
PERSONAL MOTIVATIONS AND LEADERSHIP STYLES IN ORGANIZATIONAL SETTINGS

Robert I. Kabacoff, Ph.D.
Management Research Group

Relationships between emotional drivers and leadership behaviors were investigated in a large sample of US and Canadian managers (N=1,300) selected from a wide range of organizations, job functions, and management levels. Clear and interpretable patterns of relationships emerged and their implications for leadership assessment, selection, and development are discussed.

An extensive body of literature exists relating personality, motivation, and leadership (see for example, Chan and Drasgow, 2001; Fitzgerald and Kirby, 1997; Hogan, Curphy, and Hogan, 1994; Jacobs and McClelland, 1994; Judge and Bono, 2000; Judge, Bono, Ilies, and Gerhardt, in press; Pratch and Jacobowitz, 1996; Sperry, 1997). Unfortunately, attempts to relate personality traits and motivations to leadership behaviors have produced mixed, confusing, and generally disappointing results.

The relative dearth of clear and consistent findings in this area may, in part, reflect significant confusion regarding definitions of leadership. While leadership in these studies is often conceptualized as either unidimensional or the product of a very small set of dimensions, there is extensive evidence to suggest that leadership is both complex and multifaceted (see Chemers, 1997; Northouse, 2001; Swartz, Axtman, and Freeman, 1998). In addition, the terms leadership *behavior*, leadership *emergence*, and leadership *effectiveness* are often used interchangeably. The behaviors one engages in when in a leadership role are certainly not synonymous with the emergence of leadership or the ultimate effectiveness of these behaviors. The lack of consistent and meaningful results may reflect a lack of clarity and specificity in the leadership criteria employed.

Other limitations in previous research include the use of a single or limited set of personality or motivational variables (oversimplifying the definition of personality or motivation), the use of instruments of unknown, or questionable reliability and validity to assess important variables of interest (limiting internal validity), and the measurement of behaviors and motivations within a single organizational context or in an academic or analog setting (limiting external validity).

The current investigation was designed to assess relationships between a wide range of personal motivators and leadership behaviors within a broad array of organizational settings. Instruments were employed that measure both personal motivation and leadership behavior in a multidimensional fashion, have known psychometric properties in business settings, and were designed to assure both breadth of coverage and specificity of measurement.

Method

In order to investigate relationships between personal motivations and a propensity towards particular leadership behaviors, correlations between responses to the Individual Directions Inventory™ (IDI; Management Research Group, 1990) and the Leadership Effectiveness™ Analysis Questionnaire (LEA; Management Research Group, 1992) were examined in a large sample of North American managers.

Participants

Participants were 1,300 managers from a wide range of companies, completing both the IDI and the LEA as part of ongoing organizational development initiatives. Sixty-eight percent of respondents were male, 87% were Caucasian, and 40% were from the state of Maine. The remaining subjects were widely distributed throughout the United States and Canada. Sixty-two percent worked within the Insurance industry and 30%

worked primarily within a marketing/sales function. The mean years in their present positions was 4.6 (SD = 4.80), and the mean age was 39.2 (SD = 8.5).

Instruments

The Individual Directions Inventory (IDI) is a 186 item self-report inventory designed to measure 17 motivational factors, providing insight into the underlying strivings of an individual to achieve specific emotional outcomes. The instrument has demonstrated good reliability and validity in business contexts (Kabacoff, 1998b). IDI scale descriptions are provided in *Appendix B*.

The Leadership Effectiveness Analysis (LEA – Self Version) is a 252 item self-report inventory assessing 22 leadership behaviors in 6 broad functional areas. A wealth of information supporting the reliability and validity LEA exists (Kabacoff, 1998), and the instrument is in current use in over five thousand organizations and 20 countries. LEA scale descriptions are provided in *Appendix C*.

Procedure

In order to describe relationships between emotional drivers and leadership behaviors in a succinct fashion, scales from the IDI and LEA were subjected to a principal components analysis. The number of factors extracted was determined using both the Kaiser-Harris criterion and an examination of the scree plot. A Varimax rotation was employed to achieve simple structure. Common (iterated principal axis) factor analysis with oblique (Promax) rotation produced similar findings and interpretations, so the simpler orthogonal component solution is presented here.

Results

Correlations among the IDI and LEA variables are provided in *Table 1*. (Scale abbreviations are provided in *Appendix A*.) A factor analysis of the 40 (17 IDI + 23 LEA) variables yielded 10 factors, which accounted for 63% of the total variance. Variable communalities ranged from 0.46 to 0.77 (mean=0.63, SD=0.07). The factor structure matrix (containing the correlations of the 40 variables with the 10 factors) is provided in *Table 2*. A description of each factor is provided below along with a suggested factor label. To aid in this description, variables correlating 0.40 in absolute magnitude or above with a factor are listed. The (-) and (+) headings indicate the direction of the correlations. The IDI scales (emotional drivers) and LEA scales (leadership behaviors) are indicated in parentheses.

Factor I: Competition vs. Cooperation

Individuals high on this factor take an affiliative, helpful, reciprocal team-oriented approach. Conversely, individuals low on this factor tend toward an individually oriented approach, focused on winning and the achievement of personal goals through individual efforts.

—	+
Winning (emotional driver)	Giving (emotional driver)
Controlling (emotional driver)	Receiving (emotional driver)
Persuasive (leadership behavior)	Belonging (emotional driver)
Management Focus (leadership behavior)	Cooperation (leadership behavior)
Dominant (leadership behavior)	Consensual (leadership behavior)
	Empathy (leadership behavior)

Factor II: Leadership vs. Management

Individuals high on this factor seek to keep things structured, stable, predictable, and traditional. Individuals low on this factor are quick to take charge of new opportunities, turning events to their advantage, and expanding their sphere of influence. In many ways this describes current distinctions between leadership and

management approaches. Individuals high on this factor are motivated and behave to maintain the status quo. Individuals low on this factor are motivated to and behave in a way to drive an agenda. This dimension may also be descriptive of a transactional vs. transformational approach.

—	+
Maneuvering (emotional driver)	Structuring (emotional driver)
Controlling (emotional driver)	Stability (emotional driver)
Persuasive (leadership behavior)	Conservative (leadership behavior)
Delegation (leadership behavior)	Technical (leadership behavior)
Management Focus (leadership behavior)	Structure (leadership behavior)

Factor III: Introversion vs. Extroversion

Individuals high on this dimension emphasize interacting with others in a spontaneous and engaging fashion. Individuals low on this dimension take a more logical, rational, and analytical approach, with less emphasis on interacting with others. The variables are most consistent with Introversion (or Introverted Thinking) and Extroversion (or Extraverted Feeling) as conceptualized in the Myers Briggs Type Indicator (Myers, McCaulley, Quenk and Hammer, 1998).

—	+
Interpreting (emotional driver)	Entertaining (emotional driver)
Strategic (leadership behavior)	Outgoing (leadership behavior)

Factor IV: Innovation

This is a creative-innovative dimension. Individuals take delight in the creative process, are open to new ideas, and willing to experiment and take risks.

+
Creative (emotional driver)
Innovative (leadership behavior)

Factor V: Goal Orientation

Individuals high on this factor tend to be achievement and results oriented, with an emphasis on seeing problems through from beginning to end. They set ambitious goals and are hard workers who push themselves and others.

+
Excelling (emotional driver)
Enduring (emotional driver)
Control (leadership behavior)
Production (leadership behavior)

Factor VI: Self Reliance

Individuals high on this dimension describe themselves as self-directed, independent, and self-reliant. They take their own counsel, and seek to stay free of interference from others.

+
Independent (emotional driver)
Self (leadership behavior)

Factor VII: Restraint vs. Expression

Individuals high on this dimension describe themselves as very direct and forthright. Individuals low on this dimension are much more restrained in expressing their views of others. They work to keep their emotions in check and may be quite circumspect about the feedback they give to others.

—	+
Restraint (leadership behavior)	Expressing (emotional driver) Feedback (leadership behavior)

Factor VIII: Impression Management

This dimension consists of the exaggeration scales from both inventories. High scores on this factor may be indicative of individuals attempting to present themselves in an unrealistically favorable light. Since items in these scales employ words like “always” and “never”, it may also reflect a certain degree of absolutist thinking, especially with regard to setting absolute high standards for one’s own conduct (i.e., being irreproachable in one’s behavior).

+
Irreproachability Exaggerate

Factor IX: Personal Action

High scores on Factor IX suggest individuals who are constantly scanning the environment for opportunities they can act on. They employ a very concrete, pragmatic approach in pursuing opportunities that will quickly yield results.

+
Maneuvering (emotional driver) Tactical (leadership behavior)

Factor X: Communication

This singlet represents the Communication scale on the LEA. For the LEA, Communication is defined as the clarity with which one expresses their expectations of others.

+
Communication (leadership behavior)

Discussion

Results suggest clear and interpretable relationships between a variety of emotional drivers and leadership behaviors. Taken together, they suggest a high degree of congruence between personal motivations (strivings to achieve specific emotional outcomes) and leadership styles (patterns of propensities to engage in specific leadership behaviors).

In interpreting these results, it is useful to examine the way emotional drivers clustered with leadership behaviors on each factor. For example, those individuals who were high on Factor V described themselves as gaining emotional satisfaction from challenging themselves and pushing for ever-higher level of achievement. They also indicated that they gain emotional satisfaction and are attracted to situations in which they can demonstrate their persistence, determination and tenacity. In describing their approach to leadership, these individuals were more likely to indicate that they lead by setting difficult goals and then pushing themselves and others to complete them. In addition, they were more likely to describe themselves as using deadlines and continuous monitoring to ensure that organizational activities remain on schedule and are accomplished.

Individuals who score highly on Factor I describe themselves as attracted to situations in which they can be affiliative (giving and getting support, achieving a sense of belonging, having an opportunity to relate in a spontaneous and uninhibited manner with others). At the same time, they describe themselves as less attracted to competitive situations in which they can win over an opponent or exert control over another's actions. With regard to leadership, these individuals are more likely to describe their approach as including cooperation, valuing and collecting the input of others for decision making, and demonstrating active concern for others as important components for achieving organizational goals. At the same time, they are less likely to use a take charge, aggressive, forceful leadership approach, or one in which persuasively winning others over to their own point of view is critical.

Similar analyses are possible for Factors II, IV, VI, VII, and IX. Factor VIII appears to be an impression management dimension reflecting the degree to which individuals present themselves in a somewhat caricatured positive manner. For some, this dimension appears to measure a need to present one's self in an overly favorable manner. For others, it is a desire to see one's own behavior as irreproachable. Finally, Factor X appears to be a singlet. The Communication variable in the LEA (measuring the degree of importance individuals give to expressing their expectations of others clearly when in the leadership role) did not correlate highly with any IDI variables.

While clear relationships between emotional drivers and leadership behaviors emerged, the use of a cross-sectional correlational research design precludes the inference of causality. In addition, the data represent individuals' descriptions of their desires, attractions, emotional drivers, leadership styles and approaches, rather than external measures of behavior or observers' perceptions. A decade of 360-degree research in the leadership area has aptly demonstrated the discrepancies that are often found between self-report and observer ratings in this area (see Yammarino and Atwater, 1993 for a discussion).

Despite these limitations, results from the current investigation have implications for leadership assessment, organizational development and executive coaching. The role requirements of a leadership position are often situational and context driven. For example, the leadership behaviors required in a growing and profitable organization are often different from those required in a troubled organization that is undergoing downsizing. The behaviors needed for success as an executive in a highly innovative sales culture may differ from those needed by an HR manager in stable medical institution.

Given the varying leadership requirements engendered in different contexts, results suggest that personal motivations be addressed in some fashion whenever one is considering leaders for new positions. While individuals can gain significant skills in areas that are incongruent with their emotional drivers, it is unlikely that they will be as satisfied as when they take these drivers into account. If a leadership position requires control-oriented, dominant and persuasive behaviors, an individual with a strong need and desire for affiliative experiences will be less satisfied in the long run than an individual that gains satisfaction from and is attracted to situations in which they can compete. A leader who is successful in a difficult turn-around situation may not be as successful or satisfied once change has occurred and the leadership demands must center on supporting and maintaining the new structure.

The correspondence between emotional drivers and leadership behaviors highlight the need to consider personal motivations when engaging in such diverse activities as evaluating the fit between potential leaders and organizational contexts, conducting team building exercises, planning for mergers and acquisitions, and creating individual leadership development plans. In addition, there is a continuing need for assessment instruments that can accurately measure those personal motivations that impact the satisfaction and success individuals have with various leadership behaviors and approaches.

References

- Chan, K., & Drasgow, F. (2001). Toward a theory of individual differences and leadership understanding the motivation to lead. *Journal of Applied Psychology, 86*, 481-498.
- Chemers, M. (1997). *An integrative theory of leadership*. Mahwah, NJ: Lawrence Erlbaum.
- Fitzgerald, C., & Kirby, L. (Eds.). (1997). *Developing leaders: Research and applications in psychological type and leadership development*. Palo Alto, CA: Davies-Black.
- Hogan, R., Curphy, G., and Hogan, J. (1994). What we know about leadership effectiveness and personality. *American Psychologist, 6*, 493-504.
- Jacobs, R., & McClelland, D. (1994). Moving up the corporate ladder: A longitudinal study of leadership motive pattern and managerial success in women and men. *Consulting Psychology Journal, 1994*, 32-41.
- Judge, T., & Bono, J. (2000). Five-Factor Model of personality and transformational leadership. *Journal of Applied Psychology, 85*, 751-765.
- Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (in press). Personality and Leadership: A qualitative and quantitative review. *Journal of Applied Psychology*.
- Kabacoff, R. (1998). *Leadership Effectiveness Analysis: Technical Considerations*. (Available from the Management Research Group, 14 York Street, Portland, ME 04101).
- Kabacoff, R. (1998b). *Individual Directions Inventory: Technical Considerations*. (Available from the Management Research Group, 14 York Street, Portland, ME 04101).
- Management Research Group. (1992). *Leadership Effectiveness Analysis*. Portland, ME: Author.
- Management Research Group. (1990). *Individual Directions Inventory*. Portland, ME: Author.
- Myers, I., McCaulley, M., Quenk, N., & Hammer, A. (1998). *MBTI Manual (3rd Ed.)*. Palo Alto, CA: Consulting Psychologists Press.
- Northouse, P. (2001). *Leadership (2nd Ed.)*. Thousand Oaks, CA: Sage.
- Pratch, L., & Jacobowitz, J. (1996). Gender, motivation, and coping in the evaluation of leadership effectiveness. *Consulting Psychology Journal: Practice and Research, 48*, 203-220.
- Sperry, L. (1997). Leadership dynamics, character and character structure in executives. *Consulting Psychology Journal: Practice and Research, 49*, 268-280.
- Schwartz, M., Axtman, K. & Freeman, F. (Eds.). (1998). *Leadership Resources (7th Ed.)*. Greensboro, NC: Center for Creative Leadership.
- Yammarino, F., & Atwater, L. (1993). Understanding self-perception accuracy: Implications for Human Resource Management. *Human Resource Management, 32*, 231-247.

Table 1.
Correlations Between IDI and LEA Scales (N=1,300)

Scale	CNSV	INNO	TECH	SELF	STRT	PERS	OUTG	EXCT	REST	STRC	TACT	COMM
GIVE	0.09	-0.08	0.01	-0.12	-0.16	-0.16	0.30	0.00	-0.06	0.05	-0.17	0.03
RECV	0.11	-0.12	0.01	-0.18	-0.02	-0.22	0.23	-0.08	-0.06	0.12	-0.04	0.02
BLNG	0.06	-0.08	0.01	-0.20	-0.03	-0.19	0.25	0.01	-0.02	0.10	-0.01	0.04
EXPR	-0.12	-0.02	-0.07	0.13	-0.22	-0.03	0.24	0.21	-0.28	-0.09	-0.06	-0.01
GNST	-0.11	-0.13	-0.10	-0.04	-0.18	0.21	0.30	0.22	-0.11	-0.13	-0.02	0.01
ENTR	-0.13	-0.10	-0.11	0.06	-0.34	0.21	0.48	0.40	-0.14	-0.11	-0.02	-0.11
CREA	-0.13	0.71	0.02	0.00	0.24	0.09	-0.07	0.10	-0.08	-0.28	-0.07	0.03
INTP	0.17	0.22	0.21	0.09	0.49	-0.15	-0.28	-0.31	0.16	0.07	0.03	0.13
EXCL	-0.14	0.06	-0.05	-0.17	0.10	0.09	-0.20	0.16	-0.03	-0.08	0.06	0.11
ENDR	-0.03	-0.15	-0.02	0.06	-0.05	0.03	-0.25	-0.04	0.05	0.08	0.13	-0.04
STRC	0.36	-0.26	0.35	-0.05	0.13	-0.42	-0.14	-0.30	0.20	0.70	0.12	0.08
MANV	-0.15	0.18	-0.20	-0.02	0.06	0.29	-0.07	0.14	-0.01	-0.29	0.17	0.00
WINN	-0.20	0.10	-0.26	-0.07	-0.02	0.52	-0.16	0.25	-0.18	-0.27	0.03	0.04
CONT	-0.25	0.07	-0.25	-0.08	0.09	0.47	-0.20	0.22	-0.16	-0.32	0.00	0.07
STAB	0.44	-0.35	0.28	0.01	-0.05	-0.39	-0.01	-0.33	0.34	0.49	0.10	-0.05
INDP	0.04	0.00	0.15	0.54	-0.03	-0.12	-0.11	-0.18	0.17	0.05	0.09	-0.13
IRRP	0.13	-0.07	0.01	-0.07	0.12	0.01	-0.17	-0.12	0.14	0.02	-0.06	0.08
Scale	DELE	CTRL	FDBK	MGMT	DOMI	PROD	COOP	CNSN	AUTH	EMPH	EXAG	
GIVE	0.02	-0.14	-0.17	-0.20	-0.30	-0.16	0.39	0.21	0.19	0.63	0.02	
RECV	0.14	-0.10	-0.16	-0.24	-0.35	-0.26	0.39	0.30	0.22	0.41	-0.11	
BLNG	0.07	-0.05	-0.15	-0.14	-0.32	-0.17	0.40	0.30	0.22	0.30	-0.07	
EXPR	-0.02	-0.14	0.21	-0.08	-0.04	-0.05	0.07	0.05	-0.06	0.33	-0.02	
GNST	0.04	-0.09	-0.05	0.27	0.08	-0.00	-0.02	0.02	0.02	0.06	-0.05	
ENTR	-0.12	-0.16	-0.01	0.03	0.11	-0.10	0.01	-0.06	-0.00	0.20	-0.06	
CREA	0.20	-0.15	0.04	0.12	0.03	0.11	-0.19	0.01	-0.24	-0.19	-0.08	
INTP	0.09	-0.03	0.05	0.01	-0.08	-0.06	-0.05	-0.02	-0.14	-0.21	-0.06	
EXCL	0.03	0.27	0.06	0.18	0.23	0.57	-0.22	-0.05	-0.05	-0.24	0.18	
ENDR	-0.08	0.39	0.14	0.08	0.25	0.28	-0.15	-0.10	0.01	-0.14	0.16	
STRU	-0.27	0.17	-0.18	-0.33	-0.21	-0.12	0.28	-0.02	0.31	-0.01	-0.12	
MANV	0.13	0.06	0.07	0.23	0.25	0.22	-0.24	0.03	-0.13	-0.26	0.07	
WINN	0.11	0.20	0.21	0.41	0.53	0.37	-0.46	-0.16	-0.18	-0.36	0.19	
CONT	0.22	0.18	0.23	0.69	0.45	0.33	-0.45	-0.10	-0.21	-0.33	0.17	
STAB	-0.23	0.04	-0.24	-0.39	-0.35	-0.33	0.45	0.05	0.44	0.15	-0.03	
INDP	-0.12	-0.03	0.10	-0.13	0.07	-0.08	-0.04	-0.17	-0.16	-0.10	-0.03	
IRRP	0.01	0.10	-0.04	-0.00	-0.06	0.05	-0.01	-0.01	0.04	0.06	0.40	

Table 2.
IDI/LEA Factor Structure Matrix (N=1,300)

Scale	Factors									
	I	II	III	IV	V	VI	VII	VIII	IX	X
IDI Scales										
GIVE	0.65	0.04	0.19	-0.04	-0.03	-0.15	0.19	0.19	-0.23	0.02
RECV	0.60	0.00	-0.02	-0.14	-0.22	-0.34	0.17	-0.10	-0.05	-0.07
BLNG	0.56	-0.04	0.07	-0.09	-0.03	-0.33	-0.01	-0.17	0.06	0.01
EXPR	0.32	-0.07	0.21	0.01	-0.07	0.14	0.65	0.03	-0.14	0.02
GNST	-0.23	-0.19	0.36	-0.28	-0.25	-0.25	-0.17	-0.29	-0.33	-0.03
ENTR	-0.09	-0.06	0.69	-0.04	-0.23	-0.02	-0.02	-0.16	-0.09	-0.08
CREA	-0.13	-0.14	-0.15	0.84	-0.01	-0.05	0.02	-0.11	0.01	-0.02
INTP	-0.15	0.12	-0.60	0.25	-0.13	0.15	-0.07	-0.06	-0.06	0.20
EXCL	-0.17	-0.03	-0.04	0.09	0.75	-0.09	-0.15	0.06	0.01	0.23
ENDR	-0.12	-0.01	-0.13	-0.37	0.51	0.19	0.05	0.07	0.15	-0.13
STRT	0.12	0.74	-0.21	-0.20	0.12	-0.09	-0.07	-0.10	0.03	0.01
MANV	-0.29	-0.44	0.07	0.15	0.13	0.01	-0.36	-0.03	0.49	0.13
WINN	-0.56	-0.36	0.10	0.03	0.25	-0.12	-0.06	0.13	0.24	0.09
CONT	-0.64	-0.48	-0.05	-0.14	0.07	-0.24	-0.07	-0.02	-0.11	0.03
STAB	0.27	0.53	-0.07	-0.35	-0.22	0.00	-0.23	0.13	0.12	-0.16
INDP	-0.09	0.07	-0.11	-0.07	-0.01	0.80	-0.01	-0.13	0.05	-0.08
IRRP	-0.00	0.05	-0.20	-0.09	-0.03	-0.09	-0.06	0.76	-0.12	0.07
LEA Scales										
CNSV	0.12	0.48	-0.20	-0.08	-0.29	-0.04	-0.30	0.15	0.12	0.02
INNO	-0.05	-0.23	-0.17	0.80	0.03	0.02	-0.01	-0.05	-0.04	-0.11
TECH	0.01	0.59	-0.16	0.10	-0.11	0.11	-0.09	-0.11	-0.11	0.14
SELF	-0.11	0.03	0.06	-0.01	-0.16	0.75	0.05	-0.02	-0.04	-0.10
STRT	-0.07	0.04	-0.66	0.24	-0.02	-0.16	-0.18	-0.03	-0.11	0.10
PERS	-0.47	-0.44	0.33	0.01	-0.06	-0.09	0.07	0.18	0.02	0.24
OUTG	0.32	-0.07	0.67	0.04	-0.20	-0.02	-0.02	-0.19	-0.10	0.13
EXCT	-0.14	-0.27	0.62	0.17	0.23	-0.17	0.19	-0.03	-0.07	0.04
REST	0.15	0.12	-0.27	-0.13	0.01	0.29	-0.60	0.05	-0.10	-0.11
STRC	0.10	0.71	-0.18	-0.30	0.02	-0.10	-0.05	-0.12	0.05	-0.03
TACT	-0.11	0.13	-0.05	-0.11	-0.00	-0.02	0.10	-0.14	0.68	-0.07
COMM	-0.03	0.05	-0.15	-0.08	0.02	-0.17	0.09	-0.01	-0.04	0.84
DELE	0.12	-0.61	-0.37	0.06	-0.04	-0.22	0.03	-0.12	-0.09	-0.10
CTRL	-0.19	0.06	-0.23	-0.34	0.49	-0.20	0.09	-0.00	0.15	-0.23
FDBK	-0.29	-0.24	-0.11	-0.11	0.04	0.12	0.63	-0.02	0.18	0.03
MGMT	-0.53	-0.45	-0.08	-0.11	0.09	-0.26	0.07	-0.07	-0.27	0.03
DOMI	-0.63	-0.20	0.15	-0.07	0.26	0.07	0.27	0.01	0.06	-0.08
PROD	-0.30	-0.13	0.04	0.11	0.75	-0.11	0.06	0.07	-0.09	-0.06
COOP	0.66	0.26	0.02	-0.12	-0.21	-0.05	-0.25	-0.05	0.04	-0.07
CNSN	0.55	-0.33	-0.15	-0.05	-0.05	-0.18	-0.23	-0.15	0.09	0.18
AUTH	0.24	0.38	0.10	-0.21	-0.05	-0.37	-0.18	0.10	0.27	-0.22
EMPH	0.65	-0.03	0.33	-0.09	-0.12	0.03	0.05	0.19	-0.24	-0.04
EXAG	-0.10	-0.16	0.01	-0.08	0.16	-0.04	0.01	0.74	-0.02	-0.08

Appendix A.
Scale Abbreviations

Individual Directions Inventory

GIVE	Giving	ENDR	Enduring
RECV	Receiving	STRC	Structuring
BLNG	Belonging	MANV	Maneuvering
EXPR	Expressing	WINN	Winning
GNST	Gaining Stature	CONT	Controlling
ENTR	Entertaining	STAB	Stability
CREA	Creating	INDP	Independence
INTP	Interpreting	IRRP	Irreproachability
EXCL	Excelling		

Leadership Effectiveness Analysis

CNSV	Conservative	DELE	Delegation
INNO	Innovative	CTRL	Control
TECH	Technical	FDBK	Feedback
SELF	Self	MGMT	Management Focus
STRT	Strategic	DOMI	Dominant
PERS	Persuasive	PROD	Production
OUTG	Outgoing	COOP	Cooperation
EXCT	Excitement	CNSN	Consensual
REST	Restraint	AUTH	Authority
STRC	Structuring	EMPH	Empathy
TACT	Tactical	EXAG	Exaggeration
COMM	Communication		

Appendix B. Individual Directions Inventory™ Scales

AFFILIATING

Giving: Gaining satisfaction from relating to others by providing them with support, affection, and empathy.

Receiving: Gaining satisfaction from relating to others in order to receive support, affection, and empathy from them.

Belonging: Gaining satisfaction from relating to others by developing mutual bonds of loyalty, cooperation, and friendship.

Expressing: Gaining satisfaction from relating to others by expressing oneself in a direct, spontaneous, and emotionally uninhibited fashion.

ATTRACTING

Gaining Stature: Gaining satisfaction from obtaining social rewards such as recognition, status and respect as the result of social skills, achievements and/or activities.

Entertaining: Gaining satisfaction from obtaining social rewards such as admiration and visibility by using personal charisma and talent to enliven situations and entertain people.

PERCEIVING

Creating: Gaining satisfaction from being imaginative and original and perceiving one's world in an innovative and creative manner.

Interpreting: Gaining satisfaction from seeking intellectual stimulation and perceiving one's world in a logical, analytical and non-emotional manner.

MASTERING

Excelling: Gaining satisfaction from challenging oneself and pushing for ever-higher levels of achievement.

Enduring: Gaining satisfaction from demonstrating persistence, determination and tenacity.

Structuring: Gaining satisfaction from controlling one's environment through the use of organization, precision, and thoroughness.

CHALLENGING

Maneuvering: Gaining satisfaction from actively seeking and pursuing opportunities in the environment and turning them to one's advantage.

Winning: Gaining satisfaction from acting in a forceful, aggressive, and directly competitive manner in order to win.

Controlling: Gaining satisfaction from being in charge, having power and authority, influencing and controlling people and events.

MAINTAINING

Stability: Gaining satisfaction from minimizing risk by maintaining a predictable, safe and consistent environment.

Independence: Gaining satisfaction from being self-reliant and staying free of external controls on personal autonomy.

Irreproachability: Gaining satisfaction from ascribing to and striving towards ideal behavior and a personal code which places one beyond reproach.

Appendix C.

Leadership Effectiveness Analysis™ Scales

CREATING A VISION

- **Conservative:** Studying problems in light of past practices to ensure predictability, reinforce the status quo and minimize risk.
- **Innovative:** Feeling comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches.
- **Technical:** Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialized knowledge to study issues and draw conclusions.
- **Self:** Emphasizing the importance of making decisions independently; looking to yourself as the prime vehicle for decision-making.
- **Strategic:** Taking a long-range, broad approach to problem solving and decision making through objective analysis, thinking ahead and planning.

DEVELOPING FOLLOWERSHIP

- **Persuasive:** Building commitment by convincing others and winning them over to your point of view.
- **Outgoing:** Acting in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships.
- **Excitement:** Operating with a good deal of energy, intensity and emotional expression; having a capacity for keeping others enthusiastic and involved.
- **Restraint:** Maintaining a low-key, understated and quiet interpersonal demeanor by working to control your emotional expression.

IMPLEMENTING THE VISION

- **Structuring:** Adopting a systematic and organized approach; preferring to work in a precise, methodical manner; developing and utilizing guidelines and procedures.
- **Tactical:** Emphasizing the production of immediate results by focusing on short-range, hands-on, practical strategies.
- **Communication:** Stating clearly what you want and expect from others; clearly expressing your

thoughts and ideas; maintaining a precise and constant flow of information.

- **Delegation:** Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgment.

FOLLOWING THROUGH

- **Control:** Adopting an approach in which you take nothing for granted, set deadlines for certain actions and are persistent in monitoring the progress of activities to ensure that they are completed on schedule.
- **Feedback:** Letting others know in a straightforward manner what you think of them, how well they have performed and if they have met your needs and expectations.

ACHIEVING RESULTS

- **Management Focus:** Seeking to exert influence by being in positions of authority, taking charge, and leading and directing the efforts of others.
- **Dominant:** Pushing vigorously to achieve results through an approach which is forceful, assertive and competitive.
- **Production:** Adopting a strong orientation toward achievement; holding high expectations for yourself and others; pushing yourself and others to achieve at high levels.

TEAM PLAYING

- **Cooperation:** Accommodating the needs and interests of others by being willing to defer performance on your own objectives in order to assist colleagues with theirs.
- **Consensual:** Valuing the ideas and opinions of others and collecting their input as part of your decision-making process.
- **Authority:** Showing loyalty to the organization; respecting the opinions of people in authority and using them as resources for information, direction and decisions.
- **Empathy:** Demonstrating an active concern for people and their needs by forming close and supportive relationships with others.

A version of this paper was originally presented at the 110th *Annual Convention of the American Psychological Association* in Chicago, Illinois, August 2002.

For more information, contact the Management Research Group in North America:

14 York Street, Suite 301
Portland, Maine, USA 04101
Telephone: (207) 775-2173
Fax: (207) 775-6796
Email: info@mrg.com
Web: <http://www.mrg.com>

In Europe, contact Management Research Group GmbH:

Ardeen Mews, 10/11 Marine Terrace
Dun Laoghaire, Co. Dublin
Ireland
Telephone: +353 1 280 4430
Fax: +353 1 280 4434
e-mail: info@mrg.com