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A Correlational Study to Examine the Relationships Between the Workplace Big Five Personality Profile and the Leading Managers 360 Assessment of Senior and Mid-Level Managers

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North Carolina Agricultural and Technical State University

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A Correlational Study to Examine the Relationships Between the Workplace Big Five

Personality Profile and the Leading Managers 360 Assessment of Senior and Mid-Level

Managers

Maurice A. Ferrell

North Carolina Agricultural and Technical State University

A dissertation submitted to the graduate faculty

in partial fulfillment of the requirements for the degree of

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Major Professor: Dr. Comfort Okpala

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The Graduate College
North Carolina Agricultural and Technical State University

This is to certify that the Doctoral Dissertation of

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has met the dissertation requirements of
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Biographical Sketch

Maurice is a native of Baltimore, Maryland. He moved to Sutherlin, VA at age seven and graduated from Halifax County School System in South Boston, VA. After graduating from Halifax County High School, Maurice enlisted in the United States Army and served for six years. Maurice served in Desert Shield/Desert Storm conflict. Having been Honorably Discharged, Maurice returned to Virginia and started working for the Danville Public School system (DPS) as their Information Technology Director. From there, Maurice became the first Chief Information Officer for the Institute for Advanced Learning & Research (IALR). After six years at the IALR, Maurice accepted a position as the Assistant Director for the Center for Public Technology with the School of Government at the University of North Carolina at Chapel Hill. Maurice now serves as the Assistant Dean of Technology for the School of Government at the University of North Carolina at Chapel Hill.

During Maurice's time in Danville, VA, he served as a board member with the Danville/Pittsylvania County Chamber of Commerce, The Danville Boys and Girls Club, and The Danville/Pittsylvania County Goodwill Industry. He also served as Vice-President of the Southern Piedmont Technology Council, which represented technology professionals from across the southern region of VA.

Maurice holds a Master's in Business Administration degree from Liberty University, a Bachelor's in Business degree from Averett University and an associate degree in Information Technology degree from Danville Community College. He also serves as Pastor of the Vance Street Missionary Baptist Church in Danville, VA. He is married to the former Vilma Gonzalez Alvarado. They both reside in Yanceyville, NC with their three children, Aliyah, Sean and Emily.

Dedication

This dissertation is dedicated to some amazing people who have all impacted my life in a positive and progressive way. To my late great grandmother, Evelyn "Bernice" Moore, I thank you for always believing in me. You always pushed me to never give up no matter the circumstance. To my mother, Gresser Webster, thank you for being one of my strongest supporters. You have continually encouraged me to be the best version of myself.

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To my wonderful children, Aliyah, Sean, and Emily, who have experienced this rewarding journey with me. Thank you for being supportive and cheering me on through this process. It has truly been a family affair! Thanks to my in-laws, Maria and William Gonzalez. Your support was invaluable and very much appreciated.

In the words of Martial Arts Instructor and Actor, Bruce Lee, "If you always put limits on everything you do, physical or anything else. It will spread into your work and into your life. There are no limits. There are only plateaus, and you must not stay there, you must go beyond them." Thank you all for encouraging me to keep moving beyond.

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First and foremost, I would like to acknowledge and thank God. He has made this all possible and I am eternally grateful. I am also extremely blessed to be surrounded and supported by family, friends, and leadership scholars who have helped me along this journey. Your help has been invaluable during this process and I extremely grateful for each of you.

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I would also like to express my utmost appreciation to Dr Comfort Okpala for your leadership and guidance. You have definitely pushed and helped me to perform and operate a high level. I thank you for your commitment and your help along the way. To my committee members, Dr Willow Jacobson, Dr Keith Graves, Dr Monica E. Allen, and Dr Tony Graham thank you for your expertise and your leadership through this dissertation process. Your contributions have been invaluable.

In addition to my committee members, I also want to thank Dr Shannon Tufts for her willingness to counsel and to help shape my thoughts on this dissertation. I appreciate all that you helped me with during this process. You are the shining example of a great boss and co-worker.

Finally, to my amazing church family, the Vance Street Missionary Baptist Church, thank you for your prayers, your encouragement, and your unwavering support. It is so rewarding to be a part of a faith-based community who understand the power of belief and hope. No matter what comes our way, we can, and we will be successful!

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Abstract

Much has been said about personality and leadership. Leadership was initially attributed to leaders only having certain traits and attributes (Nock, 1940). In the early 20th century, leadership traits were studied to determine what made certain people great leaders. The Great Man Theory of Leadership, which was introduced during this time period, suggested that leaders were born and not made. It was these unique physical traits and attributes that were credited with making great leaders. Herbert Spencer, a noted philosopher, sociologist, biologist and political theorist of the Victorian era, countered that the Great Man Theory was childish, primitive and unscientific. He believed leaders were products of their environments. He advocated that before a "great man" can remake his society, that society has to make him. Overtime, this position of leadership has evolved into a leader needing more than just special physical traits to lead. Previous studies by Terry Newell reveal that self-awareness is essential for leaders and their development. Without understanding themselves, leaders can neither draw on their strengths nor mitigate their weaknesses.

The research conducted in this study examined are there differences in relationships between personality traits as measured by the workplace big 5 and leadership behaviors as measured by the leading managers 360 assessment for senior and mid-level managers. The findings were gathered through the use of a secondary data set from the Center for Creative Leadership in Greensboro, NC. The sample population of the dataset consists of N=1497 of public and private sector leaders from across the world who attended professional development training through the Center for Creative Leadership.

The result of the findings indicated there is no difference in the relationship of personality traits and leadership behaviors for senior level and mid-level managers. The findings do

highlight the need for further research to determine if there are any relationships between

personality traits and leader behaviors independent of management levels.

CHAPTER 1

Introduction

A quote from Ralph Waldo Emerson states that "what lies behind us and what lies before us are tiny matters compared to what lies within us (Nock, 1940). Much has been said about personality and leadership. In the early 20th century, leadership traits were studied to determine what made certain people great leaders (Northouse, 2013). The Great Man Theory of Leadership, which was introduced during this time period, suggested that leaders were born and not made. It was believed during this period that leaders were born with specific leadership traits and attributes, which only "great" people possessed. Research during this period focused on determining what those physical traits and attributes were that clearly differentiated leaders from followers (Bass, 1990; Jago, 1982). Herbert Spencer, a noted philosopher, sociologist, biologist and political theorist of the Victorian era, countered that the Great Man Theory was childish, primitive and unscientific. He believed leaders were products of their environments. He advocated that before a "great man" can remake his society, that society has to make him. Despite Spencer's arguments to the contrary, the Great Man Theory remained the popular and predominant theory for explaining and understanding leadership until the mid-20th century. As the behavioral sciences grew, so did the idea that leadership is more of a science that can be learned and nurtured (Taylor, 1992). In the mid-20th century, the trait approach was challenged by research that questioned the universality of leadership traits. In a major review, Stogdill (1948) suggested that no consistent set of traits differentiated leaders from non-leaders across a variety of situations. James Kouzes and Barry Posner (2012) take this notion a step further and states, "Leadership development is self-development." This research highlighted the importance for leaders to continue to develop their individual leadership capabilities while understanding

their individual preferences in the workplace. With this dissertation study, the researcher examined the differences in relationships of personality types and behaviors of senior and mid-level managers. The first chapter of this research study outlines the statement of the problem, the conceptual framework, the purpose of the study, research questions, definitions of key terms and highlights the limitation and delimitations of the study. The chapter concludes describing the significance of the study and findings.

Statement of the Problem

Leadership was initially attributed to leaders only having certain traits and attributes (Bass, 1990; Jago, 1982). It was these traits and attributes that were credited with making great leaders. Overtime, this position of leadership has evolved into a leader needing more than just special physical traits to lead. Peter Newell (2012) asserts that self-awareness is essential for leaders and their development. Without understanding themselves, leaders can neither draw on their strengths nor mitigate their weaknesses (Newell, 2012). Earlier studies with personality types failed to generate clear and consistent findings demonstrating an association between personality types and leadership (Mann, 1959; Stogdill, 1948). One such reason was the inability to find valid tools to measure personality (Morgeson, et al., 2007). However, this did not stop the work to find and create valid assessment tools to measure leadership and personality traits (Bona & Judge, 2004). Two major meta-analysis of leadership personality types discovered that while traits and attributes do matter, personality types are a better way of determining one's leadership capabilities (Judge, Bono, Ilies, & Gerhardt, 2002). One such assessment tool of measuring traits effectively was the Five Factor Model (McCrae & Costa, 1987). This model describes human personality in five general dimensions (extraversion, emotional stability, agreeableness, conscientiousness, and openness) and has reached widespread application; hence enhancing the

possibility to draw conclusions across studies (Bergman, Lornudd, Sjoberg, & Von Thiele Schwarz, 2014). The big five-personality test has been used within the occupational community as predictors of job performance within different levels of management (Schmitt, Gooding, Noe, & Kirsch, 1984). Joanna Moutafi, Adrian Furnham, and John Crump (2007) research study concluded personality traits, measured by the big five personality factors and Myers-Briggs type indicator (MBTI), highlight differences between senior level managers and mid-level managers. Despite early skepticism, personality is recognized as an important determinant of work-related leader behavior (Barrick & Mount, 2005). Because of the broad dimensions of the big five-personality, it generally demonstrates low correlations with job performance criteria and management levels (Barrick, Mount, & Judge, 2011). Research conducted Christiansen and Robie (2011) Conte and Gintoft (2005), Griffith and Jenkins (2004), and Tett, Steele, & Beauregard (2003), highlight that narrow personality dimensions have been found to be more strongly correlated to job performance than broad dimensions of personality. Hence, narrow personality dimensions with special relevance to job outcomes and job roles could enhance predictive value (Bergman, Lornudd, Sjoberg & Schwarz, 2014).

Many tools to measure leadership behaviors have been developed. Tools, such as, multifactor leadership questionnaire developed by Bernard Bass (1985), the leadership behavior description questionnaire developed by Ralph Stogdill (1963) and servant leadership questionnaire developed by Dirk van Dierendonck (2011), measure leadership behaviors. In order to measure behavior for this research, the researcher used a 360-degree assessment survey tool, named and developed by the CCL, called the leading managers 360-degree assessment tool. Organizations frequently use 360-degree survey instruments as a method to systematically collect information about leaders' performance from several viewpoints with the intention of

applying these multi-source ratings to assess a leader's behavior (Bergman, et al., 2014). Oh and Berry (2009) highlight raters at different levels of the organization have unique perspectives in their assessments of a leader, with a superiors being better position to rate behaviors and traits related to getting ahead and subordinates more suitable to rate behaviors and traits associated with getting along. There are very few studies, which correlate personality traits as an external criterion and 360-degree feedback with multi-rater feedback (Bergman, et al., 2014). An investigation by Van Hooft, Van der Flier, and Minne (2006) included one peer and one supervisor rater, and the correlations found were mostly weak to moderate. Kornor and Nordvik (2004) found a multiple correlation of .52 when they studied associations between the 360-degree Change, Production, and Employee (CPE) and the NEO-PI-R questionnaire (which means the Big Five Dimensions), but this result was based solely on self-reported data in the 360-degree instrument. Both personality traits and leadership behaviors have been researched to determine if either one or both predict leadership effectiveness. A common confusion amongst leadership research scholars is that leadership is similar to management and leaders are similar to managers (Kotter, 1990; Zaleznik, 1998; Bennis & Nanus, 1985). The majority of literary arguments support the fact that leadership and management are completely different from each other because leaders are distinct from managers (Zaleznik, 1977; Kumle & Kelly, 1999; Kotter, 2006; Perloff, 2004). Zaleznik (1977) argues that leaders' behaviors and manager's behaviors are different because of the different roles they play. With the increased pressure on modern organizations to sustain constantly improving results, it has become increasingly important that even small opportunities for individual improvement are worthy of effort-particularly when they involve mid- and high-level managers (Scott, 2003). Scott (2003) also suggests a key to achieving organizational effectiveness is understanding and identifying development

opportunities of all employees. This position suggests each management group should be involved in leadership development. Hence, the findings of this study provide further evidence of the importance of each management level understanding their strengths and weaknesses.

Conceptual Framework

In this study, the relationship between the workplace big five profile and the leading managers 360 (LM360) assessment tools of senior-level and mid-level managers were examined. A research study conducted by Rentfrow (2009) suggests personality is stable throughout life and associated with a range of important life outcomes, from academic and occupational success, to marital stability and physical health. The Big Five personality types were originally derived in the 1970's by two independent research teams which were led by Paul Costa and Robert McCrae at the National Institutes of Health, and Warren Norman at the University of Michigan and Lewis Goldberg at the University of Oregon (John & Srivastava, 1999). The big five personality traits are based on the five-factor model, which divides personality into five dimensions. Goldberg (1981) posits that labeling any individual differences at some level will fit into one of the five dimensions. These five dimensions were derived by asking thousands of people hundreds of questions and then analyzing the data with a statistical procedure known as factor analysis (John & Srivastava, 1999). The authors, John and Srivastava (1999) also note the researchers did not set out to find five dimensions, but that five dimensions emerged from their analyses of the data. The authors, Howard and Howard (2010) modeled the workplace big five-personality assessment after the five-factor model. They also surmise the terms workplace big five and the five-factor model can be used interchangeably. The research study also reveals that the workplace big five includes five personality super traits and twenty-three sub traits that simply and clearly explain the work-related behaviors that all working people encounter daily (Howard & Howard, 2010).

By having more specificity in the description and definition of the personality trait, it increases

the predictability of personality in relation to different job connected outcomes (Griffith &

Jenkins, 2004; Tett, Steele & Beauregard, 2003). Furthermore, narrow personality dimensions

have been found to be more strongly correlated with job performance than broad dimensions in a

number of studies (Christiansen & Robie, 2011; Conte & Gintoft, 2005; Griffith & Jenkins,

2004; Tett, Steele, & Beauregard, 2003). Hence, Bergman's research highlights that by

narrowing personality dimensions with special relevance to job performance can enhance the

predictive value (Bergman, et al. 2014). Bergman's study used the workplace terminology to

more accurately describe personality and to narrow the description based upon work tasks. The

WP big 5 made up one component of this conceptual framework.

The second component of this framework analyzed leadership behaviors. One of the most

popular management development tools in use today is the 360-degree assessment instrument

(Toegel & Conger, 2003). This survey is used to measure an individual's leadership competency

by asking a series of questions about how they manage people, deal with change, direct their

team, and control resources (Ladyshewsky & Taplin, 2015). A 360-degree assessment tool is

one method used to measure leadership behaviors. It should also be noted that there are other

methods and tools available to measure leadership behaviors. A 360-degree assessment tool, like

the leading managers 360, gives the opportunity for individuals at different organizational levels,

who are likely to observe different leadership behaviors, a chance to comment on leadership

behaviors from their perspective (Bergman 2014). A self-assessment component is also included

in the assessment. The combination of the self-report section of the 360-degree assessment tool,

along with individuals at different levels of the organization, participating in the survey, help to

reduce the biases in self-report only tools (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The

exclusive use of self-reports to assess innovative performance and leadership behaviors might be questionable and other more appropriate ways of assessing this type of performance should be explored (Potoncnik & Anderson, 2012). This study used the leading managers 360 assessment (LM 360) tool to obtain the results of leadership behaviors. This tool was created by the Center for Creative Leadership (CCL) located in Greensboro, NC. Stephen Remedios states that CCL created the tool for leadership development and not for evaluation. It is designed to involve the "full circle" of people with whom an employee interacts at work such as, supervisor, peers and direct reports (Remedios, 2013). The assessment measures fifteen competencies that improve leadership effectiveness and 5 derailments that stall leadership effectiveness (www.ccl.org/, 2013).

Rainey (1979, 1983) investigated middle managers in public and private organizations and defined the middle manager as a person in a supervisory position below the level of vice president or assistant agency head, yet with at least one supervisory position below him or her. Van Wart (2003) defined administrative leadership or senior leadership to be leadership above the frontline supervisor and below the political leadership in public organizations and board level leadership in private organizations. Manning (2013) highlights in his research study that each level of management exhibit different behaviors simply because of their different tasks within the organization.

In this dissertation research study, the findings were from a result of examining if there were any relationships between senior and mid-level managers from the dataset provided by the Center for Creative Leadership. The data collected was composed of assessment data completed by students who attended leadership development training at the Center for Creative Leadership in Greensboro, NC. The assessment tools used were the workplace big five to measure

personality and the LM 360 assessment to measure leadership behaviors for senior and mid-level
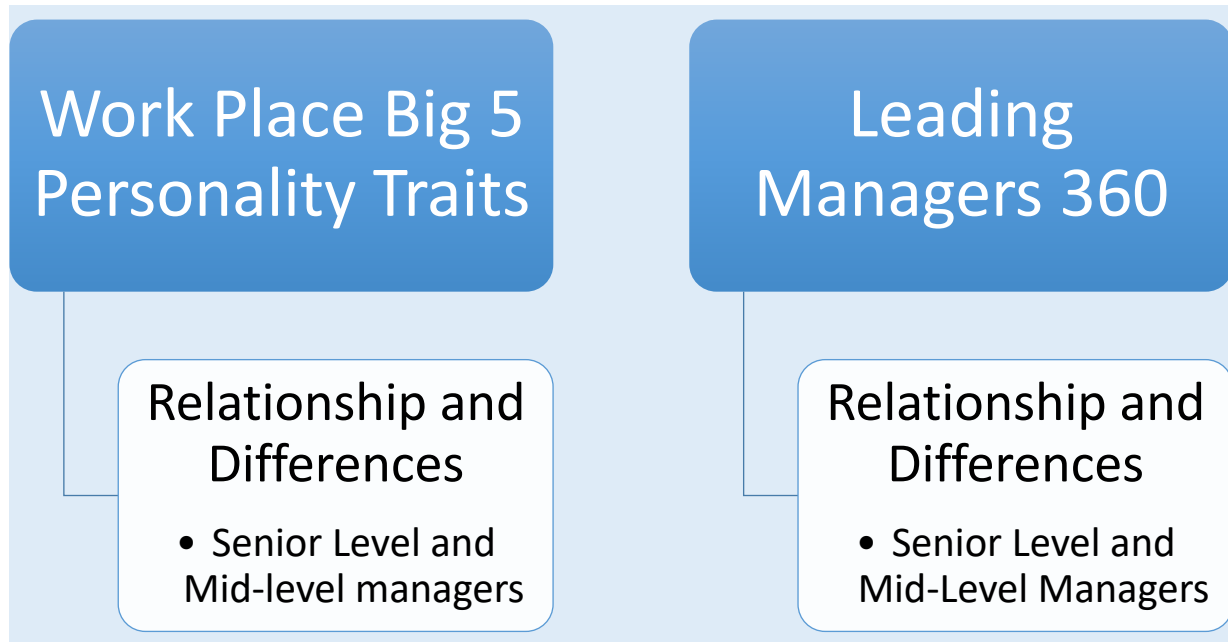
managers.

Figure 1

Conceptual Framework for examining the relationships of personality traits as measured by the workplace big five and leadership behaviors as measured by the leading managers 360 in senior and mid-level managers.

Purpose of the Study

The purpose statement is a statement that advances the overall direction or focus for this

research study (Creswell, 2012). The purpose of this correlational study was to examine the

relationship between the workplace big five personality types as measured by the workplace big

five 4.0 assessment tool and the LM 360 as measured by the LM 360 assessment survey.

The workplace big five profile 4.0 was developed from Costa & McCrae's NEO

Personality Inventory (NEO-PI) in the late 1980s and early 1990s (Howard & Howard, 2010). It

was quickly realized that a five-factor model of personality was needed exclusively, for the

workplace. At the time of their published book, "The Owner's Manual for Personality at Work,

2nd Ed.," the workplace big five profile was the first work-related and working adult normed big five assessment available anywhere in the world (Howard & Howard, 2010). The workplace profile is composed of 107 items. It measures five super traits. The five super traits are Need for stability (N), Extraversion (E), Originality (O), Accommodation (A), and Consolidation (C).

The LM 360-degree assessment survey was created and developed by the CCL. CCL was founded in 1970 and located in Greensboro, NC. CCL focuses on leadership assessments, digital learning, executive coaching, and publications The LM 360 provides feedback on the behaviors that are important for leadership effectiveness. The LM 360 has a total of 111 items. These 111 items form 15 competencies and five problems, known as derailers or behaviors that can stall a career (www.ccl.org/, 2013). In this study, the relationships between the workplace big five personality types (extraversion, openness, agreeableness, conscientiousness and neuroticism) and the LM 360 competencies and derailments were examined.

Research Questions

The following research questions guided the focus of the research study:

1. Are there differences of personality traits between senior-level managers and mid-level managers as measure by the workplace big five profile?
2. Are there differences of leader behaviors between senior-level managers and mid-level managers as measured by the LM 360?

Similar to the research questions, hypothesis further narrow the purpose statement in a Quantitative research design (Creswell, 2012). A null hypothesis is being used to make a prediction about the sample used in this study. To that end, my hypotheses are listed below:

H01: There is no difference between senior-level managers and mid-level managers personality traits.

H02: There is no difference between senior-level managers and mid-level managers leadership behaviors

Definition of Terms

The following terms are used throughout the study:

a) *Need for stability* is the degree to which we respond to stress (Howard & Howard, 2010).

b) *Worry* is a sub-trait for Need for stability and is the amount of concern we experience (Howard & Howard, 2010).

c) *Intensity* is a sub-trait for Need for stability and is the degree to how frequent we experience anger (Howard & Howard, 2010).

d) *Interpretation* is a sub-trait for Need for stability and is how we explain situations (Howard & Howard, 2010).

e) *Rebound time* is a sub-trait for Need for stability and is the amount of time we require to get over stress (Howard & Howard, 2010).

f) *Resilient* is the ability to handle stressful situations in a calm, secure, steady and rational way (Howard & Howard, 2010).

g) *Responsive* is the ability to be calm, secure and steady under normal circumstances (Howard & Howard, 2010)

h) *Reactive* is the ability to respond to most situations in an alert, sensitive, concerned, attentive, excitable, or expressive way (Howard & Howard, 2010).

i) *Extraversion* is the degree to which we tolerate sensory stimulation from people and situations (Howard & Howard, 2010).

j) *Warmth* is a sub-trait of Extraversion is the degree to how much we express positive feelings to others (Howard & Howard, 2010).

k) *Sociability* is sub-trait of Extraversion and is the degree to which we enjoy being with others (Howard & Howard, 2010).

l) *Activity Mode* is a sub-trait of Extraversion and is the need to keep making forward progress (Howard & Howard, 2010).

m) *Taking Charge* is a sub-trait of Extraversion and is the extent to which we want to lead others (Howard & Howard, 2010).

n) *Trust of others* is a sub-trait of Extraversion and is the degree to how easily we believe other people (Howard & Howard, 2010).

o) *Tact* is a sub-trait of Extraversion and is the degree of care we take in speaking to other people (Howard & Howard, 2010).

p) *Introvert* is the preference of working alone (Howard & Howard, 2010).

q) *Ambivert* is the ability to shift easily from working with other people to working alone (Howard & Howard, 2010).

r) *Extravert* is the preference of working and being around other people (Howard & Howard, 2010).

s) *Originality* is the degree to which we are open to new experiences and new ways of getting things done (Howard & Howard, 2010).

t) *Imagination* is a sub-trait of Originality and is the preference for inventing plans and ideas (Howard & Howard, 2010).

u) *Complexity* is a sub-trait of Originality and is the degree to which we can make things complex (Howard & Howard, 2010).

v) *Change* is a sub-trait of Originality and is the degree to how easily we accept change (Howard & Howard, 2010).

w) *Scope* is a sub-trait of Originality and is the degree to which how tolerant we are for handling details (Howard & Howard, 2010). Preserver is the individual who possesses the expert knowledge about a particular interest, job, topic, or subject (Howard & Howard, 2010).

x) *Moderate* is the individual who tends to be middle-of-the-road and somewhat down-to-earth but will consider a new of doing something if convincing evidence is available (Howard & Howard, 2010).

y) *Explorer* is the individual who tends to have many broad interests and likes to be on the cutting edge of new technology and readily embracing change (Howard & Howard, 2010).

z) *Accommodation* is the degree to which we defer to others (Howard & Howard, 2010).

aa) *Others' Needs* is a sub-trait for Accommodation and is the degree to which we will inconvenience ourselves for others (Howard & Howard, 2010).

bb) *Agreemen*t is a sub-trait of Accommodation and is our driving force during a conflict (Howard & Howard, 2010).

cc) *Humility* is a sub-trait of Accommodation and is our desired level of recognition (Howard & Howard, 2010).

dd) *Reserve* is a sub-trait of Accommodation and is the degree to which we voice opinions to others (Howard & Howard, 2010).

ee) *Challenger* is the degree to which you relate to authority and others by being
expressive, tough, guarded, persistent, competitive, or aggressive (Howard &
Howard, 2010).

ff) *Negotiator* is the degree you are able to shift between competitive and cooperative
situations fairly easily, usually pushing for a collaborative or compromising strategy
(Howard & Howard, 2010).

gg) *Adapter* is the degree to which you relate to others and authority by being tolerant,
agreeable, humble, and accepting (Howard & Howard, 2010).

hh) *Consolidation* is the degree to which we push toward goals (Howard & Howard,
2010).

ii) *Perfectionism* is a sub-trait of consolidation and is the degree to which we strive for
perfection (Howard & Howard, 2010).

jj) *Organization* is a sub trait of Consolidation and is the degree to which we stay
organized (Howard & Howard, 2010).

kk) *Drive* is a sub trait of Consolidation and is the degree to which we feel compelled to
achieve (Howard & Howard, 2010).

ll) *Concentration* is a sub trait of Consolidation and is how sustained our attention is
(Howard & Howard, 2010).

mm)   *Methodicalness* is a sub trait of Consolidation and is the degree to how much
planning is needed (Howard & Howard, 2010).

nn) *Flexible* is the tendency to approach goals in a relaxed, spontaneous, and open-ended
fashion (Howard & Howard, 2010).

oo) *Balanced* is the ability to keep your work demands, personal needs, goal demands and various roles in good balance (Howard & Howard, 2010).

pp) *Focused* is the ability to work toward your goals in an industrious, disciplined and dependable fashion (Howard & Howard, 2010).

qq) *Self-Awareness* is having an accurate picture of self and seeks feedback to improve (www.ccl.org/, 2013).

rr) *Learning Agility* is seeking out opportunities to learn and can learn quickly (www.ccl.org/, 2013).

ss) *Communication* encourages and models effective communication (www.ccl.org/, 2013).

tt) *Influencing Higher Management* understands and persuades people at higher levels in the organization (www.ccl.org/, 2013).

uu) *Influencing across the Organization* uses effective influence strategies to gain cooperation and get things done (www.ccl.org/, 2013).

vv) *Acting Systemically* takes a system approach on his or her work (www.ccl.org/, 2013).

ww) *Responding to Complexity* recognizes and effectively manages organizational dilemmas and trade-offs (www.ccl.org/, 2013).

xx) *Broad Organizational Perspective* has a "big picture" understanding of the organization (www.ccl.org/, 2013).

yy) *Balance between Personal and Work Life* balances work priorities with personal life (www.ccl.org/, 2013).

zz) *Selecting and Developing Others* finds talented employees and develops their abilities (www.ccl.org/, 2013).

aaa)   *Taking Risks* sees the possibilities, seizes opportunities, and perseveres in the face

of obstacles (www.ccl.org/, 2013).

bbb)   *Implementing Change* effectively leads others in implementing change

(www.ccl.org/, 2013).

ccc)   *Managing Globally Dispersed Teams* effectively motivates, develops, and

monitors globally dispersed teams (www.ccl.org/, 2013).

ddd)   *Problems with Interpersonal Relationships* is the difficulty in developing good

interpersonal relationships with others (www.ccl.org/, 2013).

eee)   *Difficulty Building and Leading a Team* difficulties in selecting, developing and

motivating a team (www.ccl.org/, 2013).

fff) *Difficulty in Changing and Adapting* is the resistance to change, learning from

mistakes, and developing (www.ccl.org/, 2013).

ggg)   *Failure to meet Business Objectives* is the difficulty in following up on promises

and completing a job (www.ccl.org/, 2013).

hhh)   *Too Narrow Functional Orientation* is the lack of depth to manage outside of

one's current function (www.ccl.org/, 2013).

Delimitations and Limitations of the Study

Delimitations of this dissertation research study are the singular focus and analysis of the

datasets provided by CCL, which were captured in 2012 (Leedy & Ormrod, 2010). A limitation

of this research study is that the researcher is using personality types as one of the variables in

the dataset. Personality types can be situational and can be influenced by the current environment

of the individual participating in the study. Personality types do not measure intelligence,

likelihood of success, emotions, or normalcy (Cohen, Hana, & Baruch, 2013). There are other

factors that impact the success of a leader. This research study also captured and measured a single point in time. A longitudinal research study would give better insight and analysis of the data.

Significance of the Study

Much of leader development is related to personal development and identity development (Day, Harrison, & Halpin, 2009). Being able to predict leadership effectiveness based on personality type and leader behaviors could be useful information for organizations looking to improve organizational efficiency and their strategic direction. Cronin, Hiller, and Smith (2006) suggest that leaders do not develop by themselves; rather they must grow through the right experiences and have the right training opportunities. This type of knowledge could help to create appropriate leadership development modules for organizations looking to develop leaders. This is no longer just a leadership challenge, but it is a development challenge (Petrie, 2014).

Organization of the Study

Chapter 1 of this study presented the introduction and background information for this study. It also highlighted the problem, conceptual framework, and purpose of the study. Research questions, definition of terms, and the delimitations and limitations of the study. The significance of this research concludes chapter 1.

A review of the literature will be presented in chapter 2. In chapter 2, the researcher highlighted 3 strands that informed this correlational study. The 3 strands are composed of personality traits, leader behaviors, and management levels. The purpose of this literature review is to identify key theoretical concepts, historical analysis that provide insight for this study, and to identify gaps in the leadership discipline which provide significance for this study.

Chapter 3 presents a description of the methodology and research design, assumptions and rationale for the methodology, the specific strategy of inquiry, and the role of the researcher. An analysis of the sample, data collection procedures, and data analysis procedure will be detailed. Chapter 3 will conclude with a discussion on the reliability, validity and generalizability of the study and the Institutional Review Board (IRB) procedure and application.

Chapter 4 will present the analysis and results of this study. In this chapter is a detailed discussion of the descriptive statistics, Pearson correlation and multiple regression analysis of the dataset. Linear regression models were used for analyses. The chapter concludes with an interpretation of the findings based upon the research questions which guide this study.

Chapter 5 includes a research summary and discussion of the findings as related to the research questions. The chapter also includes a discussion of the limitations and strengths of the study, and implications for further research. This study is intended to offer leaders and organizations the ability to understand their teams, while also providing a robust professional leadership development construct.

CHAPTER 2

Review of the Literature

In this correlational study, the relationship between the workplace big five personality types as measured by the workplace big five profile and leadership behaviors as measured by the LM 360 for senior and mid-level managers were examined. The three strands covered in this literature review are (a) personality traits, (b) 360-degree feedback, and (c) management levels. This review of the literature identifies and explains key theoretical concepts that provide the foundation for this research study. A summary at the literature review concludes the chapter.

Personality Traits

Personality traits, as used in this research, are formed out of the psychodynamic approach. In psychodynamic approach, personality types are emphasized, and evidence is presented that suggests that various personality traits are better suited to particular leadership positions or situations (Northouse, 2013). The emergence of the psychodynamic approach to leadership has its roots in the works of Sigmund Freud (1938) in his development of psychoanalysis. Carl Jung (1923 &1993) extended the study of Freud and concluded human behavior is predictable and understandable. He believed that people have preferences for how they think and feel, and these preferences become the basis for how people work, relate, and play. These dimensions that Carl Jung references are from the development of narrowing 4,504 adjectives into observable actions. Jung narrowed this down into 4 dimensions with 16 possible combinations (Northouse, 2013). Goldberg (1981) advanced the study even further by outlining personality into five dimensions (openness, conscientiousness, extraversion, agreeableness and neuroticism). Costa and McCrae (1992) created the NEO-PI-R five-factor personality inventory,

which is widely accepted today because of its reliability and validity based on sound factor analysis. This inventory is the foundational element of the workplace big five inventory (Howard and Howard, 2010). The workplace big five is one of the assessment tools used in this research study.

Adams, D. (2009) conducted a study on the correlation of personality type and leadership approach. The purpose of the study was to examine to what extent personality type is related to leadership approach. The study used a sample of principals and assistant principals from five middle schools and junior high schools in one school district. The participants of the study completed the Keirsey Temperament Sorter (Keirsey & Bates, 1984) and Glickman's (2002) Leadership Beliefs Inventory Part I and Part II. The study used a quantitative research design. A correlational research method was used to determine relationships between variables. The results of the study concluded there was no significant correlations between personality type and leadership approach. However, not all personality types were represented due to small sample size. The study is inclusive because of the number of participants. The study also cites more research is needed in this area.

The authors, Christo-Baker, E. and Wildermuth, C. (2012) conducted a study that examined differences in personality between Human Resource (HR) professionals and non-HR executives. Christo-Baker and Wildermuth (2012) cite this study could impact how organizations staff personnel to ensure diversity of skills and work values. Charan, Drotter, and Noel (2001) suggest having different personality types may best support this. The Workplace Big Five Profile 3.0 was the instrument used to measure personality for this test, because it measures specifically, personality in the workplace (Howard & Howard, 2001). The study partially supported the overall profile of leaders presented by the authors, Howard and Howard (2001), Judge, et al

(2002), and Oh and Berry (2009). The ideal leader these studies concluded, and this study partially supports, is that a leader is calm (low need for stability), outgoing (high extraversion), visionary (high originality), challenging (low accommodation) and focused on their goals (high consolidation). The study, however, advances further knowledge by focusing on the differences found in personality types with HR professionals. The study has potential implications for development and mentoring of HR professionals while predicting leadership effectiveness by knowing personality type measured by the workplace big five profile.

Berry, C., Kim, A., Wang, Y., Thompson, R. and Mobley, W. (2013) conducted a study to investigate whether the five-factor model of personality test scores differentially predict job performance for men versus women, and what might cause this sex-based differential prediction. The study carried out an investigation of sex-based differential predictions in two civilian employment samples, and included performance ratings from three sources, which were supervisors, peers, and subordinates. Differential prediction occurs when the regression lines relating to a test score to a relevant criterion are not equivalent for subgroups (Society for Industrial and Organizational Psychology, 2003). If such predictive bias existed, it could affect conclusions regarding whether the use of personality testing in personnel selection is fair or uneven legal. Results from the study found that the five-factor model of personality exhibited significant correlations with some of the performance ratings already documented in meta-analyses (Barrick & Mount, 2001). The study also concluded that there was no evidence that the five-factor model of personality traits are more strongly related to supervisor, peer, or subordinate ratings of job performance for men than for women, suggesting that inferences drawn from personality test are equally valid for each sex. This is an important finding as it bolsters the position of personality tests as a relatively fair and unbiased tool for use in

organizations.

Cohen, Y., Ornoy, H., and Keren, B. (2013) conducted a field survey on the MBTI

Personality Types of Project Managers and their success. This study describes a survey of 280

project managers that reveals both their personality types via MBTI and their success in project

management. The results of the study demonstrate a relationship between personality types and

the success of the project manager. These traits were found for both women and men. Project

managers have a unique distribution of personality types as measured by the MBTI, which

separates them from the general population. The paper concludes Personality type does not

define a person's intelligence, individual ability, and likelihood of success, emotions, or

normalcy. Personality is one component of the entire process.

Colbert, A., Barrick, M., and Bradley, B. (2014) conducted a study examining whether

the top management team personalities and leadership were associated with organizational

effectiveness beyond the effects of the Chief Executive Officer's (CEO) personality and

leadership, as suggested by upper echelons theory. Upper echelons theory proposes that

experiences, values, and personalities of the firm's CEO and top management team members

shape the interpretation of the environment, strategic choice, and organizational effectiveness

(Hambrick, 2007). Saucier and Goldberg (2003) highlight, personality traits influence how we

habitually think, feel and act. This study implored the five-factor model of personality to

describe and measure the sphere of normal personality. The study concludes the top management

team, not just the CEO, influences the performance of an organization. Rising executives who

understand how they impact the performance of the organization are more likely to see

themselves as influential and seek out more responsibilities and leadership opportunities. This

study shows the importance of being able to have a leadership development strategy for senior

and mid-level managers as the success of this group does have an impact on the organization's success per the study.

Gnambs, T. and Batinic, B. (2012) conducted a study that examines the relationship opinion leadership of general domain specific leadership and human personality, namely the big five personality traits. Opinion leadership describes an individual's disposition to influence opinions, attitudes, and behaviors of others in a desired direction (Flynn, Goldsmith, & Eastman, 1996). Hence, opinion leaders are central disseminators of market information, heavily determining the decisions of other consumers. The study concludes the generalized opinion leaders are rather extraverted consumers. Generalized opinion leaders are open to new ideas; marketing messages introducing new, possibly even slightly unconventional products might be more appealing to them. The study highlights relationships with extraversion and openness to opinion leadership.

Langford, P., Dougall, C., and Parkes, L. (2015) conducted a study measuring leader behavior; evidence for a big five model of leadership. The purpose of this study is to provide evidence for a big five model of leadership which align to other leadership models and organizational outcomes. The study also aims to illustrate that leadership can be described in a structurally similar way to human personality. The study uses a quantitative approach imploring a confirmatory factor analysis and an internal reliability analysis. The results demonstrate 22 lower-order factors of leadership behavior aggregate into five higher-order factors of leadership, which align with the big five personality descriptors. There was also evidence of correlations between 360-degree survey ratings and raters' judgment of leaders' personality and significant correlations between 360-degree survey ratings and organizational outcomes. The study used the Voice Leadership 360, a survey designed to measure leadership big five. The study also

incorporated 360-degree survey methodology. The study cites the cross-sectional design as its main limitation, which in turn limits the studies ability to predict how leadership behaviors predict organizational outcomes.

Moutafi, J., Furnham, A., and Crump, J. (2007) conducted to examine if managerial level and job performance is related to personality. The two instruments used to measure personality were the MBTI and NEO-PI-R. A total of 900 participants completed both personality assessment inventories. The study concludes that when age and gender were controlled for, managerial level was positively correlated to conscientiousness, extraversion and intuition, and negatively correlated with neuroticism, MBTI introversion and sensing. The study also showed that men are more likely to achieve higher levels of management than women. This study examined, not only how personality traits are related to management levels, but also their relationships between leader behaviors of the different levels of management.

Nga, J. and Shamuganathan, G. (2010) conducted a study which examines the influence of the Big Five personality traits on social entrepreneurship dimensions. Nga and Shamuganathan (2010) focus the study at determining the personality traits that influence social entrepreneurs' start-up intentions. They conclude the study reinforces the findings that personality traits do influence entrepreneurship in general. The study revealed that agreeableness positively influenced all dimensions of social entrepreneurship, whereas openness exerts a positive influence on social vision, innovation and financial returns. Once again, the literature reviewed points out openness and extraversion being related to innovation and success.

Raja, U. and Johns, G. (2010) conducted a study examining the relation between personality and three dimensions of job performance (in-role performance, creativity, and

citizenship behavior) under differing levels of job scope. The basic premise was that higher job scope would facilitate performance for those who were dispositionally inclined toward a particular dimension of performance and damage the performance of those who were dispositionally disinclined. The study concluded neuroticism was more strongly negatively related to in-role performance and creativity when job scope was higher. The study concludes support for the trait theory approach. Tett and Burnett (2003) suggest that not all situations activate traits in a similar fashion. Further research should be conducted to see how behaviors and different work environments impact personality. This dissertation research study examined leader behaviors as well as personality.

Watt, L. and Voas, D. (2015) conducted a study on psychological types and leadership skills of the clergy of the Church of England. The study uses data from an online survey of parish churches carried out in 2013 for the Church of England. It obtained a sample of 1480 clergy, mainly stipendiary. The study used the Francis Personality Type Scales, which is very similar to the MBTI. The only difference is this instrument measures for neuroticism, which is consistent with the Five Factor Model. The principal aim of the survey was to help identify factors associated with church growth or decline, which might include characteristics of the ordained minister. The study concludes personality types have substantial effects on leadership strengths for clergy. The study states more research needs to be done with other sectors to see if these results hold true.

Yesil, S. and Sozbilir, F. (2013) conducted a study examining the impact of personality on individual innovation behavior in the workplace. Innovation is viewed as the main determinant of organizational success and competitiveness (Thornhill, 2006). Innovation is defined as the exploitation of new ideas (Neely & Hii, 1998). The study uses the five personality

dimensions as the five-factor model. The study reveals that openness to experience is positively related to innovative behavior. This study illustrates that certain personality types are more likely to be suited for certain jobs.

360-Degree Feedback

Organizations frequently use instruments, such as 360-degree feedback, to collect information about employee performance (Bergman, et al., 2014). The 360-degree feedback approach allows for multiple employee levels to observe and rate leadership behavior (Hogan & Holland, 2003). The use of self-ratings alone may fail to comprehensively capture all dimensions of leadership behavior. Thus, the use of self-rating alone has been questioned from the perspective of same-source bias (Oh & Berry, 2009) and also from a validity perspective where you have some managers who inflate their self-ratings, while some undervalue their ratings relative to ratings made by others (Awater & Yammarino, 1992; Mabe & West, 1982). Different raters will hold diverse expectations of performance and will bring attitudes and traits of their own (Behr, Ivanitskaya, Hansen, Erofeev & Gudanowski, 2001). Instead of this diversity being considered a positive, the statistical work of Mount, Judge, Scullen, Sytsyma, and Hexlett (1998), Yammarino (2003), and Viswesvaran, Ones, and Schmidtt (1996), highlight these differences are so stark, that the consensus is too low for there to be sufficient construct validity. However, proponents of multi-source ratings would argue, if numerous raters are used, and if perspectives are gained from peers and subordinates as well as the superiors, a more comprehensive picture of performance will be attained; because individual raters will have different opportunities to observe a person's job behaviors (Behr et al., 2001). The use of multiple raters will reduce the opportunity for subjectivity (Muckler & Seven, 1992). This section will explore studies about the 360-degree feedback, its reliability and validity, and the

importance of understanding the relationship between personality traits and leader behaviors.

Atwater, L., and Brett, J. (2004) conducted a study on the antecedents and consequences of reactions to developmental 360-degree feedback. This study investigated the factors that influence leaders' reaction to 360-degree feedback and the relationship of feedback reactions to subsequent development activities and changes in leader behavior. A multi-source feedback process was conducted with leaders in two organizations. The two organizations were an elementary school and a retail organization. The data was collected during two time periods, approximately one year apart. A total of 145 leaders, 83 from retail and 62 from the school district, had data from time 1 and time 2. Three surveys were administered during this study. Participants completed a survey, which measures self-efficacy and attitudes toward feedback. Next the participants completed the 16PF measure of personality and then completed a 360-degree survey instrument. The study concludes that in general, leaders had a more positive reaction to positive feedback then negative feedback. This data is consistent with a previous study performed by Brett and Atwater (2001). The study also concludes that 360-degree feedback does have a positive effect overall in helping leaders to identify behaviors that will lead to positive change.

Bernardin, H., Thomason, S., Buckley, M., and Kane, J. (2016) conducted a study on the importance of rater personality, performance management competence, and rater accountability. The study investigated the problem of rating-level bias and rating accuracy among retail managers of a fortune 500 retail company. The study examined how personality as measured by the five-factor model, their competence in performance management and their levels of bias and accuracy in appraisals made in situations differing on levels of rater accountability. The results of study showed personality type does have an impact on rater level bias. The study goes on to

conclude that narrowing the personality trait would lead to greater understanding of the multifaceted nature of managerial performance. This study examined the workplace big five, which extracts sub traits of the big five personality, which has the potential to lead to more specificity on leadership behaviors.

Bergman, D., Lornudd, C., Sjoberg, L., and Schwarz, U. (2014) conducted a study examining leader personality and 360 degrees assessments of leader behavior. The study was conducted within a healthcare provision in Stockholm County. It was designed to investigate leadership development within the healthcare setting. The instruments used for this study are, the Understanding Personal Potential (UPP) personality test, which provides comprehensive measurement of the big five dimensions and eight narrower personality traits and the 360-degree Change, Production, and Employee (CPE) instrument. Arvonen (2002) developed this instrument to measure leadership behavior with 24 items in three different dimensions, which are change, production and employee orientation. The study found that three of the big five dimensions, openness, conscientiousness, and agreeableness, seemed to be particularly important in explaining leadership behaviors. This finding is in line with a meta-analysis of the relationship between the Big Five dimensions and Transformational Leadership (Bono & Judge, 2004). This study highlights the significance of narrowing personality to further help with predicting leadership behavior and developing programs for leadership development.

Espinilla, M., Andres, R., Martinez, F., and Martinez, L (2012) conducted a study to present a novel integrated model for 360 degree performance appraisal based on a decision analysis scheme with a flexible evaluation framework in which reviewers can express their judgment's in different domains, whose results are linguistically expressed and the evaluation model considers the interaction among the evaluated criteria, their relevance and the importance

of the reviewers. The overall aim is to obtain easy to understand phrases in the evaluation process so that companies and organizations can make the right decisions as it relates to employees. A case study was done to show the effectiveness of this model. Further research needs to be done with the appropriate software packages. This dissertation research study plans to examine how to use a 360-degree assessment, along with personality type assessments to improve feedback and development programs for employees. The software components for this research study have already been validated and can be integrated within an organization's processes.

Goldring, E., Cravens, X., Porter, A., Murphy, J., and Elliot, S. (2015) conducted a study on what distinguishes instructional leadership concepts from general leadership notions. The study was designed to further research on psychometric research on the Vanderbilt Assessment of Leadership in Education (VAL-ED) which is a 360-degree, evidence based, multi-rater rating scale that assesses principals' behaviors known to influence teachers' performance and in turn, student performance. The study also used the Trait Emotional Intelligence Questionnaire as a divergent measure (Petrides, Perez-Gonzalez, & Furnham, 2007). The results indicate that principals and teachers have different perceptions of leadership concepts. One thought from the study is the notion that those principals who were not self-aware had significant differing scores of the teacher rating. The more self-aware an individual becomes, the more likely perception of others will match which in turn makes the self-assessment more valid (Atwater & Yammarino, 1992). This result highlights the importance of understanding self, which leads to greater potential of leadership development.

Horng, J., and Lin, L. (2013) conducted research to develop a training needs framework in a hotel using 360-degree feedback to develop competency-based training programs. Human

resources are one of the most important assets for the service industry. Human resource quality determines service quality, service delivery efficiency, and customer satisfaction (Chapman & Lovell, 2006). Training programs for managers in the hotel service industry have been historically, not a priority for the company. Individuals tend to have short tenures, which make it difficult to set or create extensive training programs. This study adopted Fuzzy Delphi Method, based on experts' opinions to confirm the importance of the competencies required in a senior hotel manager. The training needs assessment measured 3 dimensions, which were organization, task, and individual. Data is gathered using self and peer evaluations to help ensure the training needs assessment are systematic. The study validated the use of training needs assessment using a case study. A limitation of the study was highlighted by the small sample of managers across the hotel service industry in which the competencies were the same. This dissertation research proposal will also highlight the importance of developing leaders in a systematic way that can be transferable across disciplines and practices.

Hutchinson, A., and Giles S. (2011) conducted a research study on the inter-rater reliability and rater effects in performance ratings at the senior-executive level. Studies have shown that substantial rater effects affect the validity of multi-source ratings (Mount et al., 1998; Yammarino, 2003; Viswesvaran, Ones, & Schmidtt, 1996), but it is unclear whether these effects hold true at the senior-executive level. The study focused on 189 senior executives in New Zealand and Australia, whose performance was rated by an average of 4.23 raters: superiors, peers, and subordinates. A 31 percent response rate was obtained. Hutchinson and Giles concluded that different classes of raters may have different opinions because of the different interactions between rater groups. They make it clear that the aggregation of multi-source ratings is unwise. Researchers such as Bozeman (1997) and Yammarino (2003) suggest that

investigating individual score ratings versus aggregate scores may produce a better development and appraisal system. Hutchinson and Giles work confirms the work of early research and it reinforces that a level of subjectivity can be expected when using this type of instrument. However, multi-source ratings are more useful than single-source ratings at the executive level, but not at the aggregate level.

Jacobsen, C., and Andersen, L. (2015) conducted a study of the intended and perceived leadership practices and organizational performance. Atwater and Yammarino (1997) conclude leadership are a matter not only of observable actions but also of perceptions by employees, who interpret what takes place in organizations. Given that difference, individuals will have different perspectives on leadership (Fleenor, Smither, Atwater, Braddy, & Strum, 2010). Therefore, this study investigates the relationship between employee perceived leadership and leader intended leadership, as well as how they both relate to organizational performance. The study uses transformational and transactional leadership methods. Transformational leadership stimulates their employees and attempts to change their beliefs, assumptions, and behaviors by appealing to the importance of collective and organizational outcomes. Transactional leaders focus on the self-interest of their employees by offering rewards or threatening sanctions (Moynihan, Pandey, & Wright, 2012). The findings of Jacobsen and Anderson's study conclude a positive relationship between employee-perceived leadership with organizational outcomes. Their work also identifies that if leaders are generally unaware of how their leadership practices are perceived, it can be difficult to change employee behavior and ultimately organizational performance.

Jantti, M., and Greenhalgh, N. (2012) conducted a study to establish a transparent, integrated approach to leadership competency development, and succession management to

respond to drivers associated with an ageing workforce, leadership drain and the enticement of people into leadership roles for libraries. To guide the leadership development and evaluation strategy, clarity was needed on what a successful leader looked like within the context, purpose, and philosophy of the organization (Intaglista, Ulrich, & Smallwood, 2000). The authors use the Lomingers Voices 360-degree feedback instrument to identify characteristics possessed and demonstrated by successful leaders (Lombardo & Eichenger, 2009). The study concludes that being intentional about leadership development and evaluation improved the self-confidence in their leaders, a greater preparedness to address underperformance, and that career and developmental plans were more considered and constructive in their designs. It was also noted that senior and executive sponsorship of leadership development and evaluation had to be present for success. Once again, research identifying the importance of leadership development to improve organizational success.

Kulas, J. (2013) conducted a study on constructive leader behaviors, likelihood of derailments, and the cuboid personality framework. Kulas applied the California Psychological Inventory's (CPI) framework to various leadership contexts (Gough, 1990). Kulas specifically examined the relationships between of leadership effectiveness and derailment by using 360-degree assessment ratings. Kulas used CCL's benchmarks instrument to assess skills and behaviors related to managerial effectiveness. The study revealed some significance in individual differences that span both "good" and "bad" leader characteristics. Such a personality taxonomy that captures individual differences related to valued and destructive leader characteristics is valuable to researchers and practitioners.

Manning, T. (2013) conducted a research study on 360-degree assessments of team role behaviors in different contexts. Sir John Hunt of the London Business School developed the 360-

degree assessment instrument used in this study. It is a 40-item questionnaire, which items are based on a five-point scale. Tony Manning and Richard Parker developed the Team Role Self-assessment questionnaire. This instruments measures team role behaviors based on nine sets of team role contexts and behaviors. The findings of this study identified a significant relationship between leadership contexts and team role behaviors. The study was limited as it only looked at two facets of leadership, which were the level of influence over change and the level of influence over others. This research study examined leadership behaviors across positive competencies, which are considered to be career advancement behaviors and derailments, which are considered to be career-damaging behaviors.

Michiel, G., Hageman, S., Ring, C., Gregory, P., Rubash, H., and Harmon, L. (2014) conducted a study in which 360-degree feedback, combined with coaching, can improve physician team performance and quality of patient care. The primary goal of the study was to determine if 360-degree feedback provided by coworkers could predict patient satisfaction/experience ratings. This type of information would enable physicians to a take a more proactive approach to reinforce their strengths and identify improvement opportunities for development. The study focused on 26 orthopedic surgeons who participated in the Quality Pulse 360 initiative. The study concludes based on findings of the data, that 360-degree feedback along with the core competency of interpersonal and communication skills revealed a significant relationship. This reaffirms the value of training and ongoing development of a physician's soft skills. This study highlights the importance of validating and creating a strategy for leadership development by using 360-degree feedback.

Pfaff, L., Boatwright, K., Potthoff, A., Finan, C., Ulrey, L., and Huber, D. (2013) conducted a study on how men and women leaders perceived themselves and were perceived by

colleagues by relational and task-oriented behaviors. Relational and task-oriented behaviors are two widely used classifications for the observed behavior of leaders (Boatwright & Forrest, 2000; Northouse, 2004). The management leadership practice inventory is a 360-degree assessment instrument, which is designed to assess a leader's relational and task-oriented behaviors (Pfaff, 1995). Traditional leadership models have included an assortment of task-oriented behaviors such as goal setting, planning, strategizing, evaluating, and making critical decisions (Dennis & Kunkel, 2004). Historically, these task-oriented behaviors have been associated with masculinity, which suggests men are expected to employ these leadership behaviors with greater frequency than women. In this study women scored higher than men in relational and task-oriented behaviors. Many of these women credited being coached or taught on developing not only their feminine relational skills, but to also develop traditional masculine traits. This study reaffirms the importance of developing leaders by assessing behaviors and coaching for success.

Swanson, J., Antonoff, M., Martodam, D., Schmitz, C., D'Cunha, J., and Maddaus, M. (2010) conducted a study on identifying discrepancies in self-awareness using a customized 360-degree feedback assessment. The study investigates and compares self-reported competencies and rater observations to highlight potential impact on professional development. Surgical staff worked with the Center for Creative Leadership to create 116-item physician specific 360-degree evaluation instrument. The study concludes with finding significant disparities existed between the participants' self-perceptions, and feedback they received from others. Individual and aggregate analysis affords us the opportunity to focus professional development efforts towards high-yield areas of need. The authors highlight this study illustrates clear evidence for potential utility of 360-degree evaluations in improving self-awareness and future professional

development.

Tee, D., and Ahmed, P. (2014) conducted a research study to illustrate how an integrative framework of learning outcomes and 360-degree feedback could improve course development, teaching student achievement. Black and William (1998) state that assessment feedback is critical to developing quality teaching and effective learning. This study notes that a good feedback system is not a single discrete activity, but it encompasses a bundle of elements and practices. The relevance of this study illustrates the need to have a holistic approach to feedback and development. This research study examined that same factor by examining and identifying relationships with personality types and 360-degree feedback.

Vukotich, G. (2014) conducts a study on the improper uses of the 360-degree feedback. Vukotich contends too often individuals look for tools to give them facts to support predetermined opinions rather than gathering facts to support individuals in their growth and development process. The idea behind the 360-degree feedback started with the concept of assessments centers developed by the German military during World War II (Fleenor & Prince, 1997). Assessment centers were seen as a way to bring more objectivity to the assessment of the individual in their ability to perform the functions of their job. Vukotich posits that 360-degree feedback should not be used as a quick substitute for performance evaluation, but as a development tool to build the individual. The results of this research study highlight potential leadership development models based on the relationship the personality traits and the 360-degree feedback.

Management Levels

Much of the popular thinking on leadership assumes that there is some essence of

effective leadership and universal leadership traits and/or behaviors associated with success in all situations (Manning, 2013). The key for most organizations is not only developing their senior and mid-level managers, but also aligning their talent and skill sets with organizational outcomes (Galbraith & Kanzanjian, 1986; Herbert & Deresky, 1987; Szilagyi & Schweiger, 1984). Rainey (1979, 1983) investigated middle managers in public and private organizations and defined the middle manager as a person in a supervisory position below the level of vice president or assistant agency head, yet with at least one supervisory position below him or her. Van Wart (2003) defined administrative leadership or senior leadership to be leadership above the frontline supervisor and below the political leadership in public organizations. This strand of the literature review highlights empirical research studies on the different levels of management and the importance of their development, behaviors, and how this aligns to the strategic goals of the organization.

Anderson, J. (2010) conducted a study on the differences of behaviors between public and private managers. Two groups of middle managers were examined for differences. Middle managers from manufacturing organizations and public-school principals composed the two groups. The study concludes there are significant differences in leadership behavior between the private sector and public sector middle managers. Explanations for these differences range from the organizational structure of the two different sectors to how each sector consider their managers for advancement. One similarity was reported between public and private managers and that was both groups were characterized by intuition as the main decision-making function. This research study examined leadership behaviors between senior and mid-level managers, while also examining person traits.

Anthony, E. (2017) conducted a study on the impact of leadership coaching on leadership

behaviors. This study focuses on the importance of coaching at all levels of the organization. Leadership coaching is a one-on-one partnership that focuses on strengthening the self-efficacy and performance of the individual, and consequently, improving organization effectiveness (Baron & Maron, 2009; Day, 2001; Ely, et al., 2010). The study concludes that leaders who have the ability to coach provide the appropriate environment for their followers to grow into managerial roles themselves. A limitation of this study was the focus on a specific set of leadership behaviors highlighted by the transformational leadership model. A better understanding of other leadership behaviors will help to understand further impacts of leadership coaching and the development of other management levels within the organization.

Goodall, A., Bastiampillai, T., Nance, M., Roeger, L., and Allison, S. (2015) conducted a study on leadership of doctors versus managers for the executive leadership of Australian mental health. Bhurgra (2013) advised that doctors needed to take on leadership roles, whether they were team roles or larger administrative roles. Bhurgra posits that effective mental health leadership needed to have the expert knowledge of the medical science, while mastering the administrative business component. The study also highlights that expert knowledge is not a proxy for management or leadership skills. These behaviors are developed over a period of time. This study further highlights the importance of understanding if their differences in behavior and personality traits of senior and mid-level managers. Once awareness is understood, then the appropriate training can be put into place.

Kerr, J., and Jackofsky, E. (1989) conducted a study on aligning managers with strategies. The study introduces the dichotomy of management development versus management selection. Technical skills become the necessary ingredient for managers to be identified for a promotion or new assignment (Super, 1980). Interpersonal skills are those necessary for

managers to work effectively with others after promotion or new assignment (Mintzberg, 1973).

Even though this was not a main thrust for this research, this study does highlight the differences

in skills and subsequent behaviors of the management levels of the organization.

Kotterman, J. (2006) conducted a research study on the difference between leadership

and management. The study highlights how leaders are often seen as charismatic and often

admired and held in high esteem, managers are frequently thought of as organizational

taskmasters with a whip in one hand and a bull horn in the other. But are there really differences

between the two? The ongoing debate as to whether or not a clear distinction exists between

leadership and management generally remains unresolved (Gardner, 1990; Gordon & Yukl,

2004). Zaleznik (1998) and Kotter (1990) assert that although leadership and management may

be similar, they have many very distinct differences. Both leaders and managers may have

involvement in establishing direction, aligning resources, and motivating people. Manager's

main roles are planning and budgeting, while leaders set direction. Managers have a narrow

purpose and try to maintain order, stabilize work and organize resources. Leaders seek to

develop new goals and align organizations (Kotter, 1990; Zaleznik, 1998). The study concludes

it is very difficult for a person to have both managerial and leadership skills. Kotter (1995) points

out that most US corporations are typically over-managed and under-led. This notion is

important to note, as different behaviors will be observed from the two different levels. This

research study examined the differences in leadership behavior and personality traits.

Manning, T. (2013) conducted a study on reclaiming management from the margins. The

focus of his study was addressing the current thinking and practice that treats management as

intrinsically inferior and subordinate to leadership. Manning suggests that task behaviors are

being neglected and jobs are not getting done as a result. The researcher collected data using a

360-degree assessment instrument developed by Sir John Hunt of the London Business School. 243 individuals participated in the study. Out of the 243 participants, 96 were senior managers and 147 middle managers. The study reports findings that show a strong relationship between "task behaviors" and 360-degree outcomes for middle managers. The research also found seniority differences in the observed relationships, with specific "task behaviors" linked more and less strongly to positive 360-degree outcomes at different management levels. A limitation of Manning's work would be the sample sized of the participants.

Olie, R., Van Iterson, A., and Simsek, Z. (2012) conducted a study on when do chief executive officers (CEO) versus the top management teams in explaining the strategic decision-making processes. The basic premise is that strategies are developed by humans who act on the basis of their idiosyncratic experiences, motives, and dispositions. Hence, organizational outcomes and strategic actions, such as strategic change, innovation, and performance are seen as a reflection of its top managers (Hambrick & Mason, 1984). A central question in strategic leadership is whose experiences, traits, values and cognition matter most in the decision-making process? Is it the CEO or the top management team? The study concludes more theory development needs to be done in this area. A CEOs personality traits and leadership behaviors, along with organizational culture need to be measured to form a better study.

Scott, W. (2003) conducted a study on the effective way for managers to influence behaviors of their subordinates. Daniels (1984) describes the ABC model of behavior change, where "A" stands antecedents, "B" stands behaviors, and "C" stands for consequences. Daniels (1984) states a manager's understanding of the way these elements interact allows them to analyze performance problems, take the corrective actions, and design work environments and management systems in which high performance will occur. The study finds that using a

guidance approach maximizes the ability to alter behaviors for the learner or the subordinate. Once again, this study reinforces the importance of managers understanding the behaviors of their subordinates and recognizing they made be different. This research study also examined those differences.

Toor, S., and Ofori, G. (2008) conducted a study on how and why leadership and management are different. This study addresses this issue at various levels, including etymological, development, conceptual distinctions, definitional complexities, functional divergence, and behavioral differences. The argument is that in order for any organization to be as competitive as can be, they must have as many leaders as possible. These leaders also must have sufficient management knowledge and capabilities. The contrast is also needed. Organizations need effective managers who possess adequate leadership skills for better problem solving and overall functioning with teams. There is a common confusion that leadership and management are interchangeable, and that leaders and manager play similar roles (Kotter, 1990, 2006; Zaleznik, 1998; Bennis & Nanus, 1985). And while their striking parallels between the two dichotomies, it is clear that today's organizations need both leaders and managers. They need leaders with managerial capabilities, and they need managers with leadership qualities. Since this is the case, the study concludes and highlights the importance for organizations to adopt strategies to systematically develop their professionals into managers who are effective leaders as well. A method of understanding how to accomplish this is by understanding the differences in senior managers (leadership) and mid-level manager (management).

Summary

This review of literature highlights the importance of understanding the personality traits

and leader behaviors (Langford, Dougall, & Parkes, 2015; Espinilla, Andres, Martinez, & Martinez, 2013; Bergman, et al., 2014; Adams, 2009). Research studies have supported the concept that certain personality types can be linked to positive organization outcomes and innovation (Christo-Baker & Wildermuth, 2012; Nga & Shamuganathan, 2010; Yesil & Sozbilir, 2013). Research studies also conclude, there are relationship between personality traits and job types as highlighted by Christo-Baker and Wildermuth (2012) and a relationship between personality traits and managerial levels Moutafi, Furnham, and Crump (2007). The big five model is widely accepted as the more reliable and statistically valid, personality assessment inventory tool (Goldberg, 1981; Acosta & McCrae, 1992; Howard & Howard, 2010). The workplace big five, which is used for this study, is based on the big five-personality assessment tool. (Howard & Howard, 2010).

360-degree assessments are great development tools, which can be used for coaching or training strategies (Atwater & Brett, 2004; Pfaff, et al., 2013). Leadership development programs, which can encompass specialized training, and utilize multi-source assessments, benefit not only the employees, but also the organization's overall ability to perform (Peters, Baum, & Stephens, 2013; Seidle, Fernadez, & Perry, 2016; Sutton & Booth, 2011). The review of the literature revealed opportunities for further research in the area of personality types being associated with leadership behaviors (Adams, 2009; Christo-Baker & Wildermuth, 2012). Big five dimensions, openness, conscientiousness, and agreeableness, were found to be important in explaining leadership behaviors (Bergman, et al., 2014). This finding is in line with a meta-analysis of the relationship between the Big Five dimensions and Transformational Leadership (Bono & Judge, 2004). Research studies also highlighted the use of self-rating alone can create same-source bias (Oh & Berry, 2009) and also managers who inflate their self-ratings, while

some undervalue their ratings relative to ratings made by others (Awater & Yammarino, 1992;

Mabe & West, 1982). Different raters will hold diverse expectations of performance and will

bring attitudes and traits of their own (Behr, Ivanitskaya, Hansen, Erofeev, & Gudanowski,

2001). Research studies also reveal the importance of understanding the differences in behaviors

of managerial levels (Andersen, 2010; Goodall, et al., 2015; Kerr & Jackofsky, 1989; Olie, et al.,

2012; Toor & Ofori, 2008). The review of the literature also revealed a lack of studies on the

specific relationship between personality traits as measured by the workplace big five and

leading managers 360-degree assessment tool within organizational levels, such as senior and

mid-level managers. The results of the findings of this research study add to the body of

knowledge in this area of leadership.

CHAPTER 3

Methodology

This correlational research study examined the differences in relationships between personality types as measured by the Workplace Big Five and leader behaviors as measured by the LM-360 assessment data of senior and mid-level managers. This chapter outlines in detail the methodological approach and design followed by this study. This chapter includes a discussion on the specific strategy of inquiry and the role of the researcher. This chapter also provides information on the sample size of the participants, data collection, and data analysis.

Assumptions and Rationale

This research study utilized a quantitative research design. A quantitative research study gathers numeric data through controlled procedures and analyses to answer predetermined questions or test hypotheses (Ary, Jacobs, Sorenson & Walker). In the social sciences, this methodological approach allows the researcher to step away from the object of study and the societies that we are a part of, to maintain scientific objectivity (O'Leary, 2010). For this particular research study, in order to examine the relationships and differences of two or more variables, the quantitative approach is used. Correlational research, which is a quantitative research design, gathers data from individuals on two or more variables and then seeks to determine if the variables are related (Ary, Jacobs, Sorenson, & Walker, 2014).

This type of research inquiry leads to imploring a philosophical worldview of postpositivism. Postpositivists hold a deterministic philosophy in which causes determine effects or outcomes (Creswell, 2014). In Creswell's book, "*Research Design; Qualitative, Quantitative,*

and Mix-Methods Approaches," he outlines five key assumptions of the postpositivist view which are listed below:

- Knowledge is conjecture and absolute truth can never be found.

- Research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted.

- Data, evidence, and rational considerations shape knowledge.

- Research seeks to develop relevant, true statements that shape knowledge.

- Being objective is essential for competent inquiry.

The postpositivist approach allows the researcher to begin with a theory, collects data that either supports or refutes the theory, and then makes necessary revisions and conducts additional tests (Creswell, 2014). In this study, these assumptions were used to determine the type of relationships or associations between the WP Big 5 and LM-360 with senior level and mid-level managers. Based on these tenets, a quantitative, non-experimental research design was chosen to yield an interpretation characterized by quantitative research methods.

Specific Strategy of Inquiry

The specific strategy of inquiry for this research study is a correlational design. A correlational research design is a quantitative design in which the investigator is interested in the degree of relationship among two or more variables (Pattern, 2004). This design allows the researcher to examine the relationships of the variables being tested (Creswell, 2012).

There are two types of correlational designs, explanatory research design and the prediction research design. The explanatory correlational design is a design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where

changes in one variable are reflected in changes in the other at a specific point in time (Creswell, 2012). The prediction correlation design seeks to anticipate outcomes by using certain variables as predictors (Ary, et al., 2014). This research study is an explanatory correlational design, which examines the relationships between the Workplace Big Five and the LM-360 assessment survey tool for senior and mid-level managers. The independent variables for this study are the workplace big five personality traits, which are defined as, need for stability, extraversion, originality, accommodation, and consolidation and the LM-360, which is further defined as, competencies and derailments. The dependent variable for this study is the organizational levels of senior level and mid-level managers.

This explanatory correlational study followed Creswell's guide (2012) to ensure "(a) an adequate sample size, (b) correlational results are in a matrix or graph, (c) direction and magnitude of the association of the variables, (d) choice of an appropriate statistic for analysis, and (e) the clear identification of the statistical procedures" (p. 357). The results of this study were determined from the relationships or differences between the two independent variables, WP Big 5 and LM-360, with the dependent variable organizational levels, senior level and mid-level managers. A secondary data set that is composed of participants who participated in a leader development program at CCL will provided the findings needed to determine these relationships.

Role of the Researcher

I have had the wonderful opportunity to serve as a mid-level and senior level manager for two different public sector organizations. In both organizations, technology was a very important aspect of the overall business operations. Currently, my role focuses on leadership development

for CIOs. We train CIOs in best practices and leadership concepts that encourage seamless technology integration within their organizations.

I became especially interested in studying how personality traits of leaders, specifically CIOs, impact how they lead. A critical part of leadership development is becoming self-aware. Identity development is important because it grounds the individual in understanding who they are, what are their major goals and aspirations, and what are their personal strengths and challenges (Day, Harrison & Halpin, 2009). In order to understand how to improve oneself, it is critical to know what areas of behavior need to be developed. Since this research study examined the relationships of the big five personality traits as measured by the workplace big five and leader behaviors as measured the LM-360 in senior and mid-level managers, it has the potential to identify leadership development training programs to help leaders or aspiring leaders to continue their growth and development in leadership. The biases of the researcher are that leaders need to have certain personality types was controlled for, by using sampling techniques, documenting research limitations, and by using a design that exhibits trustworthiness and data accuracy.

Sample

The study results and findings came from the use and analysis of a secondary data set. An analysis of a secondary data in the broadest sense is an analysis of data collected by someone else (Boslaugh, 2007). The data set used is a sampling of data collected by the Center for Creative Leadership located in Greensboro, NC. The Center for Creative Leadership has been conducting original scientific research in the field of leadership development for nearly 50 years and currently owns the largest leadership research database in the world (http://www.ccl.org/, 2017). The two data sets collected by CCL includes the results of data collected from their

students who attended their world-renowned leadership development program. The two specific instruments used for collecting the data, were the workplace big five (Howard & Howard, 2010) and the LM-360, which were developed by researchers at the Center for Creative Leadership.

The results of the study examined were determined from a dataset that encompassed participants who attended the leadership development program at CCL. By using a secondary data set, it gave the study a better participation rate and included a diverse set of participants. Of the two major types of sampling procedures, probability sampling and nonprobability sampling, this particular research study implemented the strategy of probability sampling. More specifically, random sampling was used, which is a type of probability sampling (Creswell, 2014). This approach allowed the data requested from CCL to be a sample selected randomly by a chance procedure so that every member of the population had an equal probability of being selected (Ary et al., 2014). The selection criterion is composed of a data set of senior and mid-level managers from across the world. These leaders participated in CCL's leadership development program. After the data set was received from CCL, the researcher safeguarded the data by storing it in a secure digital location and has not share it with other participants or individuals outside of the research (Creswell, 2012). Permission to move forward with this research was obtained once the institutional review board (IRB) from North Carolina A&T State University declared this study did not constitute human subject research as defined under federal regulations [45 CFG 46.102 (d or f) and 21 CFR 56.102 (c)(d)(1)] and as such, does not need IRB approval (see Appendix A). The research then utilized IBM SPSS (version 26) to analyze and report output based on the coded dataset.

Data Collection Procedures

Once IRB approval determined to not be needed for this study, the researcher accessed the secondary data set from CCL. The researcher examined two instruments, which were used to collect data at CCL. The researcher purchased the data set for $250 per data set (see Appendix B). A unique identifier connects the two datasets as to not reveal any personal information from the participants, who completed the assessment inventories.

The first instrument used to collect data was the Workplace Big Five profile 4.0. The Workplace Big Five Profile 4.0 is designed on the Big Five personality traits and Five Factor Model (Howard & Howard, 2001). The big five personality traits are extraversion, openness, agreeableness, conscientiousness, and neuroticism. The workplace big five traits differ slightly. The big five instrument creates a brief inventory that would allow efficient and flexible assessment of the five dimensions when there is no need for more differentiated measurement of individual facets (McCrae & John, 1992). In U.S. and Canadian samples, the alpha reliabilities of the big five inventory scales typically range from .75 to .90 and average above .80; three-month test-retest reliabilities range from .80 to .90 with a mean of .85. Validity evidence includes substantial convergent and divergent relations with other Big Five instruments as well as with peer ratings (McCrae & John, 1992). The workplace big five personality traits are need for stability, extraversion, originality, accommodation, and consolidation. These traits are one of the independent variables for this study. Norms for this instrument were generated from more than 60,000 administrations of the workplace assessment to people working full time in the United States (Howard & Howard, 2010). The instrument has a reliability coefficient alpha of .81 compared to the big five personality of .90 (Howard & Howard, 2001). Digman and Inouye (1986) describe the reliability as consistent enough to approach the status of law.

The second instrument used is the LM-360. The reliability of the LM-360 scores was examined using a sample of 2,628 managers. The data was collected between 2010 and 2011 in the Leadership Development Program at CCL. Internal consistency reliability was calculated using Cronbach's (1951) alpha. Reliabilities for virtually all competencies and problems that can stall a career were at or above the generally accepted reliability minimum of .70. As expected, reliability coefficients for self-report data were generally lower than for other rater groups. Self-ratings tend to be poor predictors of performance and are more lenient than other rater sources (Church, 1997, 2000; Greguras & Robie, 1998; Harris & Schaubroeck, 1988; Podsakoff & Organ, 1986; Sala & Dwight, 2002; Thornton, 1980; Van Velsor, Taylor, & Leslie, 1993). In conclusion scores from each of the 15 competencies and 5 problems that can stall a career are sufficiently reliable to use in a leadership development context (www.ccl.org/, 2013).

Recodes. Coding variables is a process that allows a researcher to assign numbers to the values of each variable. Coding rules must be applied consistently for all participants in the dataset to in order to ensure consistency (Morgan, Leech, Gloeckner, & Barrett, 2013). Initially, the raw dataset coded responses in the assessment instrument of the WP Big 5 as a numeric scale from 0-100, which represented ranges of personality. The personality ranges defined are 1=0-44.99, 2=45=54.99, and 3=55-100. The researcher recoded the original and raw datasets to provide greater clarity for data analysis and for the specific purpose of this study (see Table 1)

The LM-360, which is the other assessment tool that composes this secondary dataset, uses a 5-point Likert scale for measuring the 15 competencies and 5 derailments. The 5-point Likert scale was coded to give the 15 competencies clarity for data analysis. The code for the competencies includes 1=to a very little extent, 2=to a little extent, 3=to some extent, 4=to a

great extent, and 5=a very great extent. The code for the derailments includes 1=strongly

disagree, 2=tend to disagree, 3=hard to decide, 4=tend to agree, and 5=strongly agree.

Table 1. *Coding and Master Tags for Independent, Dependent and Control Variable*

Independent Variables	Description of Variable	Coding
Originality	O_Origin	1=Preserver, 2=Moderate, 3=Explorer
Consolidation	C_Consol	1=Flexible, 2=Balanced, 3=Focused
Extraversion	E_Extrav	1=Introvert, 2=Ambivert, 3=Extravert
Accommodation	A_Accomd	1=Challenger, 2=Negotiator, 3=Adapter
Need for Stability	N_Need	1=Resilient, 2=Responsive, 3=Reactive
Self-Awareness Learning Agility Communication Influencing Higher Management Influencing Across the Organization Acting Systemically Responding to Complexity Broad Organizational Perspective Resiliency Balance between Personal life and work Negotiation Selecting and Developing Others Taking Risks Implementing Change Managing Globally Dispersed Teams	S01selfA S02LrnAg S03Commu S04InfMn S05InfOr S06ActSy S07Respo S08BrPer S09Resil S10Balan S11Negot S12SelOth S13TkRsk S14ImpCh S15ManGl	1=to a very little extent 2=to a little extent 3=to some extent 4=to a great extent 5=a very great extent.
Difficulty with Interpersonal Relationships Difficulty Building and Leading a Team Difficulty Changing or Adapting Failure to Meet Business Objectives Too Narrow Functional Orientation	D01Intep D02DfBld D03DfChg D04Fail D05Narro	1=strongly disagree 2=tend to disagree 3=hard to decide 4=tend to agree 5=strongly agree.
Dependent Variable		
Organizational Level Category	Org_Lev	1=Senior Level Manager 2=Mid-Level Manager

A codebook is a type of document used for gathering and storing codes in SPSS for the research to reference in order to interpret and analyze data. Its purpose is to inform the research when working with data and variable in certain datasets as well as track recodes that may be made when working with the datasets (Morgan, et.al, 2013).

Data Analysis Procedure

The researcher used a statistical computer aided program call SPSS to provide the appropriate data analysis. SPSS is a powerful tool that is capable of conducting just about any type of data analysis used in social science (George & Mallery, 2001). Data was initially analyzed using descriptive (e.g. frequencies or percentages, means, standard deviations, etc.). Next the researcher used inferential statistics (e.g. correlations) and crosstabulations to address each of the research questions.

The researcher utilized a secondary dataset which was provided by CCL. The CCL data set was analyzed to determine the relationship of the personality traits as measured by the WP Big 5, leader behaviors as measured by the LM-360 in senior and mid-level managers. According to Vartanian (2011), secondary data can include any data that are examined to answer a research question other than the question(s) for which the data were initially collected. The analysis was completed using IBM SPSS (Version 25) to examine descriptive statistics, which included percentages for categorical variables, means, and standard deviations of the continuous variables. Research questions were addressed using a Pearson Correlation and Multiple Regression analysis (Creswell, 2014).

Descriptive statistics were used for this research study because they are designed to give information about the distributions of the variables (George & Mallery, 2001). Within this broad

statistical category are measures of central tendency (mean, median, mode), measures of variability around the mean (standard deviation and variance), information concerning the spread of the distribution (minimum, maximum, range), and information about the stability or sampling error of certain measures. The method, just like the frequency method, allowed the researcher to report the mean and standard deviations of the independent, dependent, and controlling variables. summarize the data and report items that stand out in the data. Cross tabulation was used by the researcher to show in tabular format the relationship between two or more categorical variables (Osterlind & Tabachnick, 2001). George and Mallery (2001) state that categorical variables include those in which distinct categories exist such as gender or ethnicity (p. 94).

Research questions were addressed by using correlations, more specifically crosstabulations. Specifically, for this study, the researcher was interested in determining the differences of personality traits and leader behaviors between senior level and mid-level managers. A simple linear regression models was used to have validate the results of the correlations.

Reliability, Validity, and Generalizability

A concern in validity studies of educational research tests is the extent to which evidence of validity based on test-criterion relationships can be generalized to new settings without further investigations of validity in the new setting (Creswell, 2014). This research study used two instruments that have been deemed valid and reliable through years of empirical research. This research study did not make any modifications to the instruments ensuring the reliability and validity of the instruments remain intact.

In order for this research study to make generalizations over a population in a correlational study, at least a sample size of 100 is needed (Creswell, 2012). This research study is using a data set with a N of 1497. This number allowed the researcher to make generalizations about the findings of if there were differences of personality traits and leadership behaviors in senior and mid-level managers.

CHAPTER 4

Findings

The evolution of personality traits is centered in the concern that to many different terms employed by psychological researchers are used to describe human behaviors (Lounsbury, et al., 2017). Allport and Odbert (1936) identified 17, 953 human personality descriptors and reduced to 4000 traits. This was still too many to perform any type of systematic research or theory building (John & Srivastava, 1999). Costa & McCrae (1992) used factor analysis techniques to condense in to five basic traits, which would become known as the big five model. There are a variety of different perspectives in the field of personality. However, the most commonly used and accepted by leadership research scholars, is the Five-Factor model (Steel, Schmidt, & Shultz, 2008). Howard and Howard (2010) modeled the workplace big five profile after the big five model. Personality is considered an important determinant of work-related leader behavior (Barrick & Mount, 2005). This research study uses the workplace big profile as the instrument to measure personality.

360-degree feedback assessment tools have been frequently used to systematically collect information about managers' performance from a range of viewpoints, such as, subordinates, peers, and supervisors (Bergman, et al., 2014). Bergman, et al. (2014) also note, there is a benefit of multi-source feedback, because it allows for employees at different levels of the organization to observe different leadership behaviors. The LM-360, which was developed by CCL, will be used by this research study to measure leadership behaviors.

This chapter describes the statistical analyses conducted in order to answer the research questions for this particular study. The research questions for this study are as follows:

1. Are there differences in personality traits between senior-level managers and mid-level managers as measure by the workplace big five profile?

2. Are there differences in leader behaviors between senior-level managers and mid-level managers as measured by the LM 360?

The overview of the analysis includes the procedures within the analysis and a description of the descriptive statistics of selected independent and dependent variables. Next, the results of the mean and crosstabulations are outlined and discussed. A multiple regression is also outlined in this chapter. The chapter concludes with a summary of analysis and data findings as they relate to the study's research questions.

Sample

The target populations for this study are senior and mid-level managers from private and public sector organizations from across the world, which attended leadership development training at CCL located in Greensboro, NC. The population consists of N= 1,497.

Table 2. *Cross-Tabulation for Gender and Organizational Levels*
Gender Organizational Level Cross-tabulation

		Organizational Level				
		Senior Level Manager	Mid-Level Manager	Other	Subordinates	Total
Gender	Female	125	318	27	7	477
	Male	273	656	33	11	973
Total		398	974	60	18	1450

For all participant respondents N = 1497 or 100 valid percent of the total population, N=1450 or 96% of the participants identified their gender. Female respondents N = 477 or 33% represented the participating population. Of the 33% (N=477) of female participants, 26% (N=125) are

classified as senior level managers, while 66% (N=318) are mid-level managers. 7% (N=34) comprise the remaining female respondents who participated and identified themselves as other than senior or mid-level managers in the study. Male respondents represent N = 973 or 67% of the total population. 28% (N=273) are in the role of senior level manager, while 67% (N=656) are in the roles of mid-level managers. 5% (N=44) highlight other roles male participants identified during the study. While more than twice as many males participated in the training program at CCL (973 to 477), the percentages of roles being served in those organizations are nearly identical. This statistic is closely aligned to the book Through the Labyrinth (Eagly & Carli, 2007), where the authors highlight women make up nearly 23% of the senior level manager positions in the country.

Table 3. *Frequency Table for Organizational Level*

	Frequency	Valid Percent
Senior Level Manager	400	29
Mid-Level Manager	978	71

This study examined the relationships between senior level managers (N=400) and mid-level managers (N=978) for a total N of 1378.

Table 4. *Frequency Table for Ethnicity*

	Frequency	Percent	Valid Percent	Cumulative Percent
No Responses	682	45.6	45.6	45.6
African American	43	2.9	2.9	48.4
American	3	.2	.2	48.6
Asian Indian	24	1.6	1.6	50.2
Asian other	4	.3	.3	50.5
Caucasian	651	43.5	43.5	94.0
Chinese	12	.8	.8	94.8
Filipino	2	.1	.1	94.9
Hispanic	40	2.7	2.7	97.6
Japanese	5	.3	.3	97.9
Korean	5	.3	.3	98.3
Multiracial	13	.9	.9	99.1
Native Hispanic	1	.1	.1	99.2
Other	8	.5	.5	99.7
Other Pa	1	.1	.1	99.8
Vietnamese	3	.2	.2	100.0
Total	1497	100.0	100.0	

Caucasians represent N = 651 or 43.5 percent of the participants, while all other ethnic groups represent only N=128 or 11% of the participants. N=682 or 45.6% of the respondents did not identify an ethnicity. Of the participants who self-identified, an observation could be made that non-whites are less likely to be in leadership positions. However, this study does not investigate this topic. Further research should be done in this area to make more concrete generalizations.

Table 5. *Ethnicity and Organizational Level Cross-tabulation*

	Senior Level Manager	Mid-Level Manager	Other	Subordinates	
No Identification	157	459	17	8	641
African	7	28	8	0	43
American	1	2	0	0	3
Asian In	8	14	1	1	24
Asian Ot	2	2	0	0	4
Caucasia	202	417	27	5	651
Chinese	1	11	0	0	12
Filipino	1	0	0	1	2
Hispanic	10	24	5	1	40
Japanese	1	4	0	0	5
Korean	1	2	0	2	5
Multiracial	6	6	1	0	13
Native H	0	1	0	0	1
Other	1	6	1	0	8
Other Pa	1	0	0	0	1
Vietnamese	1	2	0	0	3
Total	400	978	60	18	1456

An observation of the data highlight non-white participants were less likely to attend training while also serving in the role of senior level management. Of the N= 43 participants for African Americans only 6% were in the role of senior level management while 82% (n =43) where in mid-level management positions. Hispanic participants recorded higher numbers with 25% (N=10) being the role of senior level managers and 60% are represented in the mid-level manager category.

Table 6. *Frequency for Organizational Type*

	Frequency	Percent
Private	951	63.5
Public	301	20.1
Nonprofit	189	12.6
Missing	56	3.7

The organizations reported through the study are N = 951 or 64% were private sector companies, while public sector organizations composed 20% (N=301). The non-profit sector makes up 13% (N=189). 4% (N=56) were not identified through the assessment tool. This leadership course seems to have a higher appeal for the private sector-based companies based on the data collected. A number of factors may impact this number, such as cost or market strategy by CCL.

Descriptive Statistics

The descriptive data analyzes the mean, standard deviation, and total (N) of independent and dependent variables. For this study, the researcher analyzed the independent variables, personality and leadership behaviors. These scores were all self-reported. The researcher also examined dependent variables organizational levels, which are senior and mid-level managers. The control variable measured was age and gender.

Table 7. *Mean and Standard Deviation (SD) for WP Big 5*

Personality Trait	N	Mean	Std. Deviation
Need for Stability	1497	53.6772	8.21515
Extraversion	1497	48.1588	6.02762
Originality	1497	50.0169	7.78139
Accommodation	1497	49.1724	9.75881
Consolidation	1497	48.0655	7.75506

For participants with the personality trait, need for stability, (N=1497), the mean (M) was 53.68

with a standard deviation (SD) of 8.21. The average score highlights participants with this trait

respond to stress in a responsive way. The extraversion score (N=1497), the mean (M) was 48.16

with a standard deviation (SD) of 6.03. The average scores highlight participants with this trait

tolerate sensory stimulation from people and situation in an ambivert way. For the trait

originality (N=1497), the mean (M) was 50.02 with a standard deviation (SD) of 7.78. The

average score highlight that participants are moderate when it comes to being open to doing

things a new way or new experiences. The personality trait accommodation (N=1497), has a

mean (M) of 49.17 and a standard deviation (SD) of 9.76. The average score highlights the

degree to which a person defers to others as a preference of negotiator. The final personality trait

is consolidation (N=1497), the mean (M) was 48.7 with a standard deviation (SD) of 7.76. The

average score reflects a balanced approached to the degree in which a person pushes toward a

goal.

Berry, C., et.al (2013) conducted a study to investigate whether the five-factor model of

personality test scores differentially predict job performance for men versus women. The study

concluded that there was no evidence that the five-factor model of personality traits are more

strongly related to supervisor, peer, or subordinate levels across the organization. Based on the

descriptive analysis for personality trait, there was no difference between organizational levels.

Table 8. *Crosstabulation of mean scores for personality and management levels*

	Senior Level Mean	Mid-Level Manager Mean
Consolidation	48.01	49.15
Accommodation	50.14	47.87
Originality	49.02	51.44
Need for Stability	53.77	52.76
Extraversion	48.79	49.79

Participants who recorded their personality types for senior level and mid-level manager mean scores are undifferentiated. The greatest variance of mean scores was with the accommodation personality type. A 2% variance is noted, with senior level managers having the higher score of 50.14 to 47.87 for mid-level managers. The mean scores also denote that both senior level and mid-level managers are balanced in their workplace personality types with all scores ranging from a low score of 47.87 in accommodation for mid-level managers to a high score of 53.77 in need for stability for senior level managers.

Table 9. *Mean and standard deviation (SD) for LM 360 scores*

Competencies & Derailments	N	Mean	Std. Deviation
Self-Awareness	1495	3.4656	.57268
Learning Agility	1496	3.4699	.61348
Communication	1496	3.4037	.54136
Influencing Higher Management	1496	3.5922	.64775
Influencing Across the Organization	1496	3.3463	.57753
Acting Systemically	1496	3.3777	.58499
Responding to Complexity	1494	3.5502	.55128
Broad Organizational Perspective	1496	3.7834	.63553
Resiliency	1496	3.0675	.60774
Balance between Personal and Work Life	1496	3.2754	.80572
Negotiation	1496	3.2253	.61806
Selecting and Developing Others	1478	3.3667	.61092
Taking Risks	1495	3.4789	.63112
Implementing Change	1494	3.4029	.56311
Managing Globally Dispersed Teams	1426	3.4137	.60402
Problems with Interpersonal Relationships	1496	1.2366	.52383
Difficulty Building and Leading a Team	1490	1.2966	.53166
Difficulty Changing and Adapting	1496	1.2433	.48896
Failure to Meet Business Objectives	1496	1.2734	.51931
Too Narrow Functional Orientation	1493	1.3644	.58108

Table 9 outlines the descriptive analysis of the mean (M) scores of the LM 360 by the self-rater

type. The LM360 means scores reveal that participants using the self-rated scores for

competencies had a mean score that ranged from 3.0675 for resiliency to 3.7834 for broad

organizational perspectives. The mean scores for LM 360 competencies, reveal participants rated

their own behaviors to fall in the category of to some extent. Broad organizational perspective

was statistically close to falling into the great extent category.

The mean scores for LM 360 derailments ranged from 1.2366 for problems with

interpersonal relationships to 1.3644 for to narrow functional orientation. Participants who self-

reported scores for LM 360 derailments fall into the category of strongly disagree with behaviors

that could stall a career.

Table 10. *Crosstabulation of mean scores for LM-360 and organizational levels*

	Senior Level	Mid-Level Manager
Competencies	Mean	Mean
Self-Awareness	3.86	3.88
Learning Agility	3.83	3.95
Communication	3.81	3.91
Influencing Higher Management	3.89	4.07
Influencing Across the Organization	3.74	3.85
Acting Systemically	3.77	3.85
Responding to Complexity	3.91	4.03
Broad Organizational Perspective	4.03	4.21
Resiliency	3.47	3.51
Balance between Personal and Work Life	3.64	3.57
Negotiation	3.54	3.68
Selecting and Developing Others	3.73	3.84
Taking Risks	3.81	4.01
Implementing Change	3.77	3.88
Managing Globally Dispersed Teams	3.78	3.85
Derailments		
Problems with Interpersonal Relationships	1.52	1.58
Difficulty Building and Leading a Team	1.63	1.61
Difficulty Changing and Adapting	1.63	1.59
Failure to Meet Business Objectives	1.63	1.57
Too Narrow Functional Orientation	1.68	1.63

When comparing the mean scores for LM360 and organizational levels, the scores highlight very little variance between senior level and mid-level managers in both competencies and derailments. The competency of self-awareness reports a .02 difference between senior level and mid-level managers, while the derailment of difficulty building and leading a team reported a .02 difference.

Multiple Regression Analysis

Simple linear regression was performed to investigate the relationship between independent variables, personality type as measured by the WP Big 5 and leader behaviors as measure by the LM 360, on the dependent variable, organizational levels. Multiple regression models provided coefficients for estimating the effects the independent variables had on the dependent variables (see table 13). This technique adds more validity to the analysis completed by using crosstabulation of means and correlation statistics.

Table 11. *Summary of Linear Regression Analyses for WP Big 5 and Organizational Levels*

Model 1	Unstandardized Coefficients	Sig.	R Squared	Adjusted R squared
	B			
(Constant)	2.521	.000	0.004	0.001
Need for Stability	-.002	.454		
Extraversion	-.003	.383		
Originality	-.003	.305		
Accommodation	-.003	.077		
Consolidation	-.004	.050		

Simple linear regression for independent variables, WP big 5 personality traits, and dependent variables, organizational levels, have little to no relationship. There was a significant negative relationship for accommodation. The slope coefficient for originality was -.003, which translates to a negative relationship, to the degree to which a person will defer to others and moving up organizational levels. There was also a significant negative relationship with consolidation. The slope coefficient was -.004 with a significance level of .050. This means that as a person is unable to push toward goals, the less likely they will move up in the organization. The R squared

value was .004 or 0.4% of the variation of personality type and organizational levels can be

explained by the above model.

Table 12. *Summary of Linear Regression Analyses for LM 360 and Organizational Levels*

Model 1	Unstandardized Coefficients	Sig.	R Squared	Adjusted R squared
	B			
(Constant)	2.361	0.000	.023	.002
Self-Awareness	-.007	.888		
Learning Agility	-.081	-.183		
Communication	-.056	.391		
Influencing Higher Management	.007	.891		
Influencing Across the Organization	-.006	.935		
Acting Systemically	-.015	.823		
Responding to Complexity	-.045	.492		
Broad Organizational Perspective	.015	.728		
Resiliency	.106	.030		
Balance between Personal and Work Life	.056	0.007		
Negotiation	.036	.514		
Selecting and Developing Others	.043	.414		
Taking Risks	.046	.345		
Implementing Change	.034	.574		
Managing Globally Dispersed Teams	-.097	.060		
Problems with Interpersonal Relationships	.028	.579		
Difficulty Building and Leading a Team	-.048	-.166		
Difficulty Changing and Adapting	.073	.315		
Failure to Meet Business Objectives	-.046	.429		
Too Narrow Functional Orientation	.028	.534		

Simple linear regression showed a significant relationship between w leadership behavior competencies and organizational levels. The slope coefficient for resiliency was .106 with a significance level of .030 which means the better the participant demonstrated resiliency, the more likely the participant moved up in the organization. The slope coefficient for balance between personal and work life was. 056 with a significance level of .007. A positive relationship between having a good balance between personal and work life positively affects a person's ability to move up in the organization. The R squared value was .023 or 2.3% of the variation in leader behavior and organizational level can be explained by this model.

Research Question 1

The first question asked, are there differences in personality traits between senior-level managers and mid-level managers as measure by the workplace big five profile. To examine research question 1, a correlation and crosstabulation of means was performed to assess whether personality traits as measured by the WP Big 5 had a different relationship within organizational levels. The resulting analysis confirmed there is no difference in personality traits between senior and mid-level managers. The statistical operations reveal that personality traits were consistent in both organizational levels. The resulting analysis also highlighted that there was statistical significance for WP big 5 personality extraversion (the degree to which a person can tolerate sensory stimulation from people and situations) and accommodation (the degree to which we defer to others) ($p < .01$) were consistent in both organizational levels (senior and mid-level managers). The resulting analysis also confirmed there was no statistical significance for WP big 5 personality traits, consolidation (the degree to which we push towards goals) originality (the degree to which we are open to new experiences and new ways of thinking) and need for

stability (the degree to which we respond to stress) for both organizational levels of senior level and mid-level managers.

Research Question 2

The second question asked, are there differences in leader behaviors between senior-level managers and mid-level managers as measured by the LM 360? To examine research question 2 a correlation and crosstabulation of means was performed to assess whether leader behaviors as measured by the LM 360 are different between organization levels. The resulting analysis highlighted there is no difference of LM 360 scores and organizational levels. A pearson correlation highlighted statistical significance based on $p < .01$ for leader behavior competencies resiliency and balance between personal and work life for both organizational levels (senior and mid-level managers). A positive score should result in a positive movement in the organizational structure for both senior and mid-level managers.

The linear regression model reveals a statistically significant relationship between leadership behavior competencies, resiliency (.106), balance between personal and work life (.007) and organizational levels ($p < .05$).

Summary

This chapter began with an overview of the data analysis procedures, research questions, and sample. The demographic data and descriptive analysis were discussed, including frequencies, means, and standard deviations. The purpose of this study was to determine are there relationships between personality traits as measured by the WP Big 5, leadership behavior as measure by the LM 360 and organization level (e.g. senior and mid-level managers). It was determined based on statistical procedures and inferential analyses that there is no difference in

behaviors and personality traits in senior and mid-level managers. The data implicated that as the IV (WP big 5, LM 360) demonstrated a positive or negative correlation with the DV (organizational level), it impacted both senior and mid-level managers equally and not differently.

The insights gained by this specific research study are in line with other studies in this area of practice. The results of this study can be used to examine more discrete variables to determine if a more granular approach is a better option.

CHAPTER V

Recommendations & Implications

The purpose of this explanatory correlational study was to determine relationships between personality traits as measured by the WP Big 5, leader behaviors as measured by the LM 360 in senior and mid-level managers. The target population for this study were participants who engaged in leadership development at the center for creative leadership in Greensboro, NC. The population consists of n=1497 respondents. Responses were previously collected and coded by CCL. Through a secondary analysis, the researcher recoded the original data sets according the parameters of this study and analyzed the data through quantitative analysis.

The research questions for this study are as follows:

1. Are there differences in personality traits between senior-level managers and mid-level managers as measure by the workplace big five profile?
2. Are there differences in leader behaviors between senior-level managers and mid-level managers as measured by the LM 360?

This chapter begins with a discussion of the research findings. Next, this chapter highlights recommendations for future research and implications for the leadership field of study. The chapter then presents the strengths and limitations of the study. Chapter V closes with concluding assessment about specific research studies on personality traits, leader behaviors and how they impact organizational levels.

Research Summary

One of the basic functions and objectives of a correlational research study is to explain the association between or among variables. The explanatory research design allows the researcher to make interpretations and draw conclusions from statistical test results to shed light on relationships, their strength and direction (Creswell, 2012).

Research Question 1. The first research question asked, are the differences in personality traits between senior-level managers and mid-level managers as measure by the workplace big five profile. Personality traits as used in this studied are formed out of the psychodynamic approach. In psychodynamic approach, personality types are emphasized, and evidence is presented that suggests that various personality traits are better suited to particular leadership positions or situations (Northouse, 2013). Carl Jung developed a tool by narrowing 4,504 adjectives into observable actions. Jung narrowed this down into 4 dimensions with 16 possible combinations (Northouse, 2013). Goldberg (1981) advanced the study even further by outlining personality into five dimensions (openness, conscientiousness, extraversion, agreeableness and neuroticism). Costa and Mccrae (1992) created the NEO-PI-R five-factor personality inventory, which is widely accepted today because of its reliability and validity based on sound factor analysis. This inventory is the foundational element of the workplace big five inventory (Howard and Howard, 2010). The workplace profile is composed of 107 items. It measures five super traits. The five super traits are Need for stability (N), Extraversion (E), Originality (O), Accommodation (A), and Consolidation (C).

The resulting analysis confirmed that there was no statistical significance of differences of personality as measured by the WP Big 5 and organizational levels (senior and mid-level managers). As the IV (personality trait) moved positively or negatively, it move equally for

senior and mid-level managers. There was no difference in direction of movement between the organizational groups. The result confirms our null hypothesis that there is no difference in personality traits as measured by the workplace big five and organizational levels (senior and mid-level managers. This finding confirmed previous studies (Adams, 2009; Berry, et al., 2013; Cohen, et al., 2013) that personality does not predict leadership outcomes.

The data presented was representative of private, public and nonprofit organizations with senior and mid-level managers totaling a N=1497. The data reported that both senior and mid-level managers had an average mean score of each personality trait. This suggests that having a balanced approach to personality is consistent at all levels of the organization.

Research Question 2. The second research question asked, are the differences in leader behaviors between senior-level managers and mid-level managers as measured by the LM 360. Organizations frequently use instruments, such as 360-degree feedback, to collect information about employee performance (Bergman, et al., 2014). The 360-degree feedback approach allows for multiple employee levels to observe and rate leadership behavior (Hogan & Holland, 2003). The LM 360-degree assessment survey was created and developed by the CCL. CCL was founded in 1970 and located in Greensboro, NC. CCL focuses on leadership assessments, digital learning, executive coaching, and publications The LM 360 provides feedback on the behaviors that are important for leadership effectiveness. The LM 360 has a total of 111 items. These 111 items form 15 competencies and five problems, known as derailers or behaviors that can stall a career (www.ccl.org/, 2013).

The correlation analysis confirmed that there was no statistical significance for leader behaviors as measure by the LM 360 and organizational levels (senior and mid-level managers). Leader behaviors influenced both senior level and mid-level managers equally. This statistical

finding confirms the researcher's null hypothesis that there is no difference in leader behaviors as measured by the LM 360 with senior and mid-level managers.

The linear regression model revealed a statistically significant relationship between leadership behavior competencies, resiliency (.106), balance between personal and work life (.007) and organizational levels (p < .05). However, the R squared value was only .023 or 2.3% of the variation in leader behavior and organizational level. Only 2.3% of this model could explain the variation. This is not a strong prediction model.

Implications

The insights gained from this research study has confirmed other studies in the field of Leadership. This study confirms findings from previous studies (Adams, 2009; Berry, et al., 2013; Cohen, et al., 2013) that personality does not predict leadership levels. Anderson (2010) in his study of senior level and mid-level managers discovered that there was no difference between the groups. It was determined that both senior and mid-level managers were characterized by intuition as the main decision-making function. 360-degree assessments, such as the LM 360, are great development tools, which can be used for coaching or training strategies (Atwater & Brett, 2004; Pfaff, et al., 2013). Leadership development programs, which can encompass specialized training, and utilize multi-source assessments, benefit not only the employees, but also the organization's overall ability to perform (Peters, Baum, & Stephens, 2013; Seidle, Fernadez, & Perry, 2016; Sutton & Booth, 2011). Research studies also reveal the importance of understanding the differences in behaviors of managerial levels and that some behaviors will matter at all levels (Andersen, 2010; Goodall, et al., 2015; Kerr & Jackofsky, 1989; Olie, et al., 2012; Toor & Ofori, 2008).

This research study confirms the previous studies in that there is no difference between the importance of leader behaviors or personality traits within management levels. All leaders benefit from being aware of their personality traits and their behaviors (Seidle, Fernadez, & Perry, 2016). Furthermore, this research highlights the importance and significance of leaders at all levels becoming more self-aware of who they are and how certain behaviors can lead to the success of their organization. Research has shown that self-awareness is positively correlated to managerial job performance (Church, 1997).

Another implication of this research study is the continued development of leadership programs focused on leader development. The key for most organizations is not only developing their senior and mid-level managers, but also aligning their talent and skill sets with organizational outcomes (Galbraith & Kanzanjian, 1986; Herbert & Deresky, 1987; Szilagyi & Schweiger, 1984). Thus, developing customized leader development opportunities around awareness and behaviors aligned with organizational goal and outcomes could be an effective model for leader development in the future. This thought is consistent with Day, et al. (2009) findings, which point out that as leaders develop, there is a shift in focus from individual to relational to collective identities, consistent with taking increasingly inclusive world views or organizational goals.

Contributions of the study

The literature review for this dissertation study was composed of 3 strands, personality traits, 360-degree assessment tools, and organizational levels. Of the three strands, organizational levels had the biggest impact on this study. Personality types cannot measure intelligence, likelihood of success, emotions, or normalcy (Cohen, Hana, & Baruch, 2013). Adams (2009) also concluded the finding that personality does not predict leadership levels. The LM 360 was

limited because of only using the self-reporting scores. The use of only the self-report portion of the assessment allows for a significant amount of bias to be inherent in the study (Donaldson, 2002). Organization levels were consistent in this study. It was defined as administrative or senior level leadership above the frontline supervisor and below the political leadership for the organization (Van Wart, 2003). This dissertation study confirmed other research studies by Seidle, Fernadez, & Perry (2016) which, concluded that all levels of management and leadership benefit from being self-aware and knowing how their actions can lead to positive outcomes for the organization. It also creates an opportunity for organizations to focus holistically in their development of leaders across all levels of the organization (Galbraith & Kanzanjian, 1986).

Recommendations for Future Studies

Future research studies should consider a mixed-methods approach to better understand the context of leader behaviors. The quantitative analysis creates a limited perspective about the participants. A mix-methods research study would allow for a deeper contextual analysis for exploring the culture of the organization that may help with understanding why specific behaviors are needed by both senior and mid-level managers.

To further the contextual analysis, a research study examining the sub traits of the super traits may give more context and more specificity to the personality traits. Bergman, et al. (2014) highlights the significance of narrowing personality to further help with predicting leadership behavior and developing programs for leadership development. The WP Big 5 has sub traits that describe the super traits in more detail thus giving the research a better opportunity for predicting leadership behavior.

Another research study to consider is examine the relationships between the wp big 5

personality traits and the LM 360. Bono and Judge (2002) conducted a meta-analysis of the relationship between the Big Five dimensions and Transformational Leadership (Bono & Judge, 2004). There were able to identify relationship between the Big Five dimensions and Transformational leadership. I think a study of this nature would lend itself to the body of leadership discourse.

A further research study to consider is one that would examine rater types used in the LM 360. Organizations frequently use instruments, such as 360-degree feedback, to collect information about employee performance (Bergman, et al., 2014). The 360-degree feedback approach allows for multiple employee levels to observe and rate leadership behavior (Hogan & Holland, 2003). The use of self-ratings alone may fail to comprehensively capture all dimensions of leadership behavior. Thus, the use of self-rating alone has been questioned from the perspective of same-source bias (Oh & Berry, 2009) and also from a validity perspective where you have some managers who inflate their self-ratings, while some undervalue their ratings relative to ratings made by others (Awater & Yammarino, 1992; Mabe & West, 1982). Proponents of multi-source ratings argue, if numerous raters are used, and if perspectives are gained from peers and subordinates as well as the superiors, a more comprehensive picture of performance will be attained; because individual raters will have different opportunities to observe a person's job behaviors (Behr, et al., 2001). The use of multiple raters will reduce the opportunity for subjectivity (Muckler & Seven, 1992).

A final research study to consider would be to examine how control variables such as, gender and age, would impact the results of leader behavior or personality. With a growing interest to have a more diverse workforce and the entry of millennials into the workplace, this type of research would be valuable and also contribute to the body of knowledge in leadership

studies.

Limitation of the study

An overall concern when conducting research is that the data supports the theory and questions of the particular study. The researcher must consider whether the results confirm or disconfirm findings from other studies as well as present reflections on some of the strengths, threats, and necessary steps for future researchers to address these same concerns (Creswell, 2012). There are multiple limitations that influenced the results of the study. First, this is data collected from participants who were participating a leadership training course. It is possible that the training for the individuals may have biased some of the results.

Another limitation of the data was the self-reporting for the workplace big five assessment tool and for the LM 360 assessment tool. Even though the LM 360 tool does employ a multi-source environment, a limitation of both assessment tools is the self-rater bias. Research studies also highlighted the use of self-rating alone can create same-source bias (Oh & Berry, 2009) and also managers who inflate their self-ratings, while some undervalue their ratings relative to ratings made by others (Awater & Yammarino, 1992; Mabe & West, 1982). The LM 360 tool also did not measure management abilities. It measured leadership abilities. While leadership can be prevalent across an organization, management may not (Newell, 2012).

A final limitation would include that the assessment tools did not provide an opportunity for respondents to write short responses to open-ended questions to further clarify or quantify responses given. Qualitative responses in conjunction with the assessment tool may lead to further insight and better analysis of the data. The researcher would have a better way of interpreting the data because of the increased knowledge of the participants responses.

Conclusion

Leadership is one of the most discussed and debated topics in the social sciences (Avolio, Sosik, Jung, & Berson, 2003; Bass, 1990; Bennis, 2007). Research on leadership began with a search for inheritable attributes that differentiated leaders from non-leaders and explained individuals' effectiveness as leaders (Galton & Eysenck, 1869). Later research has established that individual characteristics such as demographics, skills and abilities, and personality traits predict leadership effectiveness (Judge, Bono, Ilies, & Gerhardt, 2002; Judge, Colbert, & Ilies, 2004). However, critiques of the leader trait paradigm have prompted scholars to look beyond leader traits and consider how leader behaviors predict effectiveness (Stogdill, 1948). This study attempted to examine if there were differences between personality traits and leadership behaviors within organizational levels. The study concluded there is no difference in personality traits or leadership behaviors. Being aware of one's personality traits and behaviors, along with having the proper coaching and mentoring will lead to leader effectiveness no matter the organizational level (Newell, 2012).

The findings suggest that the differences between personality traits and leader behaviors are not different between senior and mid-level managers. The null hypotheses are true. Since there is no difference between organization levels, it is important for organizations to ensure that all viable employees have access to the appropriate training to ensure the absolute best possible result.

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Appendix A

IRB Approval

**NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY www.ncat.edu**

A LAND-GRANT UNIVERSITY and A CONSTITUENT INSTITUTION of THE UNIVERSITY of NORTH CAROLINA

To: Student Name Maurice Ferrell
From: Office of Research Compliance and Ethics
Date: 10/10/2017
RE: Determination of Compliance for Regulatory Research Requirements

Study Title A correlational study to examine the relationships of workplace big five personality traits and leading managers 360 assessment for senior level and mid level managers

This submission was reviewed by the Office of Research Compliance and Ethics. It has been determined that this submission does not constitute research requiring review and approval of any of the following compliance committees:

- Institutional Animal Care and Use
- Institutional Biosafety
- Institutional Review Board
- Radiation/Laser Safety

This determination was based on the following information:

STUDY DESCRIPTION The purpose of this research is to: dissertation research

Instructions: Print a copy of this letter and submit it to the Graduate School as part of your graduation requirements.

**The Office of Research Compliance and Ethics Brian C Sims, Director
Division of Research and Economic Development**

Appendix B

Receipt of Purchase for Data Sets from CCL

(Help)
Transaction Details

View Transaction Status

Information for Transaction ID: VQFCBCB7D804
Information for Paypal Transaction ID:
Transaction Result Details

Transaction ID: VQFCBCB7D804		**Result Code:** 0	
PayPal Transaction ID:			
Timestamp: Feb 27, 2015 15:25:25 PM		**Response Message:** Approved	
Transaction Type: Sale		**Authorization Code:** 027070	
Tender Type: Visa		**AVS Street Match:** N	
Credit Card Number: 9974		**AVS Zip Match :** N	
Credit Card Expiration: 01 / 2016		**International AVS Indicator:** N	
Amount: 500.00 USD		**Card Security Code Match:**	
Tax Amount: 0.00 USD		**ABA #:**	
Shipping/Freight Amount: 0.00 USD		**Cust Ref #:**	
Duty Amount: 0.00 USD		**Recurring:** No	
Original Amount: 0.00 USD		**Payment Advice Code:**	
		What's this ?	
Original Transaction ID: N/A			
Supplier Reference #: VQFCBCB7D804			
Comment 1: PYTRX0328814			
Comment 2: /0,0/			

Billing Information   **Shipping Information**

Billing Address: **Shipping Address**
840

Email:
Additional Information

Client IP Address: 208.0.118.1   **Merchant:** epicorcca
Client Type: N   **User:** epicorcca
Client Version: 4.3.1
Transaction State: 6
Duration: 0.00

Transaction History

Transaction ID	Timestamp	Transaction Type	Amount	Result	Details
VQFCBCB7D804	Feb 27, 2015 15:25:25 PM	Sale	500.00 USD	0	

View Transaction Status