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Introduction

While watching the discovery channel a long time ago, I saw a Buddhist monk on his way to a Buddhist holy site. This site was thousands of miles away from where the monk was, yet after every step the monk got down on the road to lay down on his stomach, then getting up at the spot that he was, he took another step and lay down again. The cameraman, with his western frame of mind, asked the monk if it would not take an awful long time to reach his destination, the monk replied that it did not matter to him, it was not about the destination but about the journey

This journal describes my journey towards the understanding of leadership. Although it was certainly not as hard and long as the journey of the Buddhist monk, it was challenging nonetheless. As I see it, the course was designed to stimulate the participant to ask questions about him/herself which he/she would not have asked without participating in this course.

The reader should be warned; a look in this journal is a look into my soul, it will better the understanding of what drives me.

Assignments

Meeting 2

Why is leadership important to you personally?

I have to confess for me this is a fallback option. My actual interest is research (especially in technological change), but since it is hard to get a research position in which someone can obtain his PhD (because of my personal circumstances becoming a PhD student is not a real option), I want to be able to obtain a management or consultant position. Although it is hard, if not impossible, to start at a middle or top management position, one can best prepare themselves as good as possible.

Studying leadership is not only important when becoming a leader, but it also makes you more capable of understanding your leader and his actions if you are in the position of a subordinate/follower.

My comprehensive, consistent and universal principles

Fairness, equality and loyalty are perhaps my three most important principles.

Interview with two fulltime managers

I interviewed two female managers, Ellen Breevoort aged 49 and Babette Doorn aged 36, with respectively 15 and 10 years of working experience as a manager, supervisor or other leading position¹. They seem to have very different views on the most critical problems. Ellen commented that the conflict between managers and polity makers and proving that managers are professionals too are the most critical problems. Babette stated that issues involving organizational change are most critical. Their vision on the most important skills to be a successful manager on the other hand seemed to have much in common, as they both stated communication is one of the most important skills, together with either empathy and the abil-

¹ To overcome a possible gender based bias I originally also asked a male manager, aged 37, with approximately 10 years of working experience as a manager, supervisor or other leading position, for an interview. Unfortunately he was not available.

ity to divide complex problems in smaller, solvable sub problems (Ellens' view) or flexibility, being involved and gathering or creating the necessary tools and people (Babettes' view.) According to Ellen the reason some managers are more successful has most to do with the acceptance of a manager by the environment, Babette thinks vision, overview, setting goals, making plans, getting the best out of people as a team, and communication skills are the distinctive aspects.

Meeting 3

What traits and characteristics do you consider to be important for an effective leader?

Of the 9 "General Personality Traits of Effective Leaders" DuBrin (2001, p. 30) names, I think Enthusiasm, Trustworthiness and Sense of humor are most important. Of the 5 "task-Related Personality Traits of Leaders" DuBrin (2001, p. 36) mentions I consider Passion and the different aspects of Emotional intelligence most important.

To what extent do you possess these?

As far as I can assess I am quite Enthusiastic and Passionate, providing the subject at hand has my interest. And although when doing work on which only I depend, I might not always work to the maximal of my abilities. When doing work on which others depend I always deliver and I am always willing to go the extra mile, for instance not going to sleep until the work is finished no matter how long it takes. Therefore I consider myself quite Trustworthy. As with a sense of humor, it is more difficult. Humor, in my opinion, is quite personal, so people might not always agree to what I find quite humorous and visa versa. I cannot claim to possess all aspects of emotional intelligence mentioned by DuBrin (2001) to a high enough extend, but I possess them all to some extent and use them in my daily life, the same daily life that will develop them further still.

How would you further develop these?

Although to a large extend you must be born with a sense of humor there are certainly ways to train your sense of humor. There is probably a relation between sense of humor and the Empathy aspect of emotional intelligence², since it is the "ability to respond to the unspoken feel-

² DuBrin (2001) considers emotional intelligence to consist of Self-awareness, Self-regulation, Motivation, Empathy, and Social Skill.

ings of others” (DuBrin, 2001, p. 38), and an important aspect of humor is considering other peoples feelings. The best ‘school’ to learn this is probably life itself, I will learn by living.

Meeting 4

Find an example of someone whom you think is a charismatic leader and explain why you find him/her charismatic

After thinking long and hard about this assignment I have chosen Dr. Yvonne van Leeuwen, the former head of the department of Vocational Training in General Practice of the University Maastricht. She comes closest to my view of charismatic leadership; she is passionate about her field, inspiring, motivating, intelligent, warm and caring, not afraid to face a challenge, worked very hard (not only was she the head in Maastricht, she also chaired the meetings of all the heads in Utrecht, occasionally gave lectures to the medicine students, and also found time to still practice medicine. She was estimated to work about 1.6 fte, not including travel time), a good listener (no matter if this were personal or work related problems), and more, all packed in a small (I guess she is at most 1.65 meters) woman.

Meeting 5

Based on the leadership style discussed in the previous sessions, how would you characterize your own leadership style?

This is a question with many answers, since there are many different ways to categorize leadership styles, for instance when using the Leadership Grid Styles (as mentioned in Arvonen & Ekvall, 1999; DuBrin, 2001; Kinicki & Kreitner, 2003; Korabik, 1990; Lussier & Achua, 2004) I would score a 9 for concern for result and probably a 7 for concern for people, which would get me close to the team management style, but I can not base this on an assessment test.

Using the "What Style of Leader Are You or Would You Be?" in DuBrin (2001) (for the answers see appendix) I seem to be most likely to have an authoritarian style. When verifying whether my instinct, that the Entrepreneurial Leadership Style (DuBrin, 2001) does not fit me, is correct (using the "What Is Your Propensity for Taking Risk" (DuBrin, 2001) (for the an-

swers see appendix)) I seem to be quite risk averse, which is not a trait very becoming for an Entrepreneurial Leader (DuBrin, 2001).

The Self-Assessment of my leadership flexibility was, in my opinion, a bit disappointing. Although I am not 'lost', I am not on the right track and I am certainly not unusually adaptable.

Do you have a preference for a certain model?

In a leadership position I would probably prefer to use leadership flexibility to adapt myself to my followers and the situation (I would propose to call this the leadership environment). I would try to use Table 5-1 in DuBrin (2001, pp. 139 - 140) to assess if the situation asks for an autocratic, participative, or free-rein style.

In a follower position I would also prefer a leader who adapts himself to the situation and his followers. Because of the characteristics of a charismatic leader (providing a vision, giving the follower a sense of pride, and the positive effect on optimism (Hood, 2003)) it would be easier and more satisfying for me to follow a charismatic leader.

Meeting 6

Fill out the self assessment questionnaire on working in teams and reflect on the result. Do the findings correspond to your previous experiences of working in teams?

I feared that I might score a mark higher than 87, meaning I would have "to explore ways to improve your skill in the area of working in teams" (Janasz, Dowd, & Schneider, 2002, p. 323), but fortunately I did not. However I feel that I should at least work on the aspects of teamwork that I marked 4 or 5 (encouraging team members, cooperate and concentrate with the other team members on the current issues, etc), and I should also consider improving the aspects that I marked with a 3 (willingness to accept feedback (especially negative feedback), making sure everybody contributes equally, etc). But I was already more or less aware of these problems; since they have been holding my team working capabilities back since I first worked in a team.

(For the answers to the questionnaire see Appendix)

Do you enjoy working in a team? Why or why not?

I do not particularly like working in teams, partly because I am quite independent, and another part is caused by bad experiences while working in teams when I was still studying at the Ho-

geschool Zuyd. It seems that every group had some *social loafers* (DuBrin, 2001) in it. Social loafing is something I dislike very much, fortunately in my two group assignments here there were no social loafers, which might have a positive affect on my view of teamwork.

When you work in teams, describe your role in the team process.

Using the Bilben-Groen test (kindly provided by Elles de Jong and Ilse Schram during meeting 11, a Dutch version can be obtained from <http://ftp.castel.nl/~oschw/belbin.htm>), I seem to be mostly a Plant (the source of creative injections (Osch, 2006)), a resource investigator, and a shaper, this all means I do not operate as the leader (or coordinator). The outcome of the test was a bit surprising to me, since in a test I took as part of a training (“Training persoonlijk effectief werken”), that distinguishes between dominant (an important factor of Bilbens’ Coordinator), distant, and social, I scored of the scale in dominant and pretty high in social, the first an important part of Beldins’ coordinator, the later a part of Beldins’ team worker.

What did your fellow team members really think about you?³

Celine had this to say: “It’s good that you are really motivated to perform your task and the work you do is of good quality. I think you could work on are being a bit less dominant, although it is good that you are already aware of that. As a team we could count on your promises, but you like doing it by yourself and in your own way. Your contributions to the team could have improved if you shared more what you were doing and were a bit more to the background.”

Agnes said the following: “Your pleasant mood and your motivation was agreeable. It was not really easy working only with girls!! But, I agree with Celine, maybe you could have be less dominating.”

Gwladys commented: “You are very conscientious in your work and you really want to improve the team work. You are a good communicator, enthusiastic, assertive as well, but as you say things trough a friendly way, it's ok, and you know give up when the others don't agree (finally, we haven't speak about the girlfriend of Emma for example.) You have perhaps too much work on your own, without

³ These coments are copied literaly from their mail

asking advices or opinions of others (but I haven't really asked you to share your work, so I'm guilty too!)”

Elles wrote:

“You are a very enthusiastic and motivated student. You were kind of a separate subgroup at first within our group, this might be because of the division we made or your own way of being might influence it as well. Because of this separate subgroup you were your own leader. I think you came up with a nice way of applying the literature and answering the question.”

What could your team members learn from you?

Perseverance, relentlessness (the job is not ever till it is over), enthusiasm, and sticking to ones beliefs till the arguments against it are very convincing.

What could your team members count on you for?

For not resting until everything is finished and turned in (this time literally), doing my part as good as possible and trying to contribute to other parts.

How could you have improved your contribution to the team?

Try to work more as a team member rather than an individual.

What are the implications for your role as a team leader?

Being individualistic is not a good trait for a team leader (there is no ‘I’ in ‘team’ as the saying goes). On the other hand my enthusiasm could be motivating, which might be an asset (motivation is an important aspect of emotional intelligence (DuBrin, 2001)), but this would not outweigh the ‘bad’ effect of my individualism. If I would be required to become a team leader, I would certainly have to work on shifting from an individual to a team member (since a leader can best be in, what DuBrin (2001) calls, the in-group).

Meeting 7

Describe the results of the LSA you filled out and reflect on the result

Compared to the rest of the group I scored low on ‘Clarifying your Center’, since “people with strong core values have a calmness about them” (Clawson, 2003, p. 297), the calmness I

certainly have not, this might be right. Although I do not think I succumb to pressure to depart from my core values as is suggested for those who score low on this aspect of leadership (Clawson, 2003), I might have to use techniques suggested by Clawson (2003) to improve my score in this area.

In comparison to my fellow students I score high on 'Clarifying what's possible', or "reflecting on the future" (Clawson, 2003), it seemed, to me, that the 'older' part of the group scored higher in this, I suggest that this aspect of leadership grows with time.

As with 'Clarifying what's possible', I scored far higher than was average on 'Being Relentless', this is what I was expecting, since in my life I had to be relentless to get where I am today (I was expected by myself, my school and my parents, to easily walk from VWO to academic education, but after being diagnosed with dyslexia I was instead replaced to the MAVO, and the road from MAVO to Master is a long and hard one, full of disappointment and not for someone who is not relentless).

In 'Measuring and Celebrating Progress' I scored highest of the group, I seem to be able to see that we are 'getting somewhere' before others do. This might be connected to being relentless, since celebrating accomplishments is a great motivational tool (Jong & Kerste, 2002), the celebrating of progress might help me to motivate myself when others would have already given up.

The two other aspects of leadership mentioned by Clawson (2003), 'Clarifying what others have to contribute' and 'Supporting others so they can contribute', did not show much variation to the average of the group and thus will not be discussed further.

(For the answers to the LSA see Appendix)

How does this relate to your views on yourself in a leadership role as discussed in the assignments for meetings 3, 4, and 5?

As I indicated in the assignment of meeting 3 & 4, motivation (as an aspect of Emotional Intelligence (DuBrin, 2001)) is an important trait for a leader, and since I score high on celebrating progress (which is a great motivation tool (Jong & Kerste, 2002)) this is one aspect that I think is important and that I possess. Between the other aspects I think are important (such as enthusiasm, Trustworthiness, Sense of Humor and other aspects of Emotional Intelligence) and those tested in the LSA there is no clear relation.

How does it relate to the concepts of authentic or servant leadership as discussed in the literature of this session?

The above test should give a view on who I am. I would be an authentic leader if I would stay true to this and help others achieve a same kind of trueness to themselves (Gardner, Avolio, Luthans, May, & Walumbwa, 2005), however since I do not score high on clarifying my center, can I really stay true to myself, because apparently I do not know myself well enough.

As my score for ‘Clarifying what others have to contribute’ and ‘Supporting others so they can contribute’ was average I do not consider myself capable of the kind of helpfulness a servant leader should expose (Whetstone, 2002), however this might be developed in such a way that I can display some servant leadership.

Meeting 8

Have you ever told the unvarnished truth in spite of the effect you knew it might have? What were the consequences?

As I am mostly pretty frank with people I am sure I have, and since I cannot remember any real examples the consequences cannot have been disastrous leading me to believe that people respect it when you tell them the unvarnished truth.

What does honesty mean? Does it mean the same thing to everyone?

To me being honest means being upright, or true, to myself. Probably there are a lot of people only associating honesty with telling the truth, but it is also associated with “abstaining from unfair behaviour” (Wikipedia Contributors, 2006).

What happens when your sense of honesty conflicts with your sense of loyalty?

I would rather stay loyal to myself, meaning here honest, then to be loyal to someone or something else. I would thus, if the situation calls for it, be a whistleblower.

What other values have you experienced, either within yourself or with someone else? How did you resolve them?

I experienced trustworthiness, loyalty, helpfulness, and more.

Trustworthiness and loyalty are values you do not immediately experience when meeting someone, time will learn if someone is trustworthy and loyal.

Meeting 10

Complete the internet Skill-Building Exercise – including the three questions!

24 out of 50 in the “Power Orientation Test” (Christie & Geis, 2006) versus 7 (below-average tendency to play office politics) in the “Organizational Politics Questionnaire” (DuBrin, 2001). To me it seems that the tests indeed do measure similar tendencies, they measure different aspects of you ‘hunger’ for more power. There is probably a relationship between ethical behavior and Machiavellianism; it seems that Machiavellianistic behavior includes a lot of unethical traits, however somebody who is unethical does not necessarily have to be Machiavellianistic, there could be other motives to be unethical than just power (for instance, financial motives, or even just a bad sense of the difference between Right and Wrong).

(For the answers to both the tests and the questionnaire see the Appendix)

What patterns do you see in the way you attempt to influence others?

As I rely mostly on my *expert power* (DuBrin, 2001; Unknown, 1991) as a source for my power base, I do not think I manipulate people into doing things, but I will convince them of my expertise by dazzling them with irrelevant facts, but if that is also manipulating then I am guilty.

What types of power and influence are most and least effective in getting you to do things?

Most influential types of power to get me to do things is the use of Legitimate/Position power (DuBrin, 2001; Unknown, 1991) and Reward power (DuBrin, 2001; Unknown, 1991), least effective is Coercive power (DuBrin, 2001; Unknown, 1991). Strangely enough my own base of power, expert power, is not that effective on me (I would respond with compliancy but not with commitment.)

Meeting 11

How would you envision yourself as a team leader? What would your style be? How would you behave?

As I appear to be autocratic (see meeting 5) and I am individualistic (see meeting 6), I would probably be a Solo leader (DuBrin, 2001). Also I put myself more on the 9, 7 position in the

Leadership Grid (also see meeting 5), which is close to the team leader but not quite there. Using past experience I filled in “The Teamwork Checklist” (for answers see Appendix), and I noticed I scored very low (I only answered 4 out of 14 questions with “Mostly Yes”).

When I took a look at Table 9-1 in DuBrin (2001, p. 248) to the leader actions that foster teamwork I can only envision myself using action 1, 2, and 3 (“Defining the team’s mission”, “Emphasizing pride in being outstanding”, and “encouraging competition with another group” (all DuBrin, 2001, p. 248)).

All and all I do not see myself as a capable team leader, but maybe when faced with this challenge I will behave different then how I expect to behave now.

Meeting 12

Complete survey 3.2 in Whetten at al. (2000) and use the score form to calculate your score. Reflect on the scores in relation to how you usually deal with solving problems. Does your score help or hinder you in a leadership position?

I scored an 87 (Very Creative), this is also as I expected since I do not seem to solve problems in the same way as my peers do. In dealing with difficult managerial problems this trait might be an asset, however the followers might get a sense of insecurity, since they do not know what will be the next step (there is no more logical step).

(For the answers to the survey see Appendix)

Think of a problem that is important to you but to which you have not found a solution. Use the techniques as discussed in chapter 3 to find a creative solution.

Problem My problem is that the travel time from my home to the Tongersestraat 53 is to long, especially when I only have 2 hours of class, for instance for the class of Friday the 24th of March I should have left at 12:11 and would not be back till 16:46 (9292, 2006), which is ridiculous as I can almost see the Heerlen railroad station from my home.

Alternatives 1. Accept it
 2. Alternative way of transport:
 a. Car
 b. Bike
 3. Not going to class when I only have a 2 hour day

Evaluate	<ol style="list-style-type: none"> 4. Accept it and make good use of the time 1. Since nothing changes, nothing changes, the problem remains 2. Both solutions have their own advances and problems <ol style="list-style-type: none"> a. Theoretically a shorter travel time (26 minutes from my home to TS53 and 21 minutes to get back (Microsoft, 2004)), but high possibility of a traffic jam and parking and gas cost money b. Travel time about the same as the current situation (approximately 1 hour 10 minutes per direction), it is very healthy. Bad weather can cause extreme discomfort and a longer travel time. 3. No travel time at all. I will miss a lot of interesting classes. 4. I already tried to do that, but since I am easily distracted it does not seem to work that well, also this is only possible in the train and not for the parts I travel by bus or foot.
Implementing	I was not in a position to implement a solution yet, but it will be a combination 1, 4, 3 (if I have other important stuff to do, like writing papers) and maybe in the summer 2b

Meeting 13

With respect to the conflict management styles that are mentioned in chapter 12, which one would you classify your predominant style?

We discussed in class that there is not one style of solving conflicts, the style will be adapted to the circumstances of the conflict, for instance when faced with a conflict that is of little significance to me I would more easily accommodate, however faced with a conflict that is of create significance to me, I would be more competitive, faced with two problems, one of high and one of low significance, I would probably try to collaborate or share. We came to the conclusion that the overall style would be sharing, and I will stick with that.

Meeting 14

Think of 1 or 2 examples of your cultural values or beliefs that would guide your actions as a leader. Would these help or hinder you when you would work in a different country?

Equality (also a guiding value for a transformational leader (Hood, 2003)), people should be treated the same no matter what their sex, belief, ethical background, position in the organization, etc. Or in other words; equality “encompassed notions of minimal or no hierarchy and elimination of privilege and rank, regardless of employees’ differing levels of experience or tenure, in addition to treating people fairly” (Cha & Edmondson, 2006). This value can lead to problems in more traditional countries (countries where women do not seem to have the same value as men on the labor market) and countries that have discriminating policies against minorities (for instance Afghanistan, where converting from Islam to Christianity is still punishable by death (Goghlan, 2006), although *equality of voice* is a basic theme in the Islamic workplace spirituality (Kriger & Seng, 2005)).

Since *power distance* (DuBrin, 2001; Hofstede, Van Deusen, Mueller, Charles, & The Business Goals Network, 2002) is a part of this equality value, problems can also be expected in countries that have a higher power distance (for instance, China (Wang, Law, Hackett, Wang, & Chen, 2005) and France (Hofstede, 2006)).

Conclusion

As the journey nears its end it is time to take a look at the results of the journey, what have I learned about my managerial capacities?

Apparently I would be an autocratic leader, using mostly expert power, although, since I myself succumb to position power, this would also be used. Even though I am autocratic, and thus the power is centered in me, this does not seem to be caused by a 'hunger' for power, as am not Machiavellianistic. Also my behavior would be fairly ethical and I would not play power games.

As I appear to be autocratic and not a team leader I would probably function best in a more bureaucratic environment, where, to use the word of the charismatic leader of my choice, Yvonne van Leeuwen, there is only one captain on the ship.

To conclude the conclusion; although I have learned a lot and this course was very interesting, I am not yet persuaded to make a management carrier my first choice, but let us see what the next stage of my journey to improve understanding managers and leaders brings, onward to [Manager@Work](#).

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Appendix

Meeting 5

Table 1 Answers to "What Style of Leader Are You or Would You Be?" (DuBrin, 2001)

Question	Answer	Question	Answer	Question	Answer	Question	Answer	
1	Agree	6	Disagree	11	Disagree	16	Agree	
2	Agree	7	Agree	12	Agree	17	Disagree	
3	Agree	8	Agree	13	Agree	18	Agree	
4	Agree	9	Agree	14	Disagree	19	Agree	
5	Agree	10	Agree	15	Disagree	20	Disagree	
							Score	9

Table 2 Answers to "What Is Your Propensity for Taking Risk" (DuBrin, 2001)

Question	Answer	Question	Answer
1	4	6	5
2	3	7	3
3	4	8	3
4	4	9	2
5	4	10	4
		Score	36

Table 3 Answer to "How flexible Are You" (DuBrin, 2001)

Question	Answer	Question	Answer
1	Rarely	5	Often
2	Rarely	6	Sometimes
3	Sometimes	7	Often
4	Sometimes	8	Sometimes

Meeting 6

Table 4 Answers to "Assessing Yourself" (Janasz, Dowd, & Schneider, 2002)

Question	Answer	Question	Answer	Question	Answer
1	2	11	1	21	1
2	2	12	3	22	2
3	1	13	2	23	2
4	1	14	2	24	2
5	2	15	3	25	4
6	1	16	4	26	3
7	5	17	3	27	4
8	2	18	3	28	1
9	1	19	1	29	1
10	2	20	3	Score	65

Meeting 7

Table 5 Answers to "Leadership Steps Assessment (LSA)" (Clawson, 2003)

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1	3	10	3	19	6	28	5
2	6	11	5	20	4	29	6
3	5	12	6	21	6	30	7
4	6	13	6	22	5	31	5
5	5	14	4	23	6	32	4
6	7	15	4	24	7	33	6
7	5	16	5	25	3	34	7
8	6	17	5	26	6	35	6
9	7	18	6	27	6	36	6

Table 6 Scoring Procedure to "Leadership Steps Assessment (LSA)" (Clawson, 2003)

	CYC	CWP	CWOCC	RTS	R	CP
	1 = 3	2 = 6	3 = 5	4 = 6	5 = 5	6 = 7
	7 = 5	8 = 6	9 = 7	10 = 3	11 = 5	12 = 6
	13 = 6	14 = 4	15 = 4	16 = 5	17 = 5	18 = 5
	19 = 6	20 = 4	21 = 6	22 = 5	23 = 6	24 = 7
	25 = 3	26 = 6	27 = 6	28 = 5	29 = 6	30 = 7
	31 = 5	32 = 4	33 = 6	34 = 7	35 = 6	36 = 8
totals	28	30	34	31	33	39

Meeting 10

Table 7 Answers to "Power Orientation Test" (Christie & Geis, 2006)

Question	Answer	Question	Answer
1	1	6	4
2	5	7	4
3	3	8	4
4	4	9	1
5	3	10	1
		Score	24

Table 8 Answers to "Organizational Politics Questionnaire" (DuBrin, 2004)

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1	Disagree	8	Disagree	15	Disagree	22	Disagree
2	Disagree	9	Agree	16	Disagree	23	Disagree
3	Disagree	10	Disagree	17	Disagree	24	Disagree
4	Agree	11	Disagree	18	Agree	25	Disagree
5	Disagree	12	Agree	19	Agree		
6	Disagree	13	Agree	20	Disagree		
7	Agree	14	Agree	21	Disagree	Score	7

Table 9 Answers to "The Leader Integrity Scale" (DuBrin, 2004)

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1	2	9	1	17	1	25	2
2	2	10	2	18	1	26	1
3	2	11	1	19	2	27	1
4	1	12	1	20	1	28	1
5	2	13	1	21	2	29	1
6	1	14	1	22	1	30	1
7	1	15	1	23	1		
8	1	16	1	24	1	Score	38

Meeting 11

Table 10 Answers to "The Teamwork Checklist" (DuBrin, 2001)

Q ⁴	Answer	Q	Answer	Q	Answer	Q	Answer
1	Mostly No	5	Mostly No	9	Mostly No	13	Mostly No
2	Mostly Yes	6	Mostly Yes	10	Mostly Yes	14	Mostly No
3	Mostly No	7	Mostly No	11	Mostly Yes		
4	Mostly No	8	Mostly No	12	Mostly Yes		

Meeting 12

Table 11 Answers to "How Creative Are You" (Whetten, Cameron, & Woods, 2000)

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1	B	11	A	21	C	31	C
2	C	12	A	22	B	32	C

⁴ Because of limited space the word Question is replaced by the letter Q

3	C	13	B	23	B	33	A
4	C	14	A	24	A	34	B
5	A	15	B	25	C	35	C
6	C	16	A	26	C	36	A
7	A	17	B	27	A	37	A
8	C	18	A	28	A	38	C
9	A	19	V	29	C	39	B
10	C	20	B	30	C	Score	87

Words chosen in question 40 of “How Creative Are You?” (Whetten, Cameron, & Woods, 2000): informal, enthusiastic, innovative, restless, energetic, self-confident, original, resourceful, independent, and flexible.