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2009

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Recommended Citation
Rupprecht, '09, Elizabeth A., "How the Individual Differences of Subordinates Within the Workplace Predict Leadership Style Preference and Organizational Commitment" (2009). *Honors Projects.* Paper 131.
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Running head: LEADERSHIP STYLES, PERSONAL AND ORGANIZATIONAL VARIABLES

How the Individual Differences of Subordinates Within the Workplace Predict Leadership Style Preference and Organizational Commitment

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How the Individual Differences of Subordinates Within the Workplace Predict Leadership Style Preference and Organizational Commitment

The connection between leader and subordinate is a crucial one for businesses. One reason this connection is crucial is that many subordinates see the business through the eyes of their managers or super-ordinates. Leaders with certain abilities and attributes can help employees feel more comfortable with their work environment. Different subordinates in specific work environment situations may desire different attributes in a leader. Conversely, individuals with specific personality attributes and a similar work environment may, therefore, desire the same type of leader.

The following study will attempt to describe the relations between subordinates' personality characteristics, gender, job stereotypicality and emotional intelligence, their preferred type of leader and, finally their commitment to their organization. Many of these constructs, and their relation to leaders, have been researched previously (Eagly & Johannesen-Schmidt, 2001; Heilman, Wallen, Fuchs & Tamkins, 2004; Kerr, Garvin, Heaton, & Boyle, 2006; Singer & Singer, 1986; Rai & Sinha, 2000), and there are many ideas about how these constructs relate to one another. For example, the similarity hypothesis argues that individuals have a preference for other individuals who are similar to themselves; subordinates should then prefer a leader who exhibits their own personality qualities. Specific personality attributes in the leader that have been found to link with leadership behaviors should also be present in subordinates who prefer that type of leadership behavior. However, no model has mapped the relations between many of these constructs simultaneously. As such, in the current study, new ground will be broken in terms of using these constructs to create a model of aspects of subordinates that influence how they choose their ideal leader.

In the current model, personality characteristics, gender and emotional intelligence will be considered as the characteristics of the subordinate that will partially determine their leadership preference. The other determinate of leadership preference will be work environment characteristics, specifically, subordinates' perceptions of how gender stereotypic a job is.

In addition to leadership preference as an outcome variable, the current model will include organizational commitment. Organizational commitment is an important construct in that it relates to how strongly oriented a subordinate is toward his/her place of business. A subordinate's leadership style preference may be strongly connected with his/her commitment to the organization. In addition, individuals who are more committed to an organization may have similar personality characteristics. An individual who becomes more committed to the organization may also then exhibit a change in personality characteristics.

In all, the current model has included variables often associated with leadership and applied them to subordinates in an effort to expand the existing research regarding subordinates and the relation between subordinates and leaders. Based upon previous research, I have proposed a model that includes variables correlated with leadership styles and organizational commitment (See Figure 1).

This introduction will first provide an operational definition of each construct. Second, the introduction will provide an outline of the recent, most important research regarding each construct. After giving background information about each construct, the theoretical outline and hypotheses of the proposed study will be stated.

Leadership Style

Many researchers view leadership style as attributes and behaviors presented by the leader to the follower (Eagly & Johannesen-Schmidt, 2001). Other researchers view leadership

style more as the relation between the leader and the follower - a combination of the leader's behavior and the follower's reaction (Ehrhart & Klein, 2001).

Three main leadership styles are found throughout the literature. The first type, *transformational* leadership, is characterized by encouragement, trust and innovation. The subordinate's feelings, goals and needs are taken into consideration. These leaders discuss setting goals and the path to achieve them with subordinates. The transformational leader's main goal is to successfully achieve or exceed organizational and personal goals by helping his/her subordinates achieve or exceed their own goals. These leaders improve performance by improving their subordinates' morale (Eagly & Johannesen-Schmidt, 2001).

The second style, *transactional* leadership, is characterized by exchange relationships. The subordinates provide work and complete tasks in order to get rewarded monetarily or with other types of rewards by the leader. Subordinates who meet objectives are rewarded, and subordinates who do not meet the objectives are corrected. The transactional leader's main goal is to get tasks accomplished. These leaders worry less about their subordinates' well being, and more about their subordinates' performance (Eagly & Johannesen-Schmidt, 2001).

The third leadership style is the *laissez-faire* style. Like the concept in economics of the same name, this style is characterized by managers who fail to take any part in managing their subordinates. These leaders may avoid situations in which they would have to make decisions; they are leaders in name only. Laissez-faire leaders are not likely to have any specific goals for their followers and fail to give their followers any feedback on their performance (Eagly, Johannesen-Schmidt, & van Engen, 2003).

In short, individual leaders have their own leadership styles or preferences for specific leadership styles, which may vary depending on the individual's experiences. Most importantly for the current research, I hypothesize that leadership style also varies according to subordinates'

individual characteristics, such as gender. The strong, previously demonstrated correlations between gender and leadership style are backed by much research.

Gender

Gender differences are related to an individual's preferences for specific leadership styles, including preferences for cultivating the behaviors related to particular leadership styles in themselves and having leaders who express these kinds of leadership behaviors. Most studies have found that females tend to have a transformational leadership style, and males tend to have a transactional or laissez-faire leadership style (Eagly, et al., 2003). Previous research has examined why the gender difference in leadership style exists. In part, past research suggests that females who are in masculine gender-typed leadership roles may experience role incongruity. More specifically, role incongruity occurs when females who occupy masculine gender-typed roles and males who occupy feminine gender-typed roles are regarded more harshly because they are not following social norms and common stereotypes. Females who occupy leadership positions are not only seen as less feminine in terms of interpersonal and communal behaviors, but they are also seen as hostile and less likeable (Heilman, Wallen, Fuchs, & Tamkins, 2004). In addition, females' leadership abilities are less positively rated by other females when the raters hold more traditional viewpoints regarding gender stereotypes (Cooper, 1997). If the subordinates do not strongly subscribe to gender roles, then females may be seen as unlikable and ineffective (Eagly, Karau, & Makhijani, 1995).

As such, past research suggests that female leaders try to lessen role incongruity by having a transformational leadership style (Eagly & Johannesen-Schmidt, 2001), which is more consistent with stereotypes of females. In sum, females are also motivated to become transformational leaders because other females may harshly judge them if they do not follow social norms. The effect of role incongruity grows when the leader's success is questionable

(Heilman, Wallen, Fuchs, & Tamkins, 2004). When the performance and effectiveness of a leader is not explicitly expressed, individuals tend to rely on variables like gender roles in judging the leader. As a result, a leader who does not seem to be following the rules of his/her gender role is viewed as not as competent as a leader who does seem to be following the rules of his/her gender role.

Thus, as noted above, females may try to increase the effectiveness of their leadership in order to compete with males by trying to adopt more transformational leadership behaviors. One theory suggests that females are seen as less effective than males in leadership positions (Eagly, et al., 1995). In practice, when positions are defined in masculine terms, effectiveness ratings favor male leaders and when positions are defined in feminine terms, effectiveness ratings favor female leaders. One reason females may choose the transformational leadership style more often is that they are seen as more effective in leadership roles requiring more transformational leadership behavior such as interpersonal ability. Males were seen as more effective in leadership roles requiring more transactional leadership behavior such as task ability (Eagly, Karau, & Makhijani, 2004).

In general, females see leadership positions as less attainable than males, though males and females are equally as positive in their feelings about being in a leadership role. Perhaps females feel they need to represent their gender by adopting gender stereotypical roles because there are so few women in leadership roles (Kileen, Lopez-Zafra, & Eagly, 2006).

Specifically, gender affects how leaders are perceived. In one study, promoted female managers were given a higher performance score than promoted male managers (Lyness & Heilman, 2006). As evidenced in the section following, gender bias can get in the way of certain jobs more than others.

In short, gender partially defines individuals' actions and the reactions of others to their actions. Social norms and roles help to direct behavior within the workplace, but in terms of female leadership, these norms can be as harmful as they are helpful. The females' socialization still precludes them from seeing leadership positions as within reach, but once females become leaders, they can work around the biases of gendered social norms by having a transformational leadership style.

Although gender related biases are very strong in some workplaces, the stereotypicality of a job, defined as how much the job fits into the concept of stereotypically masculine or feminine tasks, can help reduce these biases (Eagly, Karau, & Makhijani, 1995). Further, job stereotypicality can help balance a person's leadership style and gender dissonance, which is defined as the discrepancy between the gender stereotypicality of the job and the employee's gender. For example, if a female is in a very masculine role, but keeps a transformational leadership style, the dissonance (and the devaluation) of gender is reduced.

Gender's Relation With Job Stereotypicality

Job stereotypicality affects individuals' choices regarding their own and their managers' leadership styles. The femininity or masculinity of the job can also affect how employees and managers interpret and judge the employees that complete these tasks. If the job is extremely feminine (such as a day care worker), male employees and managers are regarded as strange or out of place. If the job is extremely masculine (such as that of a financial analyst), female employees and leaders seem to be out of their element (Heilman, Wallen, Fuchs, & Tamkins, 2004). Female leaders are better liked in a stereotypically feminine job arena. Male leaders are better liked in a job arena that is stereotypically masculine. In gender neutral job arenas, though, female employees and leaders are better liked (Heilman, Wallen, Fuchs, & Tamkins, 2004).

Thus, the research indicates a strong gender bias against male employees and leaders in

neutral and especially feminine fields. The strong, overbearing social stigma against fostering effeminate qualities in males may be one cause of this gender bias. The finding that females are less well liked in male dominated fields is based on the previously mentioned role incongruity effects and social norm violations (Heilman, Wallen, Fuchs, & Tamkins, 2004).

If the job field in which an individual works is very gender-stereotypic, then having a gender role congruent leadership style can lessen some negative effects, such as perceptions of leadership ineffectiveness and dislikability of the incongruity (Eagly, Karau, & Makhijani, 1995). In this study, females who had a more gender stereotypic, transformational leadership style were not as devalued in a male-dominated role as females who had a more masculine, transactional leadership style. The study suggests that people expect certain behaviors from managers, which depend on the manager's job type and gender.

As shown in this first section of the proposed model, gender, job stereotypicality, and leadership style strongly affect the leaders' success (see Figure 1). Gender and job stereotypicality may affect the subordinate's choice of leader differently than gender and job stereotypicality affect the leader themselves. According to the previously discussed research findings, these attributes also have strong connections with one another. The following section will outline how other attributes, such as personality, also have a moderate effect on how individuals view their leaders and are also accordingly included in the proposed model.

Personality Attributes of the Individual

In recent research, specific connections between an individual's leadership style preference and personality attributes have been found. When given a choice of a potential manager's leadership style, individuals usually choose managers that reflect their own goals and personalities (Ehrhart & Klein, 2001). Specifically, the Big Five personality traits and Type A personality have been linked with leadership style preferences.

The Big Five Personality Traits: The strongest positive correlations between the Big Five personality traits and leadership style exist between agreeableness, openness to experience, and transformational leadership, such that the more agreeable and open to new experiences individuals are, the more likely they are to utilize a transformational leadership style (Bono & Judge, 2004). Transactional leadership was not linked as strongly to personality traits, though agreeableness was positively linked in some studies to this style of leadership (Bono & Judge, 2004).

Type A Personality Trait: Individuals with a Type A personality show specific personality characteristics, such as high social confidence and assertiveness (International Personality, 2008). There is some evidence supporting a link that Type A personality characteristics and transformational leadership are negatively correlated (Rai & Sinha, 2000). Individuals with Type A characteristics may be reluctant to follow transformational leaders, but instead flock to transactional or laissez-faire leaders. Finding whether this characteristic in subordinates is negatively correlated with preference for transformational leadership behaviors would follow the path of previous data. This may be because transformational leaders heavily support a team-based working atmosphere (Eagly & Johannesen-Schmidt, 2001), but Type A individuals are more individualistic.

Emotional Intelligence: Another trait that is closely related to an individual's personality is emotional intelligence (EI) level. Possessing emotional intelligence relates to the ability to identify, use, understand, and manage emotions moreso than individuals who do not have a high level of emotional intelligence (Kerr, Garvin, Heaton, & Boyle, 2006). This individual characteristic, much like agreeableness and openness to experience, correlates positively with transformational leadership behaviors. Leaders who possess high levels of emotional intelligence

have been rated as better, more effective leaders by their supervisors. Some researchers believe managing emotions is key to being effective as a leader (Kerr, Garvin, Heaton, & Boyle, 2006).

Emotional intelligence is strongly linked to intuition in the realm of management and leadership. As intuition is learned through experience within a given field, so is emotional intelligence. In other words, researchers argue that just as individuals can be trained to have better intuition, individuals can be trained to have higher levels of EI as well (Downey, Papageorgiou, & Stough, 2006).

The connection between transformational leadership behaviors and emotional intelligence is well supported. Although a few researchers disagree about the value of emotional intelligence as a predictor of leadership behaviors, most researchers agree that the two are correlated (Antonakis, 2004). The link has been hypothesized to exist because transformational leaders have a special relationship with their followers that transactional and laissez-faire leaders do not have. Transformational leaders not only support their subordinates in a strictly business sense, but also attend to their subordinates' emotional needs more than other types of leaders. Supporting this notion, no relation has been found between EI and transactional leadership, and a negative correlation has been found between EI and laissez-faire leadership (Downey, Papageorgiou, & Stough, 2006). However, these results have been found for female leaders only. The results may or may not generalize to male leaders.

In short, it has been demonstrated that leadership behavior is predicted strongly by individual characteristics of the leaders. The individual characteristics of leaders are not the only leadership behavior predictors, though. Organizational characteristics are also very important in predicting the behaviors of leaders. In particular, research suggests that organizational commitment is strongly connected to transformational leadership.

Organizational Commitment

Organizational commitment is measured by how much the individual is loyal to, identifies with and is involved with the place of employment (Rai & Sinha, 2006). Individuals who are committed to their organization put forth more effort to achieve tasks and wish to stay with the organization for a long amount of time. Not surprisingly, commitment is negatively related to turnover (Rai & Sinha, 2000).

Organizational commitment increases in subordinates when their leaders are transformational as opposed to transactional. When transformational leadership is in place, the strong emotional relationship between leader and subordinate increases the subordinates' wishes to stay loyal to the company. In one study, subordinates' organizational dedication and pride were positively correlated with the transformational leadership style (Rai & Sinha, 2000).

In conclusion, organizational commitment in subordinates is correlated with transformational leadership in managers, specifically. This correlation shows that transformational leaders can affect workplace attitudes of their subordinates and shows exactly how these leaders affect the attitudes of their subordinates.

Framework of a New Model

Effective leaders in the workforce may exhibit many different qualities, depending on variables such as gender and job stereotypicality. When the correct qualities are mixed with the correct environment, a leader is effective and has a high performance output (Xenikou & Simosi, 2006). One implication of understanding the interrelations of the variables within the proposed model may be that leaders could be taught to be more effective in their field if they are taught what makes other leaders in that environment effective.

While these characteristics have been thoroughly studied by many researchers, an overarching and encompassing theory of the interaction between these characteristics and leadership style has not been postulated. More thoroughly examining the connection between the

qualities of the leader and the environment would strengthen the previously outlined theories of leadership aspects. The goal of this study is to address the non-holistic approach previous studies have taken and also to map the relations between the specific, aforementioned characteristics and an individual's leadership style preferences. The current research examines specific connections between the variables outlined above (see Figure 1 for a comprehensive look at the proposed model). Based upon the previous findings outlined here, the hypotheses guiding the current research are as follows:

Hypothesis 1a: Emotional intelligence will mediate the relation between gender and the preference for transformational leadership style. More specifically, female employees are predicted to have high levels of emotional intelligence, which would then be positively linked to preference for transformational leadership attributes.

Hypothesis 1b: Job stereotypicality is predicted to correlate with transactional leadership preference for males and transformational leadership preference for females. More specifically, the more masculine the job is, the more males are be drawn to that job, and the more employees in that field would prefer leaders who express transactional attributes. The more feminine gender-typed the job is, the more females will be drawn to that job, and the more employees in that field would prefer leaders who express transformational attributes.

Hypothesis 2a: It is hypothesized that emotional intelligence will mediate the relation between openness to experience and transformational leadership style preference.

Hypothesis 2b: It is hypothesized that the Type A personality trait will be negatively correlated with preference for transformational leadership behaviors.

Hypothesis 2c: Agreeableness is predicted to be positively linked with preference for transformational leadership attributes.

Hypothesis 3: Preference for transformational leadership style is predicted to be positively linked with organizational commitment.

Method

Participants

Eighty faculty and staff members (49 female) from a small, liberal arts university in the Midwest were recruited via email to participate in a study on "Leadership Behaviors in the Workplace." To be eligible to be in the study, participants must have been employed by the university for 6 months and have been in good standing. The participants received a chance to win two 25 dollar gift certificates or one 50 dollar gift certificate in exchange for their participation.

Measures

All eligible participants were asked to complete the following questionnaires:

Multifactor Leadership Questionnaire (MLQ; Avolio & Bass, 2002; see Appendix A). A forced choice measure, the MLQ assesses the leadership preferences of participants in three categories: transformational, transactional, and laissez-faire. The scale includes 45 items and measures what kinds of leadership behaviors the participant prefers using several subsections of questions. Sample items include: "I would prefer a leader who provides assistance in exchange for my efforts" (transactional leadership style), "I would prefer a leader who reexamines critical assumptions to question whether they are appropriate" (transformational leadership style), and "I would prefer a leader who is absent when needed" (laissez-faire leadership style). The items are scored on a 5-point Likert scale from 0 (not at all) to 4 (frequently, if not always). Higher scores indicate a preference for the specific type of leadership style, depending on the question. No items are reverse scored.

Organizational Commitment (Mowday, Steers & Porter, 1979; see Appendix B). This measure indicates the commitment level of the participant to the place of employment. The scale

consists of 15 items. Sample items include "I talk up this organization to my friends as a great organization to work for" and "I feel very little loyalty to this organization (reverse scored)." The items are scored on a 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). High scores indicate stronger commitment to the organization.

Agreeableness (International Personality, 2008; see Appendix C). Agreeableness, one of the Big Five constructs is defined as being "sympathetic, kind, and affectionate (Srivastava, 2008)." The construct was measured with 10 items. This scale is derived from a larger set of International Personality Item Pool items created to measure the Big Five. Sample items include "I treat all people equally" and "I believe I am better than others (reverse scored)." The items are scored on a 5-point Likert scale from 1 (very inaccurate) to 5 (very accurate). Higher scores on the measure indicate that the participant is more agreeable.

Openness to experience (International Personality, 2008; See Appendix C). Openness to experience, one of the Big Five constructs is defined as "having wide interests, and being imaginative and insightful (Srivastava, 2008)." The construct was measured with 10 items. This scale is derived from a larger set of International Personality Item Pool items created to measure the Big Five. Sample items include "I have a vivid imagination" and "I am not interested in abstract ideas (reverse scored)." The items are scored on a Likert scale from 1 (very inaccurate) to 5 (very accurate). Higher scores on the measure indicate that the participant in more open to experience.

Type A personality (International Personality, 2008; See Appendix D). Consisting of 47 items, this measurement of Type A personality assesses whether a participant has the specific Type A personality traits of social confidence and assertiveness, as measured by five subscales (assertiveness, anxiety, social-confidence, activity level, and orderliness). Sample items include: "I follow a schedule" (Orderliness Scale), "I am not bothered by disorder" (Orderliness - reverse

scored), "I have little to say" (Social-Confidence – reverse scored), "I express myself easily" (Social Confidence), "I often feel blue (Anxiety), "I am relaxed most of the time" (Anxiety – reverse scored), "I can manage many things at the same time" (Activity Level), "I let myself get pushed around" (Assertiveness – reverse scored), and "I take a lot of time to do things" (Assertiveness). The items are scored on a 5-point Likert scale from 1 (very inaccurate) to 5 (very accurate). Higher scores on this measure indicate stronger Type A behaviors.

Emotional Intelligence (International Personality, 2008; see Appendix E). This measure assesses specific emotional capabilities of the participant, including emotion-based decision making and expressing positivity. The scale consists of 56 items and is derived from the combination of the following subscales: positive expressivity, negative expressivity, attending to emotions, emotion-based decision-making, responsive joy, and empathic concern. Sample items include: "I show my feelings when I'm happy" (Positive Expressivity), "I keep my happy feelings to myself" (Positive Expressivity – reverse scored), "I shout or scream when I'm angry (Negative Expressivity), "I keep my feelings to myself, regardless of how scared I am" (Negative Expressivity – reverse scored), "I often stop to analyze how I'm feeling" (Attending to Emotions), "I rarely analyze my emotions" (Attending to Emotions – reverse scored), "I listen to my heart rather than my brain" (Emotion-based Decision-making), "I make decisions based on facts, not feelings" (Emotion-based Decision-making – reverse scored), "I get caught up in the excitement when others are celebrating" (Responsive Joy), "I dislike being around happy people when I'm feeling sad" (Responsive Joy – reverse scored), "I believe that the poor deserve our sympathy (Empathic Concern), and "I have little sympathy for the unemployed" (Empathic Concern – reverse scored) The items are scored on a Likert scale from 1 (very inaccurate) to 5 (very accurate). Higher scores on this measure indicate higher levels of emotional intelligence.

Job Stereotypicality Scale (author generated; see Appendix F). This measure assesses the gender-specific stereotypicality of an individual's job. The scale consists of 6 questions. Sample items include: "Within *your* company, what is the gender composition of those who work in your same position (or with about the same job description)?" and "In general, across companies, when you think of the employees that are likely to be successful in your position, what is the gender composition of this group?" The items are scored on a Likert scale from 1 (all male) to 7 (all female). This measure will assess if the individual's job fits a specific gender stereotype. High scores indicate female gender stereotypicality in the participant's job; low scores indicate male gender stereotypicality in the participant's job.

Procedure

Participants were told that the study was designed to investigate various factors that influence leadership. Participants were asked to complete the study online on a home or office computer, in a quiet area. After participants read the informed consent information, they gave consent via a click on the "I am at least 18 years of age, and give my consent to participate in this study" button or the "I do not give consent to participate in this study" button. If participants did not give consent, they were immediately presented with a screen that thanked them for their time. In addition, participants had the choice to email the researchers with any questions before continuing; email addresses were included as part of the informed consent form. Printing out the consent form was also an option so that participants could keep a record of the study and contact information.

Consenting participants were then asked to follow the instructions on the computer screen and answer any questions using the mouse and keyboard. (All measures are appended below). The study took about 30 minutes for the participants to complete.

Participants were asked to complete 6 measures. Participants were first asked to complete a short demographic questionnaire including the amount of time the participant has worked at the organization and the participant's gender. The remaining measures were completed in this order; the Multifactor Leadership Questionnaire (MLQ), the Organizational Commitment Scale, openness to experience and agreeableness, Type A personality, emotional intelligence, and job stereotypicality.

At the end of the session, participants were thanked and debriefed. Their email addresses were collected in another data bank that was completely separate from the previous data collected so that the researchers could enter the participants in the drawing for the incentives.

Results

Data preparation

Descriptive statistics, including frequencies and reliabilities, were calculated for all measures. All statistical analyses were conducted using a .05 alpha level. Frequency statistics for age and length of employment are included in Table 1.

Scale reliability

Internal consistency ratings were measured using Cronbach's alpha. The resulting reliabilities for each of the measures are listed in Table 2. All of the measures had excellent consistency ratings, with one important exception. One item of interest is the low alpha for the MLQ transactional leadership scale (alpha=.49). The issue of low consistency in the MLQ scales has been previously studied. Avolio, Bass, and Jung (1999) found that the passive management-by-exception scale, instead of being included in the measure of transactional leadership, should be classified under laissez-faire leadership. Upon making this adjustment, the revised alpha score is much greater than the previous one (alpha=.61). But because this level of reliability is still

below the accepted range, it should be noted that this reduces the probability that scores from other measures will correlate with scores from this subscale of the MLQ.

Correlations between all variables were also calculated. These correlations are listed in Table 3.

Hypothesis testing

The first hypothesis dealt with connections between gender and the two types of leadership styles. Recall that Hypothesis 1a stated that emotional intelligence would mediate the relation between gender and the preference for transformational leadership style; female employees are predicted to have high levels of emotional intelligence and employees with high emotional intelligence will prefer transformational leaders. In all cases below, in order to test the mediational hypotheses, regressions were calculated for the three basic relations within the mediational model; in this case, the simple regressions were conducted with gender predicting transformational leadership style preference, gender predicting emotional intelligence and emotional intelligence predicting transformational leadership style preference. Regression analyses are listed in Table 4 in the appendix. These regression analyses indicated that, as hypothesized, 10 percent of the variance in emotional intelligence can be accounted for by the gender of the participant, β=.31, p=.004. Further, less than 1 percent of the variance in transformational leadership style preference can be accounted for by emotional intelligence, β=.29, p=.008. However, contrary to hypotheses, less than 1 percent of the variance in transformational leadership preference was accounted for by gender, β =.06, p=.540. Because one of these basic relations was not significant, the mediational model was not tested.

Hypothesis 1b stated that job stereotypicality was predicted to correlate with transactional leadership preference for males and transformational leadership preference for females. As before, regression analyses were conducted first for connections between the following variables:

gender and leadership preference, gender and job stereotypicality, job stereotypicality and transformational leadership style preference, and job stereotypicality and transactional leadership style preference. As noted above, less than 1 percent of the variance in transformational leadership preference was accounted for by gender (gender was coded as a dummy variable), $\beta = .06$, $p = .540$. Similarly, less than 1 percent of the variance in transactional leadership preference was accounted for by gender, $\beta = .045$, $p = .694$. Second, less than 1 percent of the variance in transformational or transactional leadership style preference can be attributed to job stereotypicality, (βs =-.88 and -.28, p = .437 and .011, respectively). These results were not as hypothesized; however, as hypothesized, 18 percent of the variance in job stereotypicality was accounted for by gender, $\beta = .43$, $p < .000$.

The second hypothesis dealt with personality variables and their connection with leadership style preferences. Personality was predicted to be linked with emotional intelligence and leadership style. Recall that hypothesis 2a hypothesized that emotional intelligence would mediate the relation between openness to experience and transformational leadership style preference. First, regression analyses were conducted examining the relations between openness and emotional intelligence and emotional intelligence and transformational leadership style preference. The regression analyses indicated that, as hypothesized, less than 1 percent of the variance of transformational leadership style preference can be attributed to the openness to openness to experience personality trait, $\beta = .24$, $p = .029$. Further, less than 1 percent of the variance of emotional intelligence can be attributed to the openness to experience personality trait, $\beta = .28$, $p = .010$. In addition, less than 1 percent of the variance of transformational leadership style preference can be attributed to emotional intelligence, $\beta = .29$, $p = .008$. A mediational analysis was then conducted using Sobel's test to examine the connections between these three variables. Emotional intelligence did not significantly mediate the connection

between openness to experience and transformational leadership style preference, Sobel's test = .39, p=.691. When including emotional intelligence and openness to experience as predictors of transformational leadership style preference, the betas and significance levels of both emotional intelligence and openness to experience are as follows: βs =.243 and .175, p =.033 and .121, respectively.

Hypothesis 2b hypothesized that employees that exhibit Type A personality attributes would be negatively correlated with preference for transformational leadership behaviors. In order to test this hypothesis, a correlation was conducted between Type A and transformational leadership preference. Contrary to hypotheses, there is a non-significant positive correlation between Type A and transformational leadership style preference, r=.17, p=.129.

Hypothesis 2c stated that agreeableness was predicted to be positively linked with preference for transformational leadership attributes. A correlational analysis was conducted to test this hypothesis. However, results indicated that there was a non-significant positive correlation between agreeableness and transformational leadership style preference, r = .16, p=.141.

The third hypothesis concerned the positive correlation between transformational leadership preference and organizational commitment. Recall that organizational commitment was predicted to be positively linked with the preference for the transformational leadership style. A correlational analysis was conducted to test this hypothesis. Organizational commitment was significantly correlated with transformational leadership style preference, r=.245, p=.018.

Discussion

The purpose of the current study was to apply research of leaders and leadership to the relations between subordinates and leaders. It was hypothesized that subordinates would prefer leaders who exhibited behaviors that were congruent to the subordinates' personality traits.

Though transformational leadership preference was significantly correlated with organizational commitment, job stereotypicality and emotional intelligence were shown to be non-significant mediators of the relations among gender, the openness to experience personality trait and transactional and transformational leadership style preferences. In addition, job stereotypicality was shown to be a non-significant mediator between gender and specific leadership style preferences. One explanation for some of these nonsignificant findings may have stemmed from the author-generated job stereotypicality measure. Though the new job stereotypicality measure was reliable, it may not have measured the variable the researchers were attempting to measure. A pretest of the measure should have been completed before placing it in this questionnaire; the pretest could have assessed exactly what individuals thought the questions were measuring. Further analyses of the correlation of this measure with related questionnaires in order to assess convergent and divergent validity may be the next step. Furthermore, the job stereotypicality scores were very similar throughout the group surveyed. This could account for the non-significance of the mediation test. More variation in the ratings of specific jobs needed to occur in order for the measure to be valid; even with an abundance of different types of jobs (from custodian to director), most participants chose about the same score for this range of jobs.

Secondly, the findings indicate that emotional intelligence did not have as much influence in terms of gender and openness as does another unspecified variable. Even though openness to experience was correlated with both emotional intelligence and transformational leadership preference, all three of these constructs may have significantly overlapped with each other. Individuals who are open to experiences may both show more emotional intelligence and show greater preference for transformational leadership because they are more open to experiences. It was evident from questions from the emotional intelligence and openness to experience measures that many of the same individuals would score high on both measures. The

overlap may have accounted for the fact that emotional intelligence mediated the relation between openness and transformational leadership preference, which indicated that openness and emotional intelligence may have accounted for similar variance in the transformational leadership preference variable.

One of the reasons that most of the mediation hypotheses were not able to be completed was the lack of significant connection between gender and transformational or transactional leadership style preference. The relations between gender and the transformational and transactional leadership style preferences were in the expected directions, though they were nonsignificant. This finding did not follow the path of previous research which showed that women were more likely to be transformational leaders than transactional leaders (Eagly, et al., 2003). Women do not significantly prefer transformational leadership behaviors more than transactional leadership behaviors. Perhaps transformational leadership has grown in popularity with men. Transformational behaviors have been strongly supported recently by many organizations who believe that a more "holistic" leader is a better leader.

Another possible interpretation is that, overall, individuals involved in higher education may be more supportive of transformational leadership behaviors. Overall, participants rated transformational behaviors as more preferable than transactional behaviors, $t(79)= 92.1$; 47.5, respectively, $p<.00$.. Transformational behaviors involve developing a supportive connection with subordinates. These types of behaviors are seen as more liberal than transactional behaviors, and may therefore be more popular with individuals working for a more liberal organization.

Even though gender was not related to either transformational or transactional leadership style preference, there were some interesting associations with gender. First, gender was positively correlated with emotional intelligence, with women having higher scores on this trait. Emotional intelligence was also significantly positively correlated with transformational

leadership style preference. The missing correlation was crucial; a correlation between gender and leadership style preference. If gender and leadership style preference did not correlate, then emotional intelligence and job stereotypicality could not mediate that relation. Second, gender was also significantly correlated with job stereotypicality. Job stereotypicality was negatively correlated with transactional leadership preference. These connections were not as strong as those with emotional intelligence, perhaps because of an unforeseen issue with the new job stereotypicality scale, as previously noted.

Other hypothesized connections between leadership style preferences and personality variables also were nonsignificant within the current sample. Specifically, Hypothesis 2b stated that Type A behaviors and transformational leadership style preference would be negatively correlated, but the correlation was nonsignificant. Transactional leadership preference, however, was significantly correlated with Type A personality, though this was a weak positive connection. Transformational leadership behaviors have been found previously to negatively correlate with the Type A trait (Rai & Sinha, 2000). In many cases, transactional leadership behaviors and transformational leadership behaviors have opposing effects; transformational leaders inspire individuals to be highly emotionally and personally involved in work while transactional leaders do not expect much involvement of their subordinates past reaching specific deadlines. A possible explanation is that the relation between Type A and transactional leadership style could be stronger than the construct's relation with transformational leadership style, overall. Perhaps Rai and Sinha (2000) were too focused on possible correlates of transformational to think about the strong resemblance Type A personality traits have with transactional leadership behaviors. Much of the research of the past decade has focused primarily on defining the new-fangled trait of "transformational" leadership behavior as opposed to the more traditional "transactional" leadership behavior. The preference in research for studying

transformational leadership and leaders has allowed important correlations with transactional leadership and leaders to go unnoticed.

The findings based on Hypothesis 2c are consistent with the findings based on Hypothesis 2b; transformational leadership preference and agreeableness were only non-significantly positively correlated. Agreeableness did not correlate significantly with either leadership style preference, though it correlated less with transactional than with transformational style preference. One possible interpretation of this finding was that highly agreeable persons may not have been able to choose between different sets of leadership behaviors effectively. These individuals may not have had a strong opinion on the subject, or may have been persuaded easily that all leadership behaviors are about the same and/or equally positive or negative. Another possible interpretation of the finding was that highly agreeable persons may not decide to choose between different sets of leadership behaviors, in order to not be seen as a disagreeable or stubborn individual in the workplace.

The third hypothesis that was studied was supported. Organizational commitment was significantly positively correlated with transformational leadership style preference. If individuals who are highly committed to their place of employment are also likely to prefer a specific sort of leadership behaviors, perhaps organizations seeking to increase organizational commitment should either hire or promote individuals who exhibit these transformational leadership behaviors.

Limitations

The type of organization surveyed in this study may have limited its results and significance. More specifically, transformational leadership may have been more prevalent in this small, Midwestern university than at a different type of organization. The more gender stereotypic the organization is, the more their employees exhibit the

transactional/transformational leadership dichotomy (Heilman, Wallen, Fuchs, & Tamkins, 2004). This could have caused many of the participants who would otherwise prefer transactional leadership to prefer transformational leadership behaviors. Even if the transformational leadership preferences of university employees are similar to those across a wide variety of organizations, these results cannot be generalized until more organizations are surveyed.

More specifically, the faculty and the staff of the university may have had different opinions about leadership, based on the differences of how leadership is structured in a university domain versus a company domain. The faculty of the university preferred a transformational leadership style to a transactional leadership style, $t(16)= 43.2; 26.3$, respectively, $p<.00$. Almost none of the correlations found in the general participant pool were found in this sample; the personality traits and leadership preferences of faculty did not follow expected directions. However, only 17 faculty members were surveyed. As for the 65 university staff who were surveyed (ex: staff counselor, office coordinator, director, dean) , the correlations found in the overall sample matched the correlations in the staff subsample: there was a greater preference for transformational leadership style preference than for transactional, $t(62)= 81.7; 40.3$, respectively, $p<.00$. However, even when disregarding the faculty participants, gender was not correlated with either transformational or transactional leadership style preference. Though the university faculty may have a leadership structure that differs from the more business-like structure of leadership for the university staff, this difference did not change the results obtained from the entire sample as a whole. Testing the hypotheses in the specific subsamples did not affect the nonsignificance of the hypotheses as found in the general sample.

The recruitment strategy of this study involved emailing all faculty and staff regarding a student research honors project. The faculty and staff interested in taking the survey were asked to email the researcher for more information. Specific factors, such as the organizational

commitment scale, could have been affected by the use of this strategy. The measurement of organizational commitment may have been influenced by response bias. Individuals who are committed to the organization might have been more likely to complete the survey than individuals who were not as committed. Also, individuals completing the survey may have felt pressured to answer the questions in a way that affirmed their commitment to the organization, since the survey was part of a class at the university.

Some of the non-significant findings may have been attributable to the leadership questionnaire that was used. The MLQ short form includes 45 questions. As previously noted, there had been some uncertainty in previous literature about whether or not to include specific subscales of leadership traits into either the laissez-faire or transformational leadership measure (Avolio, Bass, & Jung, 1999). The measure had low reliability, indicating that it lacked internal consistency. Perhaps the data in this study did not lead to significant results, but perhaps a different set of data would have supported hypotheses. The inherent confusion in how the measure should be scored was increased by the fact that many questions in specific subscales are very negatively worded; "I would prefer a leader who would fail to interfere until problems become serious" or "I would prefer a leader who is absent when needed." The quantity of negative connotations in some parts of the scale, namely the transactional and laissez-faire portions, made the transformational leadership style more appealing to all respondents. Furthermore, the laissez faire scale only has two subscales to measure it, as does the transactional leadership style. This may have greatly decreased the alpha for each subscale. These may be good reasons for using a different measure of types of leadership behaviors. Essentially, the MLQ still has some measurement issues that need to be improved upon; more specifically, the measure needs to be changed to focus on leadership style behaviors other than transformational.

Implications

Results from this study add to existing literature on leadership and how subordinates view leadership. To begin with, the results were markedly different from some previous data regarding the similarity of subordinate and leader characteristics.

Ahmad (2008) found "leader-subordinate personality congruence": individuals who were satisfied with their leader seemed to share similar personality traits to their leader. The results of the present study create a counterargument to the similarity hypothesis acting upon the relationship between subordinates and their superiors. It seems as if the subordinates may not take their personality into account when choosing ideal leadership behaviors as much as in Ahmad's (2008) study. If the subordinates are not relying very heavily on their own personalities in their preference for managerial behaviors, perhaps they rely on their past experiences. In further study, the reasons why subordinates choose specific leaders may be interesting to ascertain.

Another implication of these results may be that perhaps personality traits do not have as much influence on leadership as was previously believed or hypothesized. Perhaps individuals take past experiences with leaders, and the leaders' current effectiveness, into account when choosing ideal leadership behaviors. The finding that subordinates' personality traits may not have much influence on the choice of ideal types of leadership behaviors follows newer ideas about leadership. Specifically, the importance of personality traits in leadership has recently been questioned. Leadership is now being studied more holistically by studying "motives, values, cognitive abilities, social and problem solving skills, and expertise" (Zaccaro, 2007). Another possible implication is that transformational leadership behaviors have become more the norm since the previous research was conducted. If this is the case, the question of why this change in leadership behaviors has occurred should be further explained. A possible answer to this question

lies in the present research – perhaps companies have promoted individuals who are more committed to their organization. Since this study found that individuals who are highly committed to their organization prefer a leader who exhibits encouragement, trust and innovation (namely, a transformational leader), then perhaps this increase in transformational leadership behaviors is due to intra-organizational changes (the increased promotion of leaders exhibiting transformational behaviors).

Future Research

The main implication of the study was that personality traits have less influence on choice of leadership behaviors than previously thought. The contradiction of Ahmad's (2008) findings calls for more research and more data regarding the relationships between subordinates and leaders. Further studies could either try to generalize these findings by collecting additional data from a variety of companies or follow a more applied research path. Getting data from participants from different types of organizations, in different areas of the country or even worldwide would better enable generalizing the present findings to other organizations. Also, a more randomized method of delivery would help in reducing possible confounds in the organizational commitment scale and some of the other measures, as previously discussed. An inclusion of the questionnaire into required organization-wide training would increase the amount of participants and the power of any results found and could possibly lead to significant results with a more variable sample of participants.

Questionnaires indicating past experience with leaders could be added to the present survey. These questionnaires could either support or refute the idea that these past experiences have more to do with leader choice than subordinate personality characteristics. If the questionnaires included the participants' satisfaction with and the perceived effectiveness of these leaders, then companies could directly use the information to survey their subordinates to

increase leader effectiveness. Future research could also involve testing existing leader/subordinate groups in addition to the present survey. If individuals are working with/under their ideal leader, are they more effective or productive?

The present research has attempted to study the relations between leadership preferences and personality variables. In previous studies, a specific leadership style (i.e., transformational) has been found to be positively correlated with more concrete organizational variables (i.e., effectiveness/performance and organizational commitment). Subordinate ratings of the transformational leadership behaviors of their immediate supervisors have been found to positively correlate with specific perceptions of organizational culture, which was found to be positively correlated with high performance (Xenikou & Simosi, 2006). Even though participants in this study were not instructed to "think of an immediate superivisor" when indicating their preferences for leadership styles, preference ratings of leadership behaviors may very well be somewhat correlated with job performance. Alternatively, preferences for leadership styles may be not be correlated with job performance and be correlated instead to an entirely different construct.

Similarly, transformational leadership "encourages followers to develop their full potential and thereby to contribute more capably to their organization (Eagly, Johannesen-Schmidt, & van Engen)." Like effectiveness, organizational commitment is strongly connected to how individuals perceive their leaders. Even though actual leadership styles of the participants' immediate supervisors were not surveyed in this study, organizational commitment has proven to be positively related to even the preference for a transformational leader. If actual leadership styles were surveyed, a higher correlation between transformational leadership behaviors and subordinate organizational commitment may be the result.

In sum, the present research has taken the ideas of previous studies and connected them in meaningful ways. The relationship between subordinates and leaders is a very important issue for professionals, both in the workplace and in academia, to address. But this relationship must be studied in a way that uses previous knowledge about both of these populations to create new ideas. Older studies regarding leaders and regarding subordinates must be utilized in creating a model of how leaders and subordinates are related. Using ideas from prominent researchers in the study of leadership to measure the traits of actual working individuals has given this research a strong foundation in literature that can, with additional research, be applied to other similar institutions.

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Many thanks to Dr. Natalie Dove for all of her help with formulating a research proposal, conducting the research and editing the paper. Thanks to Dr. Brad Sheese for editing and advising and Dr. Kira Banks for her assistance with the oral presentation. I also thank Dr. Jean Pretz and Dr. Jeff Frick for being members of the committee. Finally, many thanks go to those who participated in the study.

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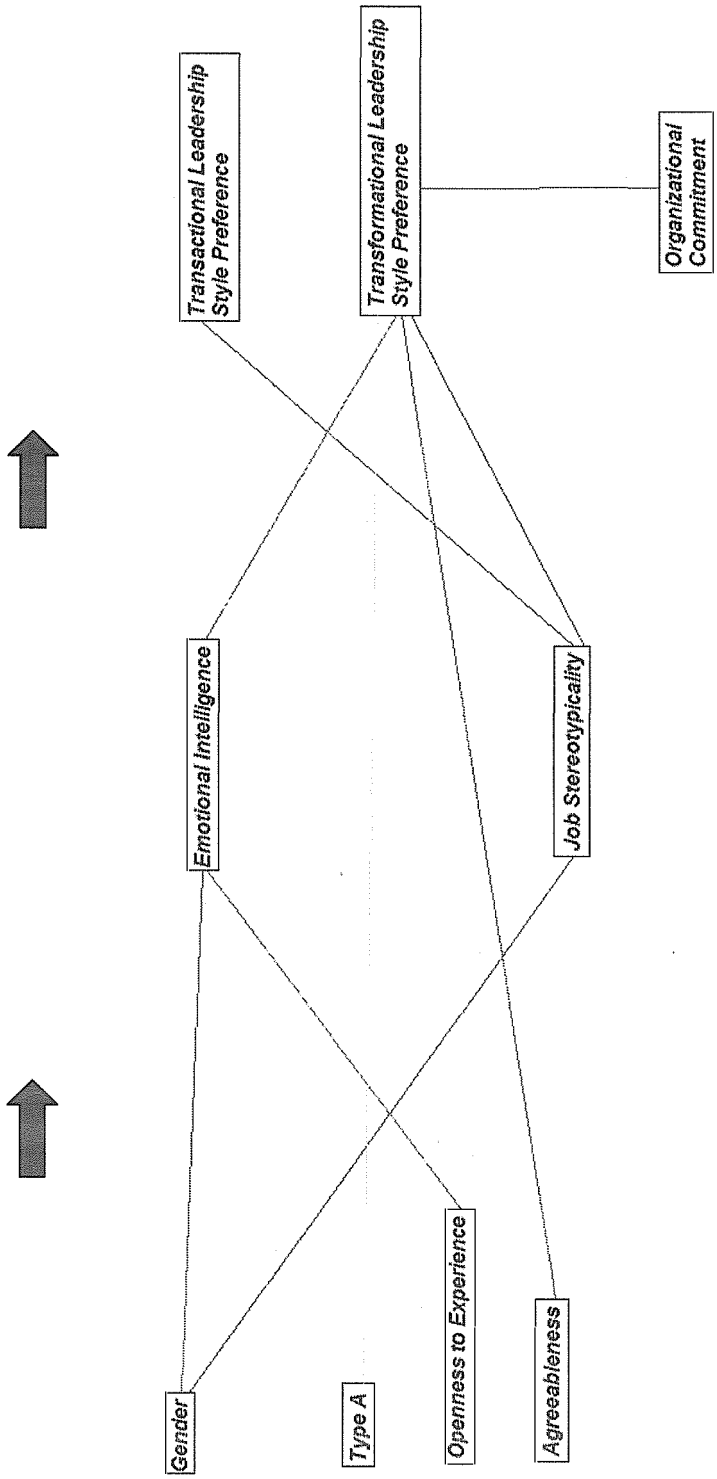
Figure 1



Blue – Job Stereotypicality as Mediator
Red – Emotional Intelligence as Mediator
Green – Positive Correlation Predicted
Yellow – Negative Correlation Predicted

Analyses

Table 1: Frequency Statistics

	Range	**Mean**	**Median**	**Mode**	**Standard Deviation**	**Variance**	**Min/Max**
Age of Participant	47	42.82	43.50	49	11.58	134.1	21/68
Length of Employment	36	10.00	8.2	6.5	8.17	66.89	.41/36.41

Table 2 : Alpha Levels of All Measures

Measure	Cronbach's alpha	Number of Items in Measure
Type A Personality	**.854**	47
Agreeableness	**.779**	20
Openness to Experience	**.884**	19
Job Stereotypicality	**.919**	10
Emotional Intelligence	**.889**	55
Transformational Leadership Style	**.874**	20
Transactional Leadership Style	**.501**	12
Transactional Leadership Style *revised	**.618**	8
Laissez-Faire	**.509**	8
Organizational Commitment	**.904**	15

Table 3: Correlations Among Study Variables

Variable	1	2	3	4	5	6	7	8	9
1. Gender	----								
2. Type A	.032	----							
3. Agreeableness	.263*	-.241	----						
4. Openness to Experience	-.276*	.215	-.166	----					
5. Job Stereotypicality	.430**	-.126	.032	-.078	----				
6. Emotional Intelligence	.317**	.225*	.157	.286*	.213	----			
7. Transformational	.069	.171	.166	.245	-.088	.293*	----		
8. Transactional	-.045	.278*	.020	.157	-.285*	.133	.389**	----	
9. Organizational Commitment	.066	.017	.251*	-.047	-.016	-.193	.264*	.133	----

Note: In terms of gender, male was designated as (1) and female was designated as (2).

*p<.05, **p<.01, ***p<.001.

Table 4: Pertinent Regression Analyses

	Criterion:							
	Job Stereo.		E. I.		Transform.		Transact.	
Predictors:	β	*t*	β	*t*	β	*t*	β	*t*
Gender	.430	4.21*	.317	2.95*	.069	.615	-.045	-.395
Type A	--	--	--	--	.171	1.53	--	--
Openness to Experience	--	--	.286	2.64*	.245	2.23*	--	--
Agreeableness	--	--	--	--	.166	1.49	--	--
Job Stereotypicality	--	--	--	--	-.088	-.782	-.285	-2.62*
Emotional Intelligence	--	--	--	--	.293	2.70*	--	--

*p<.05, **p<.01, ***p<.001.

Measures
Appendix A
Multifactor Leadership Questionnaire

Please click on the button that best represents your opinions regarding the following items. In doing so, please use the following scale:

Not at All	Once in a While	Sometimes	Fairly Often	Frequently, if not Always
0	1	2	3	4

"I would prefer a leader who…"

1	Provides me with assistance in exchange for my efforts	0	1	2	3	4
2	Re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3	Fails to interfere until problems become serious	0	1	2	3	4
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	Avoids getting involved when important issues arise	0	1	2	3	4
6	Talks about his/her most important values and beliefs	0	1	2	3	4
7	Is absent when needed	0	1	2	3	4
8	Seeks differing perspectives when solving problems	0	1	2	3	4
9	Talks optimistically about the future	0	1	2	3	4
10	Instills pride in me for being associated with him/her	0	1	2	3	4
11	Discusses in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12	Waits for things to go wrong before taking action	0	1	2	3	4
13	Talks enthusiastically about what needs to be accomplished	0	1	2	3	4
14	Specifies the importance of having a strong sense of purpose	0	1	2	3	4
15	Spends time teaching and coaching	0	1	2	3	4
16	Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17	Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18	Goes beyond self-interest for the good of the group	0	1	2	3	4
19	Treats me as an individual rather than just as a member of a group	0	1	2	3	4
20	Demonstrates that problems must become chronic before taking action	0	1	2	3	4

21	Acts in ways that builds my respect	0	1	2	3	4
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23	Considered the moral and ethical consequences of decisions	0	1	2	3	4
24	Keeps track of all mistakes	0	1	2	3	4
25	Displays a sense of power and confidence	0	1	2	3	4
26	Articulates a compelling vision of the future	0	1	2	3	4
27	Directs my attention toward failures to meet standards	0	1	2	3	4
28	Avoids making decisions	0	1	2	3	4
29	Considers me as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	Gets me to look at problems from many different angles	0	1	2	3	4
31	Helps me to develop my strengths	0	1	2	3	4
32	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
33	Delays responding to urgent questions	0	1	2	3	4
34	Emphasizes the importance of having a collective sense of mission	0	1	2	3	4
35	Expresses satisfaction when I meet expectations	0	1	2	3	4
36	Expresses confidence that goals will be achieved	0	1	2	3	4
37	Is effective in meeting my job-related needs	0	1	2	3	4
38	Uses methods of leadership that are satisfying	0	1	2	3	4
39	Gets me to do more than I expected to do	0	1	2	3	4
40	Is effective in representing me to higher authority	0	1	2	3	4
41	Works with me in a satisfactory way	0	1	2	3	4
42	Heightens my desire to succeed	0	1	2	3	4
43	Is effective in meeting organizational requirements	0	1	2	3	4
44	Increases my willingness to try harder	0	1	2	3	4
45	Leads a group that is effective	0	1	2	3	4

Appendix B
Organizational Commitment Scale

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. Thinking about your own feelings about your organization, please indicate the extent of your agreement or disagreement with each statement by clicking on the button that most accurately reflects your feelings, using the scale provided. R = Reverse Scored Items

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6	7

1	I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	1	2	3	4	5	6	7
2	I talk up this organization to my friends as a great organization to work for.	1	2	3	4	5	6	7
3 R	I feel very little loyalty to this organization.	1	2	3	4	5	6	7
4	I would accept almost any type of job assignment in order to keep working for this organization.	1	2	3	4	5	6	7
5	I find that my values and the organization's values are very similar.	1	2	3	4	5	6	7
6	I am proud to tell others that I am part of this organization.	1	2	3	4	5	6	7
7 R	I could just as well be working for a different organization as long as the type of work was similar.	1	2	3	4	5	6	7
8	This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5	6	7
9 R	It would take very little change in my present circumstances to cause me to leave.	1	2	3	4	5	6	7
10	I am extremely glad that I chose this organization to work for, over others at the time I joined.	1	2	3	4	5	6	7
11 R	There's not too much to be gained by sticking with this organization indefinitely.	1	2	3	4	5	6	7
12 R	Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	1	2	3	4	5	6	7
13	I really care about the fate of this organization.	1	2	3	4	5	6	7
14	For me, this is the best of all possible organizations for which to	1	2	3	4	5	6	7

	work.							
15 R	Deciding to work for this organization was a definite mistake on my part.	1	2	3	4	5	6	7

Appendix C

NEO- International Personality Item Pool: Openness to Experience and Agreeableness

Please click on the button that best represents your feelings regarding the following statements. In doing so, please use the following scale:

Very Inaccurate	Moderately Inaccurate	Neither Accurate nor Accurate	Moderately Accurate	Very Accurate
1	2	3	4	5

I…

1 A+	accept people as they are	1 2 3 4 5
2 O-	am not interested in abstract ideas	1 2 3 4 5
3 A+	have a good word for everyone	1 2 3 4 5
4 A+	respect others	1 2 3 4 5
5 O+	can say things beautifully	1 2 3 4 5
6 A-	get back at others	1 2 3 4 5
7 A-	contradict others	1 2 3 4 5
8 A-	have a sharp tongue	1 2 3 4 5
9 A-	suspect hidden motives in others	1 2 3 4 5
10 O+	believe in the importance of art	1 2 3 4 5
11 O+	have a vivid imagination	1 2 3 4 5
12 O+	have a rich vocabulary	1 2 3 4 5
13 O-	do not like art	1 2 3 4 5
14 O-	avoid philosophical discussions	1 2 3 4 5
15 A+	believe that others have good intentions	1 2 3 4 5
16 O+	enjoy thinking about things	1 2 3 4 5
17 O+	enjoy wild flights of fantasy	1 2 3 4 5
18 O-	have difficulty understanding abstract ideas	1 2 3 4 5

19 A+	trust what people say	1	2	3	4	5
20 A+	make people feel at ease	1	2	3	4	5
21 O-	tend to vote for conservative political candidates	1	2	3	4	5
22 O-	rarely look for a deeper meaning in things	1	2	3	4	5
23 A-	make demands on others	1	2	3	4	5
24 O+	get excited by new ideas	1	2	3	4	5
25 O-	believe that too much tax money goes to support artists	1	2	3	4	5
26 O-	do not enjoy going to art museums	1	2	3	4	5
27 A-	hold a grudge	1	2	3	4	5
28 A+	treat all people equally	1	2	3	4	5
29 A+	am easy to satisfy	1	2	3	4	5
30 A+	am concerned about others	1	2	3	4	5
31 A-	cut others to pieces	1	2	3	4	5
32 O-	am not interested in theoretical discussions	1	2	3	4	5
33 A-	am out for my own personal gain	1	2	3	4	5
34 A-	insult people	1	2	3	4	5
35 A-	believe that I am better than others	1	2	3	4	5
36 O+	enjoy hearing new ideas	1	2	3	4	5
37 O+	tend to vote for liberal political candidates	1	2	3	4	5
38 O+	carry the conversation to a higher level	1	2	3	4	5
39 A+	sympathize with others' feelings	1	2	3	4	5
40 A-	do not like poetry	1	2	3	4	5

A = Agreeableness; O= Openness to Experience

Appendix D
Type A Personality – International Personality Item Pool

Please click on the button that best represents your feelings regarding the following statements. In doing so, please use the following scale:

Very Inaccurate	Moderately Inaccurate	Neither Accurate nor Accurate	Moderately Accurate	Very Accurate
1	2	3	4	5

I…

1 O+	follow a schedule	1	2	3	4	5
2 SC-	have little to say	1	2	3	4	5
3 O+	get chores done right away	1	2	3	4	5
4 ANX+	often feel blue	1	2	3	4	5
5 SC+	express myself easily	1	2	3	4	5
6 AL+	can manage many things at the same time	1	2	3	4	5
7 O-	am not bothered by disorder	1	2	3	4	5
8 A-	let myself by pushed around	1	2	3	4	5
9 A-	am not highly motivated to succeed	1	2	3	4	5
10 A+	do a lot in my spare time	1	2	3	4	5
11 A+	automatically take charge	1	2	3	4	5
12 A+	try to lead others	1	2	3	4	5
13 AL+	do a lot in my spare time	1	2	3	4	5
14 O+	want everthing to be "just right"	1	2	3	4	5
15 A-	need a lot of time to do things	1	2	3	4	5
16 ANX-	seldom feel blue	1	2	3	4	5
17 O+	make plans and stick to them	1	2	3	4	5
18 AL+	accomplish a lot of work	1	2	3	4	5

19 ANX-	am relaxed most of the time	1	2	3	4	5
20 A+	stick up for myself	1	2	3	4	5
21 ANX-	am not easily frustrated	1	2	3	4	5
22 ANX-	rarely get irritated	1	2	3	4	5
23 ANX-	am not easily bothered by things	1	2	3	4	5
24 A+	can easily push myself forward	1	2	3	4	5
25 O-	put off unpleasant tasks	1	2	3	4	5
26 SC+	am good at making impromptu speeches	1	2	3	4	5
27 AL+	am always busy	1	2	3	4	5
28 SC+	feel comfortable around people	1	2	3	4	5
29 O-	often forget to put things back in their proper place	1	2	3	4	5
30 SC+	don't mind being the center of attention	1	2	3	4	5
31 ANX+	have frequent mood swings	1	2	3	4	5
32 SC+	have a natural talent for influencing people	1	2	3	4	5
33 O-	leave my belongings around	1	2	3	4	5
34 SC-	don't like to draw attention to myself	1	2	3	4	5
35 O-	waste my time	1	2	3	4	5
36 SC-	hate being the center of attention	1	2	3	4	5
37 SC-	often feel uncomfortable around others	1	2	3	4	5
38 A+	come up with a solution right away	1	2	3	4	5
39 A+	know what I want	1	2	3	4	5
40 A+	am always busy	1	2	3	4	5
41 ANX+	worry about things	1	2	3	4	5

42 A+	turn plans into actions	1	2	3	4	5
43 ANX+	get stressed out easily	1	2	3	4	5
44 O+	like order	1	2	3	4	5
45 ANX+	get upset easily	1	2	3	4	5
46 AL+	am always on the go	1	2	3	4	5
47 SC-	lack the talent for influencing people	1	2	3	4	5

A = Assertiveness; ANX = Anxiety; SC = Social-Confidence; AL = Activity Level; O = Organization

Appendix E
Emotional Intelligence – International Personality Item Pool

Please click on the button that best represents your feelings regarding the following statements. In doing so, please use the following scale:

Very Inaccurate	Moderately Inaccurate	Neither Accurate nor Accurate	Moderately Accurate	Very Accurate
1	2	3	4	5

I…

1 R+	get caught up in the excitement when others are celebrating	1	2	3	4	5
2 EMT+	listen to my heart rather than my brain	1	2	3	4	5
3 P+	show my feelings when I'm happy	1	2	3	4	5
4 R+	usually end up laughing if the people around me are laughing	1	2	3	4	5
5 EMT+	listen to my feelings when making important decisions	1	2	3	4	5
6 EMT+	believe important decisions should be based on logical reasoning	1	2	3	4	5
7 P-	keep my happy feelings to myself	1	2	3	4	5
8 N-	keep my feelings to myself, regardless of how scared I am	1	2	3	4	5
9 EMP+	believe that the poor deserve our sympathy	1	2	3	4	5
10 P-	have difficulty showing affection	1	2	3	4	5
11 P+	express my affection physically	1	2	3	4	5
12 EMP-	have little sympathy for the unemployed	1	2	3	4	5
13 P+	laugh out loud if something is funny	1	2	3	4	5
14 EMT+	believe emotions give direction to life	1	2	3	4	5
15 N+	Shout or scream when I'm angry	1	2	3	4	5
16 R-	dislike being around happy people when I'm feeling sad	1	2	3	4	5
17 R-	rarely get caught up in the excitement	1	2	3	4	5
18 N+	can't help but look upset when something bad happens	1	2	3	4	5

19 R+	feel other people's joy	1	2	3	4	5
20 A-	rarely analyze my emotions	1	2	3	4	5
21 A+	often stop to analyze how I'm feeling	1	2	3	4	5
22 EMT+	base my goals in life on inspiration, rather than logic	1	2	3	4	5
23 R-	am unaffected by other people's happiness	1	2	3	4	5
24 A+	notice my emotions	1	2	3	4	5
25 EMP+	am concerned by others	1	2	3	4	5
26 R+	am strongly influenced by the good moods of others	1	2	3	4	5
27 N+	suspect that my facial expressions give me away when I feel sad	1	2	3	4	5
28 A+	think about the causes of my emotions	1	2	3	4	5
29 EMP+	have no sympathy for criminals	1	2	3	4	5
30 EMT-	make decisions based on facts, not feelings	1	2	3	4	5
31 N-	rarely show my anger	1	2	3	4	5
32 EMT+	plan my life based on how I feel	1	2	3	4	5
33 A+	pay a lot of attention to my feelings	1	2	3	4	5
34 A-	am not in touch with my feelings	1	2	3	4	5
35 EMP-	feel little concern for others	1	2	3	4	5
36 N+	show my fear	1	2	3	4	5
37 N-	wish I could more easily show my negative feelings	1	2	3	4	5
38 EMT+	plan my life logically	1	2	3	4	5
39 EMP+	believe that criminals should receive help rather than punishment	1	2	3	4	5
40 EMP+	sympathize with the homeless	1	2	3	4	5
41 R+	find it hard to stay in a bad mood if the people around me are happy	1	2	3	4	5

42 P-	find it difficult showing people that I care about them	1	2	3	4	5
43 A+	am usually aware of the way that I'm feeling	1	2	3	4	5
44 A-	rarely think about how I feel	1	2	3	4	5
45 A-	often ignore my feelings	1	2	3	4	5
46 EMT-	listen to my brain rather than my heart	1	2	3	4	5
47 N-	keep my feelings to myself, regardless of how unhappy I am	1	2	3	4	5
48 EMP-	look down on any weakness	1	2	3	4	5
49 N-	find it difficult showing people that I'm angry with them	1	2	3	4	5
50 P+	hug my close friends	1	2	3	4	5
51 P+	express my happiness in a childlike manner	1	2	3	4	5
52 P+	sometimes laugh out loud when reading or watching TV	1	2	3	4	5
53 EMP+	feel sympathy for those who are worse off than myself	1	2	3	4	5
54 A-	rarely notice my emotional reactions	1	2	3	4	5
55 N+	show my sadness	1	2	3	4	5
56 EMP-	don't like to get involved in other people's problems	1	2	3	4	5

P = Positive Expressivity; N = Negative Expressivity; A = Attending to Emotions; EMT = Emotion-Based Decision-Making; R = Responsive Joy; EMP = Empathic Concern

Appendix F
Job Stereotypicality Questionnaire

Please click on the button that best represents your feelings regarding the following statements. In doing so, please use the following scale:

All Male	Mostly Male	Some Male	Equal amounts of both sexes	Some Female	Mostly Female	All Female
1	2	3	4	5	6	7

1	In general, across companies, what is the gender composition of those who work in your same position (or with about the same job description)?	1	2	3	4	5	6	7
2	Within *your* company, what is the gender composition of those who work in your same position (or with about the same job description)?	1	2	3	4	5	6	7
3	In general, if a company was hiring for your position, what do you estimate that the gender composition of the applicants would be?	1	2	3	4	5	6	7
4	If *your* company was hiring for your position, what do you estimate that the gender composition of the applicants would be?							
5	In general, across companies, when you think of the employees that are likely to be successful in your position, what is the gender composition of this group?	1	2	3	4	5	6	7
6	Within *your* company, when you think of the employees that are likely to be successful in your position, what is the gender composition of this group?	1	2	3	4	5	6	7

Appendix G
Demographics

1. Please indicate your age (in years). _____

2. Please indicate how long you have worked at your current organization in months and years. _____

3. Please indicate your gender. _____