit. Bovendien, wordt emotionele stabiliteit geassocieerd met een subjectief gevoel van welzijn<sup>9</sup> en leiderschap<sup>18</sup>. Mensen met een hoge emotionele stabiliteit hebben tevens vaak een hoge werktevredenheid<sup>34</sup>. Deze leiders 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 fouten<sup>22</sup>.

#### *Uitdagingen*

Leiderschap is inherent aan het emotionele proces<sup>8</sup>. Leiders met veel emotionele stabiliteit kunnen gekarakteriseerd worden als ontspannen, terughoudend en rustig. Echter zullen zij minder snel emotionele verbindingen aangaan met hun medewerkers of emotionele hoogte- en dieptepunten ervaren<sup>12</sup>. Oprechte emotionele verbindingen zijn echter wel belangrijk omdat deze een positief effect hebben op de geloofwaardigheid van de leider. De leider kan dit vervolgens gebruiken om respect te krijgen en invloed uit te oefenen<sup>24</sup>. Leiders met veel emotionele stabiliteit zijn over het algemeen koelbloedig. Echter kan het niet uiten van emoties in bepaalde situaties geïnterpreteerd worden als desinteresse en apathie. Tenslotte kunnen leiders met een hoge mate van emotionele stabiliteit soms minder invloed uitoefenen, omdat zij vaak een weinig inspirerende aantrekkingskracht hebben<sup>4</sup>. In plaats daarvan gebruiken zij objectieve en rationale argumenten om medewerkers mee te krijgen.

Medewerkers van leiders met weinig emotionele stabiliteit geven een lagere mate van werktevredenheid en vertrouwen aan. Ze laten een hogere mate van absentie en een neiging van vertrek zien. Het kan voorkomen dat leiders met een lage emotionele stabiliteit hun medewerkers niet van oprechte feedback voorzien waardoor de medewerkers niet weten hoe zij daadwerkelijk presteren en wat hun positie is binnen de organisatie<sup>22</sup>. Tevens geven leiders met weinig emotionele stabiliteit vaker aan dat ze te maken hebben met negatieve emoties<sup>1</sup>.

### Openheid



Leiders met een hoge mate van openheid zijn intellectueel nieuwsgierig<sup>29</sup>, inzichtelijk, fantasie- en vindingrijk<sup>17</sup>. Zij vertonen vaak patronen van afwijkend denken<sup>28</sup>, omdat ze de neiging hebben creatief en introspectief te zijn. Deze kwaliteiten, welke gepaard gaan met openheid, hebben positieve effecten op leiderschap<sup>18</sup>. Deze leiders kunnen omgaan met veranderingen in de organisatie<sup>23</sup>. Het is bewezen dat leiders met veel openheid inspirerend en motiverend zijn voor medewerkers. Dit heeft met name te maken met de levendige verbeelding van de leider en de kennis om kritieke zaken niet uit de weg te gaan, maar juist op te lossen. Daarnaast kunnen open leiders toekomstperspectieven visualiseren en medewerkers motiveren om mee te gaan in deze perspectieven<sup>4</sup>.

#### *Uitdagingen*

Leiders met een hoge score op openheid kunnen moeite ervaren met traditionele, hiërarchische, conventionele werkomstandigheden<sup>21</sup>. Open leiders zijn over het algemeen willig om nieuwe dingen te proberen en organisatiesucces te waarborgen. Hierdoor kan het voorkomen dat leiders makkelijk afgeleid worden door nieuwe ideeën. Dat leidt er vervolgens toe dat de focus voornamelijk op korte termijn doelstellingen komt te liggen. Deze korte termijn doelstellingen kunnen vaste

bedrijfswaarden schenden waar wellicht de stabiele lange termijn doelstellingen onder komen te lijden<sup>21</sup>. In andere woorden, open leiders kunnen moeite hebben om de organisatiedoelen na te streven. Dit heeft met name te maken met het feit dat open leiders met regelmaat speculeren over alternatieve perspectieven<sup>22</sup>.

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

### **Tot slot**

Hierbij heeft u een overzicht gekregen van uw score t.o.v. de 'Big Five' persoonlijkheidskenmerken. Daarbij heeft u bijbehorende kwaliteiten en uitdagingen gelezen. Zoals genoemd kan het zijn dat u zichzelf niet overal in herkent. De gegeven informatie is, zoals aangegeven in de nummering, uit onderstaande literatuur gehaald. Tevens kunt u daar ook aanvullen informatie in vinden, mocht u verdieping zoeken over bepaalde elementen.

Ik hoop dat u met dit rapport geïnspireerd raakt om de kwaliteiten van uw leiderschap te omarmen en wellicht enkele uitdagingen aan te gaan.

Nogmaals bedankt voor uw deelname aan dit onderzoek.

Ira Overbeek

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**Appendix 3: Fifteen highest loading items for the five-factor structure and ten-factor structure<sup>5</sup>****Table 7**

Fifteen highest loading items for the five-factor structure.

Factor 1		Factor 2		Factor 3		Factor 4		Factor 5	
Fatalistisch	.70	Effectief	.60	Lief	.65	Inspirerend	.66	Gecompliceerd	.52
Bespottelijk	.70	Onzeker	-.59	Attent	.60	Dapper	.65	Bezield	.51
Afgunstig	.69	Georganiseerd	.57	Hartelijk	.60	Ondernemend	.59	Inventief	.51
Narcistisch	.68	Besluitvaardig	.57	Zorgzaam	.59	Uniek	.57	Toegewijd	.47
Blufferig	.67	Twijfelend	-.55	Ondersteunend	.59	Krachtig	.53	Ijverig	.44
Tiranniek	.66	Efficiënt	.55	Vriendelijk	.59	Creatief	.52	Bemoedigend	.44
Dikdoenerig	.66	Naïef	-.55	Vrolijk	.58	Extreem	.52	Cognitief	.43
Verachtelijk	.66	Consequent	.54	Gezellig	.58	Uitstekend	.52	Participatief	.41
Treiterend	.66	Leidend	.54	Goedhartig	.57	Zelfverzekerd	.50	Initiatiefrijk	.40
Grootdoenerig	.65	Gecontroleerd	.53	Hulpvaardig	.57	Energiek	.48	Slagvaardig	.39
Jaloers	.65	Verward	-.53	Trouw	.57	Innovatief	.48	Humaan	.39
Onverschillig	.65	Productief	.52	Sympathiek	.57	Bezeten	.48	Moreel	.39
Bitter	.65	Verstrooid	-.52	Comfortabel	.56	Invloedrijk	.48	Integer	.38
Heetgebakerd	.64	Stabiel	.51	Enthousiast	.54	Veelzijdig	.47	Onpeilbaar	.38
Asociaal	.64	Overtuigend	.51	Aardig	.53	Voorzichtig	-.47	Geestelijk gezond	.38

<sup>5</sup> The items in English can be requested from the research team.

**Table 8**  
Fifteen highest loading items for the ten-factor structure.

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9	Factor 10													
Onsympathiek	.70	Wilskrachtig	.60	Lief	.68	Georganiseerd	.52	Accuraat	.41	Redelijk	.46	Secuur	.55	Verzorgd	.49	Functionerend	.45	Beleerst	.55	Rechtvaardig	.46	Prestatiegericht	.37
Verbitterd	.70	Leidend	.55	Rationeel	.57	Gecontroleerd	.50	Ijverig	.39	Kalm	.40	Ordelijk	.49	Functionerend	.41	Standvastig	.40					Competent	.33
Onveilig	.70	Krachtig	.55	Gezellig	.52	Bezield	.44	Pessimistisch	.37	Geduldig	.38	Assertief	.41	Standvastig	.37	Stabiel	.35						
Ongastvrij	.67	Imponerend	.54	Hartelijk	.49	Verstrooid	.41	Voorzichtig	.37	Humaan	.35	Nonchalant	.37	Welbespraakt	.36	Haastig	.34						
Onoprecht	.68	Zelfverzekerd	.53	Vriendelijk	.49	Ongeorganiseerd	.40	Vertrouwen-wekkend	.36	Haastig	.33	Lui	.37	Stabiel	.36	Eerbiedig	.34						
Nors	.68	Excentriek	.52	Vrolijk	.49	Zorgvuldig	.39	Langzaam	.34			Bewust	.36	Eerbiedig	.33	Inzichtgevend	.33						
Verwaand	.67	Initiatiefrijk	.51	Zorgzaam	.48	Suip	.37	Coöperatief	.33			Conscientieus	.36	Inzichtgevend	.36								
Twistziek	.67	Energiek	.50	Meevoelend	.48	Consequent	.36	Degelijk	.33			Achterdochtig	.36										
Afgunstig	.67	Overtuigend	.50	Conforabel	.43	Hatelijk	.36	Op de voorgrond tredend	.32			Ontoegankelijk	.31										
Gekweld	.65	Spannend	.49	Ondersteunend	.43	Opofferings-gezin	.32	Participatief	.32														
Wereldvreemd	.65	Dapper	.49	Attent	.43	Onpeilbaar	.32	Morrel	.31														
Nascistisch	.65	Waaghalzerig	.48	Rationalistisch	.42	Onzelfkrachtig	.30	Opzichtig	.30														
Bespottelijk	.65	Vasberaden	.48	Goedhartig	.41			Serius	.30														
Onberekenbaar	.65	Veelzijdig	.48	Gestrest	.39																		
Onstandvastig	.64	Capabel	.47	Gehoorzaam	.38																		

# Appendix 4: Five factor model<sup>6</sup>

**Table 9**

Factor Loadings resulting from a Principal Component Analysis using Orthogonal Varimax Rotation.

Destructive		Intellect / Competence		Human orientated		Proactive / Powerful		Instrumental	
Fatalistisch	.70	Effectief	.60	Lief	.65	Inspirerend	.66	Gecompliceerd	.52
Bespottelijk	.70	Onzeker	-.59	Attent	.60	Dapper	.65	Beziel	.51
Afgunstig	.69	Georganiseerd	.57	Hartelijk	.60	Ondernemend	.59	Inventief	.51
Narcistisch	.68	Besluitvaardig	.57	Zorgzaam	.59	Uniek	.57	Toegewijd	.47
Blufferig	.67	Twijfelend	-.55	Ondersteunend	.59	Krachtig	.53	IJverig	.44
Tiranniek	.66	Efficiënt	.55	Vriendelijk	.59	Creatief	.52	Bemoedigend	.44
Dikdoenerig	.66	Naïef	-.55	Vrolijk	.58	Extreem	.52	Cognitief	.43
Verachtelijk	.66	Consequent	.54	Gezellig	.58	Uitstekend	.52	Participatief	.41
Treiterend	.66	Leidend	.54	Goedhartig	.57	Zelfverzekerd	.50	Initiatiefrijk	.40
Grootdoenerig	.65	Gecontroleerd	.53	Hulpvaardig	.57	Energiek	.48	Slagvaardig	.39
Jaloers	.65	Verward	-.53	Trouw	.57	Innovatief	.48	Humaan	.39
Onverschillig	.65	Productief	.52	Sympathiek	.57	Bezeten	.48	Moreel	.39
Bitter	.65	Verstrooid	-.52	Comfortabel	.56	Invloedrijk	.48	Integer	.38
Heetgebakerd	.64	Stabiel	.51	Enthousiast	.54	Veelzijdig	.47	Onpeilbaar	.38
Asociaal	.64	Overtuigend	.51	Aardig	.53	Voorzichtig	-.47	Geestelijk gezond	.38
Onberekenbaar	.63	Warrig	-.51	Levendig	.52	Twijfelachtig	-.47	Eenzelvig	.37
Bruut	.63	Instabiel	-.50	Vitaal	.52	Vindingrijk	.47	Meeslepend	.34
Machtslustig	.63	Doortastend	.49	Meevoelend	.52	Kleurrijk	.47		
Agressief	.62	Gestrest	-.48	Collegiaal	.50	Optimistisch	.47		
Onsympathiek	.62	Accuraat	.48	Actief	.49	Uitdagend	.46		
Heerszuchtig	.62	Capabel	.47	Sociaal	.48	Dynamisch	.46		
Stiekem	.61	Verstandig	.47	Welwillend	.48	Roekeloos	.45		
Verwaand	.61	Goedgeïnformeerd	.47	Bereidwillig	.48	Op de voorgrond tredend	.45		
Gespleten	.61	Goed	.47	Aangenaam	.48	Charismatisch	.44		
Humeurig	.61	Competent	.46	Humoristisch	.48	Welbespraakt	.43		
Wantrouwig	.60	Systematisch	.45	Opgewekt	.47	Excentriek	.42		
Geniepig	.60	Gefocust	.45	Begrijpend	.46	Origineel	.42		
Immoreel	.60	Logisch	.45	Zorgvuldig	.44	Imponerend	.40		
Leugenachtig	.60	Ontactisch	-.44	Meegaand	.43	Ruimdenkend	.39		
Afstotelijk	.60	Afhankelijk	-.44	Behulpzaam	.43	Ongeremd	.39		
Dweperig	.60	Zichtbaar	.44	Fatsoenlijk	.43	Zwak	-.38		
Zelfzuchtig	.60	Onderdanig	-.44	Loyaal	.42	Pessimistisch	-.38		
Twistziek	.59	Idioot	-.44	Blijmoedig	.42	Vastberaden	.37		
Heethoofdig	.59	Ongeorganiseerd	-.43	Eerlijk	.42	Vooruitstrevend	.37		
Slinks	.59	Evenwichtig	.43	Betrouwbaar	.41	Verfrissend	.37		
Gekweld	.59	Doelgericht	.41	Vertrouwenwekkend	.41	Onderzoekend	.37		
Nors	.59	Volwassen	.41	Wilskrachtig	.40	Nieuwsgierig	.36		
Ziekelijk	.59	Stipt	.41	Tevreden	.39	Gehoorzaam	-.36		
Zelfingenomen	.58	Realistisch	.41	Belangstellend	.39	Opgewonden	.34		
Sadistisch	.58	Gecoördineerd	.40	Betrokken	.38	Opzichtig	.34		
Wreed	.58	Futloos	-.40	Geïnteresseerd	.38	Inzichtgevend	.34		
Demonisch	.58	Kritisch	.40	Flexibel	.37	Eigenaardig	.33		
Beledigend	.58	Intelligent	.40	Gedisciplineerd	.37	Wijs	.33		
Huichelachtig	.58	Ondergeschied	-.40	Levenslustig	.37	Spannend	.33		
Stug	.58	Scherp	.39	Benaderbaar	.36	Scherpzinnig	.32		

<sup>6</sup> The items in English can be requested from the research team.



## CONTEXTUALIZED EFFECTIVE LEADERSHIP PERSONALITY DIMENSIONS

Destructief	.57	Geloofwaardig	.37	Oprecht	.36
Bedrieglijk	.57	Leidinggevend	.37	Impulsief	.36
Arrogant	.57	Bewust	.36	Gezond	.36
Schreeuwend	.57	Rationeel	.36	Open	.35
Zwaartillend	.56	Zelfbewust	.36	Gemotiveerd	.35
Hypocriet	.56	Alert	.36		
Onevenwichtig	.56	Zelfstandig	.35		
Walgelijk	.56	Functionerend	.35		
Verbitterd	.56	Geavanceerd	.34		
Moelijk	.56	Volhardend	.33		
Wereldvreemd	.56	Bang	-.33		
Onrechtvaardig	.55	Rationalistisch	.32		
Onbeheerst	.55	Consciëntieus	.32		
Onoprecht	.55	Geschoold	.30		
Schizofreen	.54				
Boos	.54				
Gefrustreerd	.54				
Vernielzuchtig	.54				
Rancuneus	.54				
Zwartgallig	.54				
Tactloos	.54				
Opstandig	.54				
Driftig	.53				
Pervers	.53				
Megalomaan	.53				
Duister	.53				
Hebberig	.53				
Hardleers	.53				
Kinderachtig	.53				
Manipulatief	.53				
Bedrieglijk	.53				
Ongastvrij	.52				
Dwaas	.52				
Zwaarmoedig	.52				
Dom	.52				
Halsstarrig	.52				
Despotisch	.52				
Kleingeestig	.52				
Neerbuigend	.52				
Onstandvastig	.52				
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