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Dimensionality of Leadership in the Perceptions of Senior Human Resource Executives in Poland

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Abstract

Purpose: Sixty-five HR general managers representing companies from a variety of industries took part in the research that we conducted between April and October 2013. They had identified leadership development as the most significant factor in the growth of the top firms in Poland's economy. We have conducted in-depth interviews to understand the perception of the leadership concept. We have found that they tend to focus on the following dimensions of leadership: conveying a vision, inspiring, being charismatic, being credible, being able to manage others, and having good interpersonal skills.

Research limitations and implications: The main limitation of the research is that it does not allow for generalization of findings on perceived dimensionality of leadership on larger population of HR Executives. Our findings imply that leadership development will soon be a strong priority among HR teams of 500 largest companies, but several dimensions are not present in their description of leadership.

Originality/value: Our paper makes three contributions to the literature. We have developed a managerial attention view of the firm by surveying senior HR executives. CEOs, CFOs, and top management teams tend to be subject of studies in this theoretical tradition more often than HR executives, Another contribution is the use of mixed methods that is rather rare yet offering vast opportunities for triangulation and knowledge building in the discipline. Our third contribution is that we applied a standard scale of the multidimensional leadership concept.

Keywords: leadership, leadership development, managerial attention, strategic priorities, HRM

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Introduction

The primary objective of the "HR Perspective" project, as undertaken by the International Management Center of the University of Warsaw, was the identification of the development priorities and conditions of the largest companies in Poland according to their personnel directors. Research consisted of two parts. The first part was a survey of people responsible for HR in 500 leading Polish companies. Company choice was deliberate. The annual ranking developed by the daily *Rzeczpospolita* was used to identify the companies.[1] Sixty-five completed questionnaires were received. The respondents were people responsible for HR policy. A 13% return rate for the survey questionnaires, where the respondents are members of the upper management in companies that are in the lead in Poland in terms of size, should be considered satisfactory.

This paper and its related research are grounded in the attention-based view of the firm (Ocasio, 1997). That theoretical current assumes that a company's decisions, behavior, and strategy depend on the attention of its decision-makers, who assign priorities and make choices from among a greater number of possible actions. Due to clear stress on leadership and its development programs – key factors prerequisite for the dynamic development of the company – a closer look at this in the qualitative section of the study was needed. The second phase of the study consisted of fourteen direct interviews using a partially unstructured interview method. In the interviews, personnel directors responsible for leader development programs were asked how they understand the phenomenon of leadership.

The attention of HR Executives

In the survey part, the personnel directors were asked to indicate three areas of activity that, in their view, the dynamic development of their companies will depend on in the future. The list of potential actions was prepared by the team of authors of the "Presidents' Perspective" project on the basis of analysis of a survey with the participation of members of the upper management, preliminary interviews, and a design session with the involvement of the personnel directors of six of the 500 largest companies in Poland, a member of the board of the Polish Association of Human Resources Management (PSZK), and a representative of a consulting practice in HR – the PWC Polska Company. Answers unequivocally indicate the fundamental importance of organization leaders as a prerequisite for dynamic growth potential. Almost 57% of the respondents ranked organization leader development among the three most important challenges that improve the potential for dynamic growth of their companies. The development of leaders was

the most frequently indicated area of activity from among those that can influence the development dynamics of companies. Successive positions in the indication frequency ranking were occupied by cost optimizing (35.4% of respondents), innovation (33.8%), marketing (33.8%), sales (30.8%), and employee motivation (26.6%).

Figure 1. Most important areas of activity for a company's perspectives for development
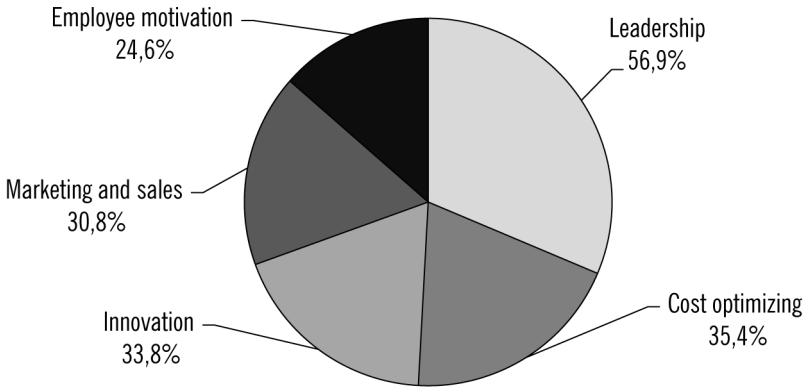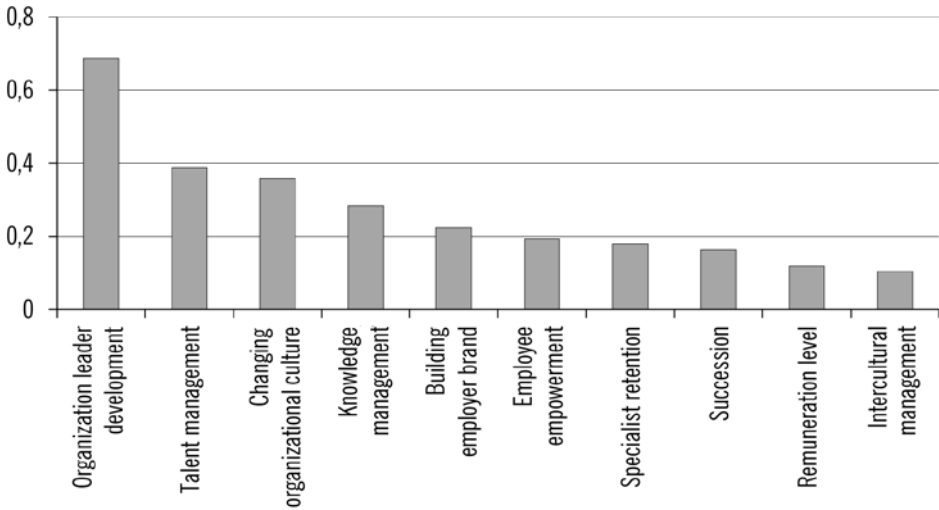

Source: own elaboration based on the "HR Perspective" project.

A successive question assessed the influence of initiative in HR on perspectives for the growth of companies in Poland. A similar method was applied in formulating questions. Respondents were asked to choose three actions from a list defined in a preliminary phase of the study that, in their view, were of greatest importance. The results, once again, point to the fundamental importance, in the view of HR directors, of leadership and the development of organization leaders for the growth perspectives of their companies (Figure 2).

Three successive HR challenges, ranked in accordance with expected influence on company development, were indicated by fewer than 40% of respondents. In order, these challenges were talent management, changing organizational culture, and knowledge management, elected by 28% of the respondents from among the three most important actions. Building employee brand, employee empowerment, retaining specialists, succession, remuneration levels, and intercultural management were ranked lower. Assigning organization leader development in this area of management the highest priority seems consistent. A total of 87.5% of respondents stated that "leadership development on various levels of management" has the highest priority among projects that shall be implemented by the HR team. The breakdown of indications of priority ranking assigned by HR directors to six key HR initiatives underscores that

leadership and its development captures the attention of personnel directors to a significantly greater degree than growth in worker specialized competencies, the development and implementation of succession plans, the transfer and interchange of knowledge among generations of workers, the introduction of technological innovation supporting human management, or developing and implementing retention plans (Figure 3).

Figure 2. The impact of HR initiatives on company growth perspectives in Poland

Source: own elaboration based on the "HR Perspective" project.

Figure 3. HR director priorities
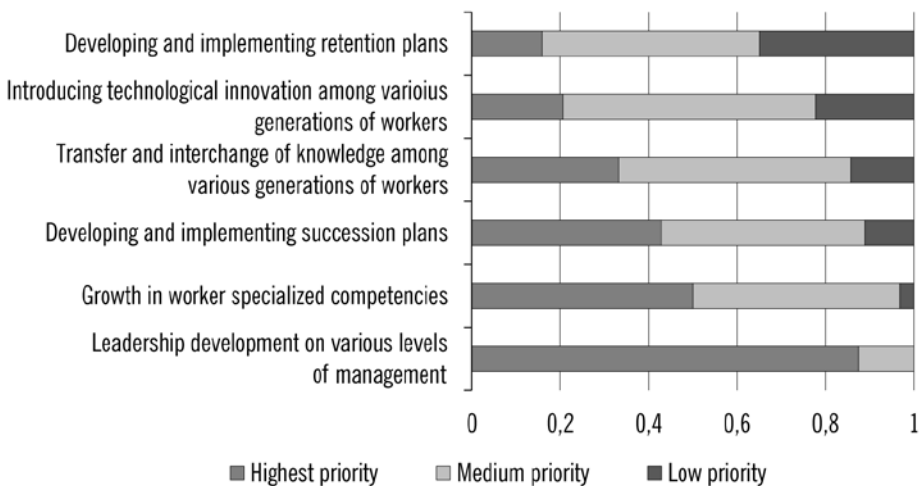
Source: own elaboration based on the "HR Perspective" project.

Results of quantitative research show that the attention of personnel directors is concentrated on leadership and its development. They believe it is a key factor prerequisite to the development and growth of their companies and assign it the highest priority from among HR initiatives that will be implemented in the nearest future.

The Leadership Construct

Leadership is among the most debated issues in social and management sciences yet it lacks theoretical cohesion and suffers from oversimplification (Avolio, 2007). Leadership was identified as being "vast, amorphous, slippery, and, above all, desperately important" (Bennis, 2007, p. 2). Leadership is indeed a complex construct that may be understood in any number of ways. An overview of the theory and evolution of leadership on the basis of articles from ten periodicals with the highest circulation in the area of management indicates a wide-ranging diversity in theoretical approaches to this question. The authors presented an analysis of 752 articles on leadership published over the years 2000–2012 in the *Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, American Psychologist, Journal of Applied Psychology, Journal of Management, Organizational Behavior and Human Decision Processes, Organizational Science, Personnel Psychology*, and *The Leadership Quarterly.* On the basis of analysis of various methodological and theoretical differences, they identified 16 main currents in leadership theory as well as a set of articles whose topical content and methodological approach did not fit in with the main currents (Dinh et al., 2014). Table 1 presents the main currents in studies on leadership as well as their frequency in published articles in the analyzed periodicals.

The complexity of the leadership constructs and the multiplicity of theoretical currents looking at this question in the domain of management sciences in no way simplifies things for practitioners who are responsible for shaping leadership development programs, tasked with making an unequivocal choice, and defining that which is to be developed in companies within the framework of a priority action project of the HR team. In his recommendations of theory-building approaches to study leadership, Avolio (2007) calls for more integrative strategy and comments on limitations of reductionist, normative approaches that are looking for limited number of factors that are designed to explain a leadership phenomenon.

Nicky Dries and Roland Pepermans (2012) have called attention to this problem. According to them, for people responsible for the HR construct, leadership is an imprecise, vague, and adulterated stereotype. This causes difficulties in identifying leadership

potential for reasons of a lack of reliable methods and tools to diagnose it. Silzer, Slider, and Knight (1994) as well as Slan and Hausdorf (2004) and Wells (2003, quoting Dries and Pepermans, 2012) demonstrates that a maximum of only 55% of American corporations have tools allowing the systematic identification of leadership potential. Both theoreticians and practitioners indicate the need for developing criteria for assessing the leadership potential of employees, especially as its importance is decidedly growing.

Table 1. Own study on the basis of Dinh et al. (2014, p. 40)

Established Theories	Frequency
Neo-charismatic	294
Leadership and Information Processing	194
Social Exchange Relational	115
Dispositional Trait	149
Leadership and Diversity	81
Follower-centric Leadership	69
Behavioral	64
Contingency	55
Power and Influence of Leadership	52
Strategic Leadership	182
Team Leadership	112
Contextual, Complexity and System Perspectives of Leadership	110
Leader Emergence and Development	102
Ethical/Moral Theories of Leadership	80
Leading for Creativity. Innovation and Change	72
Identity-based Leadership	60
Other: Nascent Approaches	101

Source: own elaboration.

According to Nicky Dries and Roland Pepermans (2012), defining leadership has, to a great extent, been determined by the publications of feature writers about great and

well-known leaders. This is followed by attempts to emulate them. However, just what behavior a given organization will need is not unequivocal. It is far from obvious to what extent leadership competencies in a historic view that at the given moment lead a company to success will in fact "work" similarly in the unforeseeable future. This is exactly what K. Adams and G.J. Galanes (2008) call attention to. They maintain that not all situations require the same leadership traits.

Thus, scrutinizing just how personnel directors define leadership and what this may mean to the processes of honing those competencies – indicated as an important and necessary area of the functioning of the company – seems interesting. Gareth Morgan (2001) maintains that "Man reacts to his view of the situation in which he is in" (ibid., p. 15). It is for this reason that the starting point for the presented research is the assumption that the understanding by HR of leadership competencies determines action in the realm of recruitment criteria and methods, especially in the process of diagnosing leadership potential. Moreover, this will affect the assessment and development of these competencies.

Moreover, knowing the views on leadership of people responsible for HR, it is possible to respond to the question of what effects can be expected from development programs aimed at a specifically understood type of leadership on company activities and company capacity to achieve a competitive advantage. We observe disproportional attention to the development of leaders in organizations as opposed to studies on what causes leaders to emerge and perform. Leadership development has been explored in research and theory only in the past 10–15 years (Avolio, 2007; Day et al., 2014). Thus our paper refines leadership development theory and narrows the research gap between leadership theory and leadership development theory.

The recent literature on Strategic Human Resources Management (Woodrow & Guest, 2014) suggests that Human Resource policies are executed in the four stages:

1. The decision to adopt a particular HR practice (such as a novel leadership development program).
2. The decision about the quality of the HR practice.
3. The decision whether or not to make use of this practice.
4. The quality of implementation.

Our research is particularly relevant to the first stage of this process.

Research Objective and Methodology

The reason for the presentation of a fragment of the "HR Perspective" study in this paper is to answer the question of what qualities, behaviors, and areas of activity the examined personnel directors indicate as typical for leaders. They were asked two related questions during the interviews:

- What does leadership mean to you?
- What situations related to leadership have you come across in a work situation?

The general character of these questions is intentional. It is meant to facilitate the diagnosis of respondents' spontaneously generated knowledge of this topic. More detailed questions might have been leading. The spontaneous generation of replies seems to be more satisfactory in designing and implementing leadership development programs because the respondents are in a situation where they act without external support and make decisions in line with their view of the topic.

Result Analysis

Theory encompasses many approaches to leadership competencies. Thus, the problem that appears is that of selection of a leadership development model to serve as a standard for this analysis of research material from the "Presidents' Perspective" project. An approach based on a list of qualities lacks conclusiveness, is imprecise, and is extremely subjective. People may interpret and define it in numerous ways and apply many indicators for the presence of the given leadership quality. In order to achieve the research objective–identify the image of leadership as held by personnel directors and, subsequently, predict their development actions relating to those competencies–it is necessary to find a theoretical basis that will make such an analysis possible with respect to their statements as made in the interviews. What is necessary is a model that will propose a characterization of leadership competencies in a way that is easy to operationalize, but also simple to use in analyzing research materials, such as the structured interviews, and allow the translation of qualities and behaviors indicated by those examined into dimensions of leadership competencies.

The conclusion drawn from this is that these conditions are satisfactorily met by the leadership potential model developed by Nicky Dries and Roland Pepermans (2012). An important advantage of this model, allowing its use in analysis of interview content, is that it describes leadership potential in the form of behavioral indicators, making

reference to behavior, activeness, and actions as opposed to personality traits, which being permanent predispositions can be variously defined and understood. Thanks to this, it is possible to identify individual dimensions, checking just what leader behaviors personnel directors are talking about.

An important argument for the use of this model is the fact that it was built on empirical data. In order to create it, its authors used qualitative and quantitative research techniques. First, they surveyed the literature on leadership. They isolated 545 leadership potential criteria as a result of analyzing 40 articles. Next, they reduced this to 77 on the basis of FGI–type research with management researchers and practitioners. Subsequently, they directed this set of qualities for evaluation by 32 experts – half HR theoreticians and half practitioners – charged with selecting leadership qualities. Thanks to multidimensional scaling (MDS), the leadership model identified on this basis was subjected to assessment in a real organizational context – i.e. high--level, line, and personnel managers (a total of 179). This phase was tasked with checking the extent to which they will agree as to whether the leadership potential qualities found in the model are truly important. It turned out that, contrary to expectations, there was a high level of agreement as to the importance of isolated leadership qualities. This may be treated as something akin to confirmation of its usefulness.

The Nicky Dries and Roland Pepermans (2012) leadership potential model that emerged as a result of this research procedure identifies and groups leadership skills in two dimensions (Figure 4). The first dimension is described through the poles of "conation" and "cognition" (heart vs. head). The "conation" dimension concentrates on drive, motivation, and action, while "cognition" looks to the analytical skills. The second dimension describes the "extrapersonal" and "intrapersonal" poles (context vs. self). The "extrapersonal" pole applies to interaction between the individual and its external environment. For its part, the "intrapersonal" pole concentrates on the individual's internal processes.

As shown in Figure 4, the first quadrant encompasses analytic skills that consist of four factors. "Intellectual curiosity" signifies openness to feedback and new facts. "Strategic insight" is the ability to see the broad view of business and organizational problems. "Decision-making" is the ability to be assertive and decisive. "Problem solving" means the ability to properly and quickly solve problems.

The successive quadrant is "Learning ability" and involves three factors. "Willingness to learn" signifies the quest for new experiences that will support learning. "Emotional

intelligence" is an emotional permanence and awareness, especially in new and stress-ful situations. "Adaptability" is openness to change as required by new circumstances.

Figure 4. The two-dimensional leadership potential model

EXTRAPERSONAL (CONTEXT)

Quadrant IV.
EMERGENT
LEADERSHIP

Motivation to lead

Self-promation

Stakeholder sensitivity

Intellectual curiosity

Stategic insight

Problem-solving

Decision-making

Quadrant I.
ANALYTICAL
SKILLS

CONATION (HEART)

COGNITION (HEAD)

Quadrant III.
DRIVE

Perseverance

Dedication

Result orientation

Emotional intelligence

Adaptability

Willingness to learn

Quadrant II.
LEARNING
AGILITY

INTRAPERSONAL

Source: developed on the basis of Dries and Pepermans (2012).

The "drive" dimension also encompasses three factors. "Result orientation" relates to a continuous mindset aimed at achieving high-quality results. "Perseverance" is the capacity to maintain the energy to act even under difficult conditions. The "dedication" factor is an expression of true devotion to achieving goals.

The "emergent leadership" dimension consists of three factors. "Motivation to lead" is a natural position to accept responsibility as a leader. "Self-promotion" is the skill to create personal visibility and credibility. "Stakeholder sensitivity" is the ability to identify the real stakeholders and to build contacts with them.

Conclusions

All factors in the model have been described in the form of behavioral indicators. Together with frequency of indication by the respondents they may be found in Table 2. Based on this juxtaposition, it is possible to check if they make their appearance in the statements of interviewed personnel directors. What have been established thanks to this are the areas of leadership that those interviewed pay particular attention to, those on which less stress is placed, and those that were bypassed altogether. The comparison of indications for individual factors is found in Table 1. Moreover, the maximum value of indications for the given competency, defined as the multiple of the number of interviews (14) and behavioral indicators making up the given factor pursuant to the model, were calculated. Subsequently, it was the percentage of the maximum value indicated by those examined that was defined.

Table 2. Indications by respondents of leadership behaviors relevant to the specific factors

Factors / Interview Number	Total Indications	Maximum Value Number of interviews x number of behavioral indications	Indications and the Maximum Value [%]
Analytical skills	43	210	20.5
Intellectual curiosity	12	42	28.6
Strategic insight	18	84	21.4
Decision making	6	42	14.3
Problem solving	7	42	16.7
Learning agility	33	252	13.1
Willingness to learn	12	84	14.3
Emotional intelligence	6	70	8.6
Adaptability	15	98	15.3
Drive	28	252	11.1
Results orientation	6	98	6.1
Perseverance	3	42	7.1
Dedication	19	112	17.0

Table 2 (Continued)

Factors / Interview Number	Total Indications	Maximum Value Number of interviews x number of behavioral indications	Indications and the Maximum Value [%]
Emergent leadership	131	350	37.4
Motivation to lead	67	154	43.5
Self-promotion	45	126	35.7
Stakeholder sensitivity	19	70	27.1

Source: own study on the basis of "HR Perspective" project results and Dries and Pepermans (2012).

The most frequently identified behaviors applicable to leaders according to the respondents are:

- Conveying vision, being inspiring, being charismatic
- Being credible
- Ability to manage others
- Good interpersonal skills

On the other hand, the following behaviors were completely avoided by those interviewed:

- Chasing after variety, challenges, and intellectual stimulation
- Being quality-driven
- Demonstrating the need for achievement (i.e. being performance-oriented)
- Enhancing one's own "visibility" (i.e. trying to get the attention of important people)
- Being able to build long-term relationships with clients

As can be seen in Table 1 as well as Figure 2, the respondents' answers targeted "emergent leadership" (37.4%), which consists of behaviors from the "extrapersonal" and "conation" area, especially the "motivation to lead." Next were indications from the "analytical skills" (19.2%) area. "Drive" (11.1%) and "learning agility" (13.1%) decidedly received the fewest indications.

This shows that the studied personnel directors mainly see leadership competencies in the context of relations with the external environment, especially with the "conation" (heart) dimension. Thus, they accent the aspect that pertains to influencing people. This is directly expressed in comments by those examined. Very often they

first indicated charisma, which is a personality-related predisposition to lead and "pull" others behind them.

However, it is noteworthy that an individual is either charismatic or not. It is a natural quality that cannot be acquired or learned. A question arises in this context: What possibilities of influencing it do personnel directors see? Perhaps, an assumption behind developing leadership processes in the organization is that people with such characteristics will be selected. Doubts arise, however. Is this an effective way to proceed? Does it meet the needs of today's organization with respect to leadership competencies?

Figure 5. The two-dimensional model of leadership potential with indications of the percentage of respondents in relation to the maximum value.

EXTRAPERSONAL (CONTEXT)

Quadrant IV. EMERGENT LEADERSHIP **37.4%**	*Motivation to lead* 43.5% *Self-promotion* 35.7% *Stakeholder sensitivity* 27.1%	*Intellectual curiosity* **28.6%** *Stategic insight* **21.4%** *Problem-solving* 16.7% *Decision-making* 14.3%	Quadrant I. ANALYTICAL SKILLS **20.5%**

CONATION (HEART)   **COGNITION (HEAD)**

Quadrant III. DRIVE **11.1%**	*Perseverance* **7.1%** *Dedication* 17.0% *Result orientation* 6.1%	*Emotional intelligence* 8.6% *Adaptability* 15.3% *Willingness to learn* 14.3%	Quadrant II. LEARNING AGILITY **13.1%**

INTRAPERSONAL

Source: own studies on the basis of Dries and Pepermans (2012).

What is interesting is that the respondents assigned less importance to behaviors in the "extrapersonal" and "cognition" (head) area, which are coupled with analytical skills. Such skills are tied with management and its effectiveness. In as much as "intellectual curiosity" is stressed in the statements of respondents, "strategic insight" less so, so too is the case with "problem solving" and "decision-making."

Overall, an aspect of the functioning of an individual with high leadership potential that is decidedly less noted and unappreciated is the "intrapersonal" (self) dimension, which is linked with influencing oneself. In as much as the functioning of the "cognitive" sphere – "adaptability" and "willingness to learn" – to a certain extent, found its reflection in the statements of the respondents, the "intrapersonal"/"conation" realm is the least emphasized. The sphere of self-management personal motivation and a mindset to achieve is not particularly characteristic of leaders in the view of those examined.

Summary

The picture of leadership competencies as held by personnel directors does not seem overly complex and comes down to traditional thinking about leadership as something based on a personality trump card in the form of charisma. This is concluded from the special stress applied to influencing others. There is a danger that this is coupled with skill in manipulating and treating people as being immature. It also suggests looking at leadership behavior as a typically paternalistic relation, where workers-children need a boss-father who tells them what they should do and when. This gives rise to a question as to just how much this is compatible with the needs of a contemporary organization where leadership, especially on a high management level, must face individuals who are independent and talented and work with them as partners. This is tied to the psychological contract between the individual and the organization. The fact that a relational contract was dominant at the beginning of the 1990s is being brought up more and more often. The labor market is shifting towards the transactional contract, where the employer and employee come to a para-economic exchange of benefits within the framework of strictly defined duties and tasks for both parties (Adamska, 2011; Wellin, 2010). This being the case, other requirements stand before leaders. It seems that many decision-makers shaping leader development programs see leadership in terms of personality traits and voice the view that a leader is born, not made. If you were not born with leadership qualities (whatever they might be), you will never become a leader. However, leadership involves behaving in a manner that can be learned (at least to a point) (Adams and Galanes, 2008, p. 298). Moreover, scientific literature clearly separates the development of leaders from leadership development, understood as an organizational process allowing the development of leadership skills and potential (Day and Feenor, 2014). If leadership is to guarantee the efficient and effective solving of business problems, then it is necessary to develop them on the organizational level, taking into account all dimensions of the complex leadership construct. The model proposed by Nicky Dries and Roland Pepermans (2012) seems to be a good pointer for practitioners who are responsible for designing leadership development

programs. Results confirm the suggestions of the model authors that leadership competencies are operationalized to an insufficient degree. Thus, it is difficult to assume that leadership will be developed in the proper direction and used to improve the management efficiency and functionality of companies on the market in the future.

Gardner (1990, p. xix) predicted that by 2150, today's leadership development program will be considered primitive. It seems that this "primitivism" stems from the insufficient attention that HR directors responsible for the shaping of programs devote to some of the dimensions of leadership itself. Research results push us towards the practical recommendation that people responsible for HR should devote more attention to defining leadership and creating glossaries of competencies that will meet the complexity and multi-dimensionality of skills whose development will allow the raising of the effectiveness of leadership in companies. Successively, this will help in developing "tailor-made" criteria for employee selection, review, and training that meet the pro-efficiency leadership needs of the organization.

The model of leadership that we have applied in our analysis enables to look holistically at this multidimensional phenomenon. The holistic approach to leadership has many advantages over a more traditional conceptualization of leadership as charismatic trait that is rather hard to develop. The more holistic approach extends the means of possible interventions in leadership phenomenon through assessment, selection and development. The HR executives who are responsible for managing leadership initiatives in leading Polish companies may use this article improve the leadership in their firms. Our research suggests that many of them may benefit from reflecting if their own mindset on leadership is not limiting the scope of likely programs to dimensions that are least likely to be developed. We believe that re-framing the goals of the leadership development to include dimensions that are not typically recalled by HR executives may enhance the efficiency of such programs and contribute to the competitive advantage of a firm.

Acknowledgements

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Attachment

Factor/Interview Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Indica-tions
Analytical skills															**43**
1. Intellectual curiosity															**12**
1.1. Seeking and using feedback													+		1
1.2. Being open to new and diverse people and ideas	+		+	+	+		+			+			+	+	8
1.3. Possessing a certain amount of social intelligence	+		+							+					3

No.	Item													Sum
2.	**Strategic insight**													18
2.1.	Being insightful, seeing things from new angles	+		+										2
2.2.	Demonstrating strategic thinking	+		+							+		+	4
2.3.	Displaying broad insight into the organization's business and one's own role in its goals	+	+	+									+	4
2.4.	Possessing a "helicopter view" (i.e. being multidisciplinary)	+		+							+		+	4
2.5.	Being intelligent (i.e. possessing certain analytical capacities)			+					+	+				3
2.6.	Reflecting critically on practices and procedures			+										1
3.	**Decision making**													6
3.1.	Being decisive	+		+					+					3
3.2.	Being able to make decisions rapidly				+								+	2
3.3.	Being assertive	+												1
4.	**Problem solving**													7
4.1.	Being able to solve problems well and quickly	+										+	+	3
4.2.	Possessing problem-solving skills	+		+										2
4.3.	Being able to cope with complexity	+		+										2
Learning agility														33
5.	**Willingness to learn**													12
5.1.	Being open to learning	+	+	+			+				+		+	6
5.2.	Chasing after variety, challenges, and intellectual stimulation													0
5.3.	Seeking out opportunities to learn						+							1
5.4.	Being eager to learn about self, others, and ideas									+			+	2
5.5.	Displaying self-management in a manner that fosters learning and high performance						+							1

Attachment (Continued)

Factor/Interview Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Indica- tions
5.6.	Enjoying complex first-time problems and challenges associated with new experiences	+		+												2
6.	**Emotional intelligence**															6
6.1.	Being able to deal with stress and ambiguity													+		1
6.2.	Demonstrating independence												+			1
6.3.	Demonstrating emotional intelligence											+			+	2
6.4.	Being self-confident					+										1
6.5.	Being self-aware of strengths and weaknesses														+	1
7.	**Adaptability**															15
7.1.	Feeling comfortable with turbulent change	+														1
7.2.	Not being afraid to take risks	+					+									2
7.3.	Showing adaptability			+		+	+				+				+	5
7.4.	Demonstrating flexibility														+	1
7.5.	Being change-oriented	+						+								2
7.6.	Being proactive	+														2
7.7.	Displaying personal flexibility and mobility			+			+									2
Drive																28
8.	**Result orientation**															6
8.1.	Seizing opportunities when they present themselves	+														1
8.2.	Being driven for excellence			+												1
8.3.	Being quality-driven															0
8.4.	Demonstrating a need for achievement (i.e. being performance-oriented)															0
8.5.	Being competitive												+			1

	1	2	3	4	5	6	7	8	9	10	11	12	13	N
8.6. Consistently delivering tangible, measurable results above expectations							+							1
8.7. Demonstrating a drive for results			+				+							2
9. Perseverance														3
9.1. Displaying high levels of energy			+											1
9.2. Showing drive and perseverance			+											1
9.3. Persevering under adverse conditions						+								1
10. Dedication														19
10.1. Doing more than just "carrying out a job"													+	1
10.2. Demonstrating high dedication to the job	+		+				+					+	+	5
10.3. Demonstrating intrinsic motivation (i.e. for the work in itself)						+						+		2
10.4. Being passionate			+				+							2
10.5. Being committed to making a difference	+						+						+	3
10.6. Assuming responsibility/accountability				+		+				+		+		4
10.7. Having an internal locus of control (i.e. attributing control over events to oneself)												+		1
10.8. Displaying ambition, wanting to grow	+													1
Emergent leadership														131
11. Motivation to lead														67
11.1. Showing commitment			+				+					+	+	4
11.2. Being credible			+	+	+	+			+	+	+	+	+	9
11.3. Being able to manage others	+		+			+	+	+	+	+	+	+	+	10
11.4. Motivating others	+		+			+	+		+	+	+	+		8
11.5. Delegating decision-making capacity to those best suited (i.e. empowerment)								+	+	+			+	4
11.6. Directing others		+	+	+		+	+		+	+		+	+	9
11.7. Being able to delegate									+	+			+	3

Attachment (Continued)

Factor/Interview Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Indications
11.8. Being able to build high-performing teams	+												+		2
11.9. Displaying leadership ability			+			+	+		+	+		+	+	+	8
11.10. Actively looking for opportunities to lead	+											+	+		3
11.11. Being able to set clear objectives		+	+	+		+	+	+	+						7
12. Self-promotion															45
12.1. Enhancing one's own "visibility" (i.e. ensuring one gets noticed by others of significance)															0
12.2. Being able to communicate strategically				+			+								2
12.3. Building up professional credibility (i.e. getting results noticed)							+		+				+		3
12.4. Demonstrating influence skills	+	+				+			+			+			5
12.5. Knowing how to "sell" ideas	+		+	+			+		+						5
12.6. Having cogency (i.e. being able to present strong arguments)	+		+	+		+	+		+				+		7
12.7. Generating an impact	+	+				+	+	+	+			+		+	8
12.8. Using, and not abusing, power	+		+		+				+	+				+	6
12.9. Conveying a vision, inspiring, being charismatic		+	+	+	+	+	+		+			+	+		9
13. Stakeholder sensitivity															19
13.1. Having a focus on the customer and the market	+	+	+										+		4
13.2. Having good interpersonal skills	+		+	+	+	+	+			+			+	+	9
13.3. Being able to build long-term relationships with clients															0
13.4. Possessing networking skills (i.e. being able to build organizational relationships)	+		+												2
13.5. Being able to adapt communication style and content to an audience	+		+			+			+						4