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SAGE Cases in Methodology Series

Title: Utilising the repertory grid in organisational research: exploring managers' implicit theories of authentic leadership.

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Metadata

Contributor biography

Kim Bradley-Cole is a chartered psychologist specialising in leadership and organisational behaviour. This particular strand of her own learning journey started in 2005 when, after a successful eighteen year marketing career, she decided to retrain as an occupational psychologist. Her decision was motivated by a genuine interest in the development and support of individuals at work, as well as an affinity with research at all levels. She successfully completed a postgraduate degree conversion diploma at Royal Holloway, University of London, sat the British Psychological Society's qualifying exams to obtain the Graduate Basis for Registration (GBR) and then went straight on to complete her MSc in Occupational and Organisational Psychology at University of Surrey in 2007. After three years in industry gaining her chartership experience, she then secured an ESRC PhD studentship at University of Reading and returned to academia. This case represents the methodology used in her PhD research.

Relevant Disciplines

Occupational and Organisational Psychology, Business and Management, Human Resources, Education, Health Sciences, Personal Construct Psychology.

Academic level

Advanced Undergraduate and POSTGRADUATE

Methods used

Repertory grid, semi-structured interviews, relativist, interpretivist, metaphors.

Keywords

Repertory grid, Kelly, Personal Construct Theory, authenticity, leader/ship, implicit theory, followers, leader-member exchange, work relationships, qualitative.

Content

Abstract

When I started my PhD in 2010, Britain was in the grips of recession and the banking crisis loomed large in most peoples' minds, along with the perceived unethical behaviours of the corporate leaders behind these, and other, institutional failings. Authentic leadership had come to the fore as the proposed solution for the crisis in modern leadership practices, and had gained considerable traction at both academic and popularist levels, even though it lacked conceptual clarity and cohesion. My study took a different road to the existing positivist theories and aimed to understand the meaning of authentic leadership as a construct that exists 'in the eyes of the beholder'; that is, as an attribute conferred on leaders by followers.

This case study examines how I used repertory grids qualitatively to unearth subordinate leaders' implicit theories of authentic leadership and its experiential value, if any. It offers a practical insight into the development and application of this method to achieve a complex set of research aims.

Learning outcomes

- Provide people interested in using repertory grids in their research with practical considerations on their use.
- Present a step-by-step example of their application within a complex research project designed to understand the nature and role of followers' implicit leadership theories in the construction of authentic leadership and the contribution of authentic leader behaviours to effective leader:leader relationships.
- Share the research journey to equip the reader with an understanding of the power of the technique, along with the nuances of good grid design and the need for careful planning, testing and reflection.
- Provoke ideas around how statistical packages can be adapted to analyse multiple grids and extract structural relationships between elements and constructs that may be hidden within the raw data.

Case

Project Overview and context

I chose authentic leadership as the topic for my Ph.D. research because, when I started in 2010, it had become a buzzword in the leadership field. In both academic and commercial contexts it was being proffered as a solution to corporate scandals and perceived lack of morality in Western leaders. However, despite the breadth of conceptual papers and range of

constituent propositions (see Gardner, Cogliser, Davis, & Dickens, 2011, for a review) the theory lacked breadth of empirical exploration and validation and was criticised for being ideological. Although research recognised that leaders evolve their referential identities within social relationships, studies persisted in theorising about static, internalised and enduring features of the leader alone and followers' contributions were rarely represented. I aimed to address that need in my research by adopting an inductive, relativist method to explore the implicit theories of authentic leadership held by subordinate leaders.

I utilised interview-based repertory grids within George Kelly's Personal Construct Psychology (PCP) approach to understand the experience and perceived contribution of leader authenticity to different types of leader-leader relationships and deepen our understanding of:

1. The realm and utility of authentic leadership;
2. Its contribution, if any, to high-quality leader-leader relationships;
3. The impact of experiencing authentic leader-leader relationships on subordinates' own leadership identity.

Research philosophical and theoretical foundations

The main deficits in authentic leadership research were its theoretical oversimplification, lack of relational or situational perspective and absence of attention towards the subjective experiences of authentic leadership. PCP offered me a unique methodological approach to address these gaps and provide a better understanding of the role of authentic leadership behaviours in developing high-quality proximal relationships between leaders. Essentially it goes deeper than quantitative surveys and broader and deeper than qualitative interviews, so has the potential to deliver richer results.

Kelly himself suggested that PCP has implications for the study of leadership. He defined a leader as "one who performs any one of the variety of jobs which are popularly recognized as leadership jobs" (p.101) by followers. In other words, Kelly viewed leadership as a role that is conferred on a person based on the construct systems of other people, predominantly those that agree to follow. Therefore, in order to understand the leadership phenomenon through a PCP lens, one needs to investigate how followers construe both the person as leader and the act of leadership.

The power of PCP lies in its ability to combine phenomenological, idiographic and empirical, nomothetic approaches, capturing individual experiences and clustering them into common, generalisable behaviours that can be rated. Repertory grids are a tool for accessing an individual's personal constructs and have been used successfully to identify people's beliefs relating to work performance. They have become Kelly's most visible and popular legacy and are especially powerful for eliciting deeply held assumptions and values that might otherwise remain untapped. By surfacing the distinctions individuals make between different people, objects or events in their experience, and the linguistic labels they give to those distinctions, researchers can both reveal the underlying construct systems by which participants live and also engage them in a reflective dialogue about their motivations and attributions. Kelly created the repertory grid as an intervention based articulation of PCP and, unlike the later practitioner derivatives described by Pam Denicolo and Maureen Pope that use the alternative metaphor of '*person as storyteller'* and are firmly rooted in the qualitative research domain, the retention of Kelly's original '*person as scientist*' metaphor and the mathematical basis of repertory grids means they can be used across qualitative and quantitative research settings. Therefore, repertory grids were selected for this study because, although it was qualitative in nature, one of its primary aims was to understand

commonalities of constructs across the managers interviewed to explore socialised understanding of different leader typologies.

Research Practicalities

The study was supported by the ESRC and the fieldwork (pilot and main study) was carried out over ten months between October 2011 and July 2012. The participants were twenty-five middle to senior managers, aged between 35 and 60 years and working in large organisations, predominantly multinationals. They were recruited initially via Linked-In contacts and a subsequent snowball effort derived from participants and other contacts.

Because I was asking participants to give up half a working day for the interview, I needed to consider where to physically hold it. In addition to the normal interview concerns of room layout, interviewer and interviewee seating arrangements, recording and freedom from noise and interruptions, I also had to think about where I could best maintain the participants' psychological engagement in the process, when they were all immersed in very demanding jobs. I had to be very flexible in where I agreed to meet them, whilst at the same time being cognisant of my own safety as a lone female researcher. Location formed part of my negotiations with each participant and, in my initial email and telephone conversations with them, I spent time understanding their working patterns so that I could offer them solutions that would fit with their job demands. For example, one participant worked with colleagues located in the USA so I arranged to meet her at 8.30am, when her colleagues would still be sleeping. Another could only meet me on a Saturday morning, so we met in a local hotel lounge, when it was free from business trade; two other participants came out of London early on a Friday to meet me at 4pm at Henley Management College and I ran the interviews into the evening. Being a PhD student I didn't have a budget to hire meeting rooms, so there were times when I had to hold the interviews in relatively noisy public areas. My fourth

interview was held in a busy workplace canteen and I realised then that my cheap digital voice-recorder could not cope with the extraneous clattering of cutlery and chattering, so I immediately invested in a more expensive model that allowed filtration of background noise. For all subsequent interviews, I then used both recorders to protect myself from the (inevitable) equipment failure that did occur in a later interview.

Research Design

In practice, a repertory grid is designed around a single topic and consists of a matrix of three components: elements, constructs and ratings, which, in combination, provide a 'mental map' of how the person construes the topic in question. In this study, the repertory grid was used as the major part of a broader semi-structured interview process, with each interview lasting between three to four and a half hours, which is much longer than an average qualitative interview in occupational research. The focus of the grid was to gain information relating to how subordinate leaders construe a given set of leader types and this constituted what Pope and Keen term an "extractive mode of grid application" (p.40). Figure 1 shows a copy of the grid used in my research and I will now describe the iterative process I followed to develop and use it.

INSERT FIG 1 here

Developing the Elements

Elements are defined by Kelly as "the things or events which are abstracted by a construct" (p.137), they are relevant examples of people, objects or events that provide a balanced sample of, or occurrence within, a topic. Elements chosen need to reflect the spread of the psychological universe they represent and be within the respondent's 'range of convenience' of the constructs that are being elicited. Choosing the right set of elements is essential as they form the realm of discourse in the interview and, in the most common triadic method of

elicitation, elements are systematically compared in sets of three (how are two similar and the third different).

I provided a common set of elements to facilitate cross-grid comparison. To ensure that the elements chosen were fully representative of the area of discourse I took the following steps:

1. Based on my industry knowledge, I developed a template consisting of nine leader elements: three good, three poor and three average, plus an authentic leader element.
2. I reviewed the template during a two-day PCP training course and, based on expert feedback, added the ideal and worst leader elements. If you don't have access to expert users, then try out the grid on friends and family to see if they are able to construe the elements and they are within 'their range of convenience'.
3. I recruited two exemplar leaders, one male and one female, for the pilot study and tested the elements with them. I found that, even with both having over 15 years managerial experience, recalling nine past leaders and classifying them into good, average and poor was more complex than anticipated because of the interplay between various relationships over time. Although they could recall nine managers, the boundaries between types became blurred and, more importantly, the total number of elements on the grid made the overall task feel quite daunting, which posed a barrier to engaging them in the process.
4. In light of this learning and feedback from my supervisor, I reduced the number of elements to two good, two average and two poor leaders, plus conceptualisations of ideal, worst and authentic leaders.
5. I also altered the element descriptions from 'good, average, poor' to 'positive, average, negative' as these terms were clearer for participants, better reflected the experiential value of each dyadic relationship and drew participants back to construing behavioural dimensions of leaders, rather than implicit personality

evaluations. This demonstrates the need to spend time evaluating the language used in the grids and how that is interpreted by participants, as their understanding or use of words may be different to yours and you should not assume that similar words are construed synonymously.

The other key finding from the pilot relates to the labels you allow participants to assign to each element. Remembering that the repertory grid is a tool for engaging participants in a reflective dialogue, as well as surfacing their construct systems, the labels assigned to each element should aid the fluidity of the conversation. Initially, I asked participants to note the initials of each selected leader at the top of the appropriate columns on the grid and to write them onto small cards that they could touch and move around. However, I quickly found that, when the participant then went on to talk about their different leaders, they would point to the grid or wave a card around, which, in practical terms, meant that I had to keep interrupting them to confirm, for the tape, who they were referring to. In the main study I asked participants to record the first name of each leader, which not only made it clearer for the tape, but also facilitated recall as it more naturally aligned to their implicit reference processes.

Selecting Appropriate Elements

Each participant brought a pre-completed employment timeline with them to the interview. This listed all the managers they had worked for during their career, the name of the employing company and the dates worked for. Within large organisations managerial relationships are often not hierarchically linear so, at the start of the interview, each participant was asked to add to the list any other leaders they had worked for within a matrix structure who had had a significant impact on them and who they felt they knew reasonably well. These could be managers of managers, managers of other departments or project

leaders, but they must have worked substantively for them, even if indirectly or informally. They were then instructed to rate all their managers on the following scale:

1. very good managers who enabled you to work really well
2. average managers who weren't as enabling
3. poor managers who didn't really help you to work well

Next, they chose the two best exemplars from each category and wrote each selected leader's first name on the grid. Finally, I asked them to write out the first names again on six small, business card size, white cards that I had already marked with the relevant leader-type code (1P and 4P for the positive, 2A and 5A for the average, and 3N and 6N for the negative leaders).

Eliciting the Constructs:

Constructs are the discriminations the person makes between the elements. Kelly gave several definitions of the properties of constructs. Firstly, a construct differs from a concept because it is bipolar; that is, by stating that something is 'fast' on one side of the construct, the person is also saying what it is not on the other, for example, it is not 'slow'. Secondly, they have a range of convenience in that they can only be applied to a limited set of elements (events, objects or people), for example, the construct of 'fast-slow' may be relevant to an element set of different cars, but is unlikely to be elicited from an element set of shoes. Each repertory grid only unearths how a person construes a certain phenomenon and will only give you a glimpse into how that person construes their total world.

I used several props in the interviews to aid participant recall and keep them on-topic. Firstly, I presented them with a green A5 size card containing a statement of the purpose of the interview, which was to

"explore positive working relationships with managers that have enabled you to work at your best".

This card remained visible throughout the interview and I used it to explore any biographical and perceptual constructs offered, which could appear irrelevant, but may overlay a more deeply held, meaningful belief. The following extract from Sarah's interview highlights how this prop enabled simple probing, a term known as laddering, which took an apparently superfluous construct of 'nationality' to a deeper level of 'need for recognition' quite quickly:

Sarah: *Well, two were American and one was English.*

Interviewer: Okay. So in what ways, if any, did this difference help you to work better?

Sarah: *Um, I think probably, whether it's culture or personality or both, Chris [1P] was extremely career driven. He's very, very senior in our organisation, more so than Jane [2A] is, but both Jane [2A] and Rose [3N]…whether it's female, or it's American, or it's culture, I don't know, but they were very 'about me'. Chris [1P] was about 'I look good if you all do well'… Jane [2A] will take the credit, as Rose [3N] would have done, for anything you do. …Jane [2A] and Rose [3N] would say 'I worked with my team' …, but Chris [1P] would say 'Sarah came up with this idea and we have built on that and this is how it has come to fruition'. He would name...so that, yes, he would look good, because ultimately he had come up with the solution, but he would name the people in his team, whoever it was, not just me."*

Alternatively, if the participant had stated that their distinction made no difference to their ability to do their job, that construct would not be captured on the grid, so maintaining the integrity of its construct structure.

The triadic method of grid elicitation (see Denicolo & Pope, 2001, for a review) I used involved presenting the participant with a given combination of three leader name cards, one each of positive, average and negative, and asking them:

"Thinking about how they enabled you to work at your best, can you come up with a way of describing how any two of them are similar in some important way and how the third is different?"

Each interview progressed through the sequence of combinations shown in Table 1:

INSERT TABLE 1 here

Participants were asked to take these steps to record all their constructs for each combination on the grid:

1. Decide how two of them are alike in some important way that makes them different from the third person.
2. Put a ☑ in the left hand corner of the cells corresponding to the two people who are alike and an ☒ in the left hand corner of the cell corresponding to the person who is different.
3. In the left hand 'similar' column write a word or brief description of the way the two people are alike.
4. In the right hand 'different' column write a word or brief description of the way the third person is different.

This makes a dimension across which all six leaders can be rated.

Rating the Grids:

These are the scalar 'greys' of a person's constructs as applied to each element on the grid, which enables the researcher to understand to what extend each construct applies to each element. As each construct was elicited, participants were asked to consider all six managers and decide which alternative description characterises each of them best and to place a score between 1 to 5 in each person's square to reflect how well they match either the SIMILAR or DIFFERENT description as follows…

1. matches the SIMILAR description mostly or perfectly.
2. generally matches the SIMILAR description better than the DIFFERENT description.
3. is no more like the SIMILAR description than the DIFFERENT description.
4. generally matches the DIFFERENT description better than the SIMILAR description.
5. matches the DIFFERENT description mostly or perfectly.

The process was repeated until the participant signalled that all possibilities of how 'two are similar and one is different' were exhausted for each combination of three managers. During the elicitation process, I verified the meaning of all construct descriptions to ensure that I was capturing the participant's intended meaning, rather than my interpretation of their meaning. To add depth to the grid, I also used laddering to explore the more interesting constructs, or those that I sensed were not being well articulated. To ladder up, and unearth more deeply held, core beliefs, I asked *"why is that important?"* and to ladder down, and unearth more concrete examples, I asked *"can you give me an example of that?"* or *"what would they do?"*

The emergent construct pole (the positive leader behaviour) was then identified by asking them to mark with a red tick *"which of the two descriptions given is more important to you in terms of helping (enabling) you to work at your best?"*

Evaluating Authentic Leadership:

I used the grid to contextually evaluate Authentic Leadership in three ways:

Authentic Leader Behaviours: After the participant had rated all their constructs across all their leader types, I asked them to add the construct of *Behaves Authentically and Behaves far from Authentically* to the grid and rate their six leaders accordingly. This enabled me to cross compare grids and:

1. Evaluate whether authentic behaviour is a positive leader attribution or not (it is),
2. Identify what particular leader behaviours are most closely associated with the general construct 'behaves authentically'.

Once the grid was completed I also asked them to chose and rank the three *"most enabling leader behaviours"* so that I could assess the role and relative importance of different authentic behaviours.

Relational Role of Authentic Leadership: The purpose of the three conceptual columns of Ideal, Worst and Authentic Leader was only revealed to participants once all the constructs for their six leaders had been elicited. Firstly, I asked them to *"think about the qualities you would look for in your IDEAL MANAGER, that is someone who would be the BEST manager you could ever imagine"* and then to score them against their descriptions on the grid. If the description was not relevant, they were instructed to mark it with a dash. They were also asked if they were any other key ways of describing their ideal manager not mentioned in their grid and, if so, these were added and scored. This was repeated for their WORST POSSIBLE MANAGER (column W) and for the qualities they would attribute to an AUTHENTIC LEADER (column AL). This again enabled me to cross compare grids and evaluate:

1. What aspects of authentic leadership positively and negatively contribute to leader:leader relationships;
2. The realm and utility of authentic leadership.

Leader impact and role modelling: To assess the impact of experiencing authentic leader-leader influence relationships on subordinates own leadership identity, I asked them several semi-structured questions after they had scored all six managers. Firstly, before opening up the construct of authenticity, I evaluated the extent of each leader's role modelling influence by asking them *"which leader (if any) do you most aspire to be like?"* and *"why?"* Later, after adding the *Behaves Authentically* construct to the grid I asked them to *"think about the IMPACT these different leaders have had on you? How you feel about yourself, your ability to do your job properly and on your own management style"* and then to:

1. Chose the leader that has had the most impact on their own leadership behaviour or style;
2. Explore how that person made them feel and affected their own behaviour then and now;
3. Provide an example of an event that would sum up the impact that this person had on them.

Triangulating the construct of Authenticity in the Interviews:

Having structured the grids to facilitate cross-grid analysis and to assess authentic leadership as both:

i. A behavioural construct and
ii. A leader-type element

I cross verified the construct in the semi-structured interviews to ensure transferability of my grid findings and add conceptual depth to the meaning of authenticity. Immediately prior to adding the *Behaves Authentically* construct to the grid, participants were asked to *"think more about certain personal qualities that some managers bring to their working relationships. In particular, I am interested in what it means for a leader to be authentic"* and I posed the following questions to them:

1. Is the word authentic a term you have ever used to describe the qualities of another person?
2. What do you think authentic behaviour means?
3. How would you describe an Authentic Leader?
4. What do they do that is authentic?

At the end of the interview, I asked them *"thinking about how you described authentic behaviour, does the feeling that your manager is authentic change the quality of the relationship you have with them?"* and explored

i. If NO – why? What leader qualities are important to you?
ii. If YES – how?

I also asked if they could *"RECALL an EVENT where a manager made a difference by behaving authentically?"* and explored *"what qualities do you feel would be more important than being authentic?"*

Finally, I explored whether they believed the ability to behave authentically is affected by gender or age.

Analysing the Grids

I elicited 495 leader-related constructs across the twenty-five interviews. The grids were first analysed individually in the software package RepGrid5 and focus plots produced to identify how the constructs clustered into themes (see Figure 2).

INSERT FIG 2 here

Statistical packages such as RepGrid5 offer researchers the opportunity to extract simple structural relationships between elements and constructs that may be hidden within the raw data and to illustrate these similarities within an individual's construct system in a dendrogram. If common elements are used the cluster analysis can be undertaken across groups of people to determine shared social constructions. Principal Components Analysis is an alternative analytical method offered in RepGrid5, and some others offer Factor Analysis, but neither of these fitted with the phenomenological position and non-parametric data in this study.

RepGrid5 is a standalone package designed to be used in isolation, meaning that there is no option to export data to Excel or SPSS, and this did pose some analytical issues. Firstly, it does not permit any changes or additions to the style or layout of focus plots, so I exported each focus plot as a JPEG into PowerPoint and overlaid the following information onto each picture (see Figure 3):

i. Which elicited constructs clustered closely with the supplied construct of *Behaves authentically – Behaves far from authentically*.
ii. Which, if any, other leader typologies authentic leadership most closely clusters with.
iii. Which constructs had been ranked as the top 3 enabling leader behaviours.
iv. Which leader had the most impact (I) and which was the best role model (M).

INSERT FIG 3 here

Second, it automatically illustrates the data in clustered form and does not allow you to readily select particular elements and/or constructs and compare these across grids (without re-inputting the data). This makes it difficult to analyse the grids hierarchically by superordinately layering the constructs, by theme or by leader type.

Due to these analytical limitations, I took the decision to re-enter all the data into Excel, where I could eyeball the entire data set in order of elicitation and then undertake some more basic content, thematic and sorting analysis, before exporting the themed data into SPSS for more discriminating cluster analysis.

Obviously the ability to illustrate the data in a focus plot is not available in either Excel or SPSS and both poles of the construct descriptions need to be captured in one cell in these statistical packages. Therefore when inputting the data into Excel I had to manually transpose the construct descriptions and ratings to ensure that the emergent pole (the positive leader behaviour) always appeared first/on the left-hand side of the description. This was possible because I had asked participants to mark the emergent pole of each construct with a red tick.

Reflection - things to consider as a researcher

I hope that, by deconstructing the repertory grid process in this case, I have articulated the power of the technique in eliciting peoples' implicit beliefs about a phenomenon and the richness of results compared to other interview methods. If you are inspired to use them in your research, I would like to offer a few pearls of wisdom from my own experience:

Plan, plan and keep planning: Each grid application will elicit new methodological insight that is valuable to the iterative design of your study. Reflect on the structure, use of language and dialogical flow of each interview/exercise throughout.

Practise, practise, practise: Utilising repertory grids effectively requires a level of expertise as well as precise planning. Due to my previous marketing career, I was already an experienced qualitative interviewer and had used repertory grids in practice. There is multiple sensory information to attune to in the interview, plus noticing word patterns that you may wish to return to and explore, all of which you need to keep front of mind as the conversation unveils. Also, practise how to ladder; what constructs to explore and which to leave. This is particularly important if you have time constraints.

Allow enough time: Repertory grids take longer than standard qualitative interviews. They can be exhausting for both the interviewer and the participant, so don't over-schedule yourself.

Tape the interview: So you can re-explore the language used around each construct, the manner in which it was elicited and identify any hierarchical relationship to the constructs around it. Also, if you failed to pick up on aspects of language used in the interview, you can go back and check meanings with participants.

Know the boundary between research and therapy: Repertory grids are often psychologically revealing for participants, even with seemingly innocuous phenomena. Mostly these revelations are related to self-discovery and positively met, but sometimes they can unearth inner conflicts. You should remain cognisant throughout the process of your own ethical responsibilities and the confines of both your research and your competence. If you sense that a participant is close to transgressing these boundaries, you must either pull them back to the topic or stop the interview.

Exercises/discussion questions

1. What advantages do repertory grids offer researchers over a purely interview based phenomenological methodology?

2. How could I have adapted my methodology for a quantitative grid study?
3. Compile a list of the access issues facing researchers planning to conduct qualitative studies with senior corporate executives. How would you design your study to overcome these?
4. Repertory grid interviews take a relatively long time to complete and their abstract nature can be confusing for some participants. What can researchers do to maintain participant engagement throughout?
5. What ethical issues face researchers using repertory grids? How should these be negotiated with participants?

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Table 1: Sequence for triadic elicitation method

1st comparison	1 P	2 A	3 N
2nd comparison	1 P	2 A	6 N
3rd comparison	1 P	5 A	6 N
4th comparison	1 P	5 A	3 N
5th comparison	4 P	5 A	6 N
6th comparison	4 P	5 A	3 N
7th comparison	4 P	2 A	6 N
8th comparison	4 P	2 A	3 N

FIGURE 1

PURPOSE: **to explore your relationships with different managers** NAME:_____

Sheet No.

Read the statements below and think of leaders you work with, or have worked with in the past, who could be described in these ways.

P = 2 managers who you have had THE MOST positive relationship with
N = 2 managers who you have had THE LEAST positive relationship with
A = 2 managers where your relationship has been AVERAGE
I, W & AL = leave blank for now

Insert initials of each of these leaders into the appropriate column…

first name							working relationship			
HOW TWO ARE SIMILAR	**1 P**	**2 A**	**3 N**	**4 P**	**5 A**	**6 N**	**I**	**W**	**AL**	HOW THE THIRD IS DIFFERENT

FIGURE 2

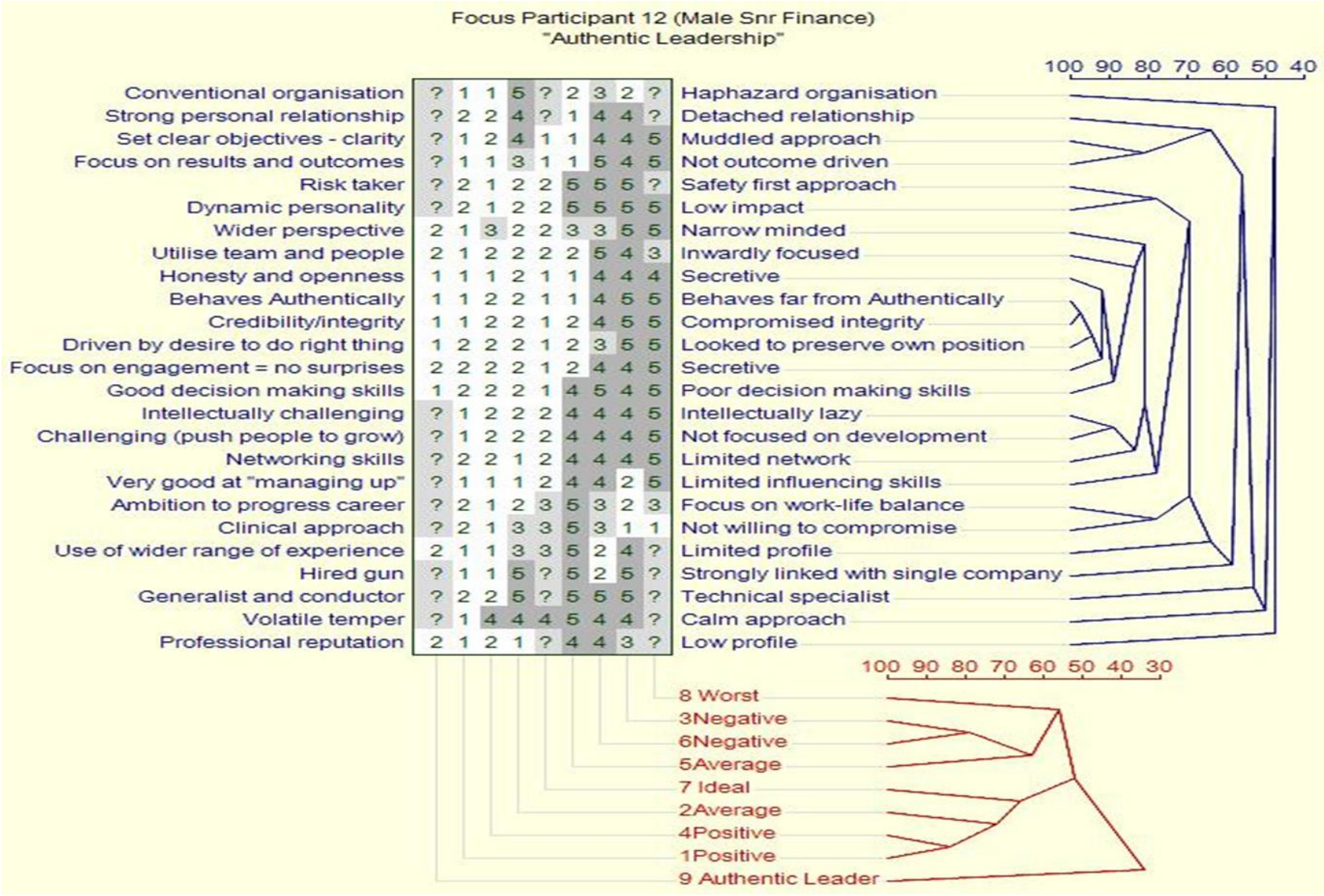
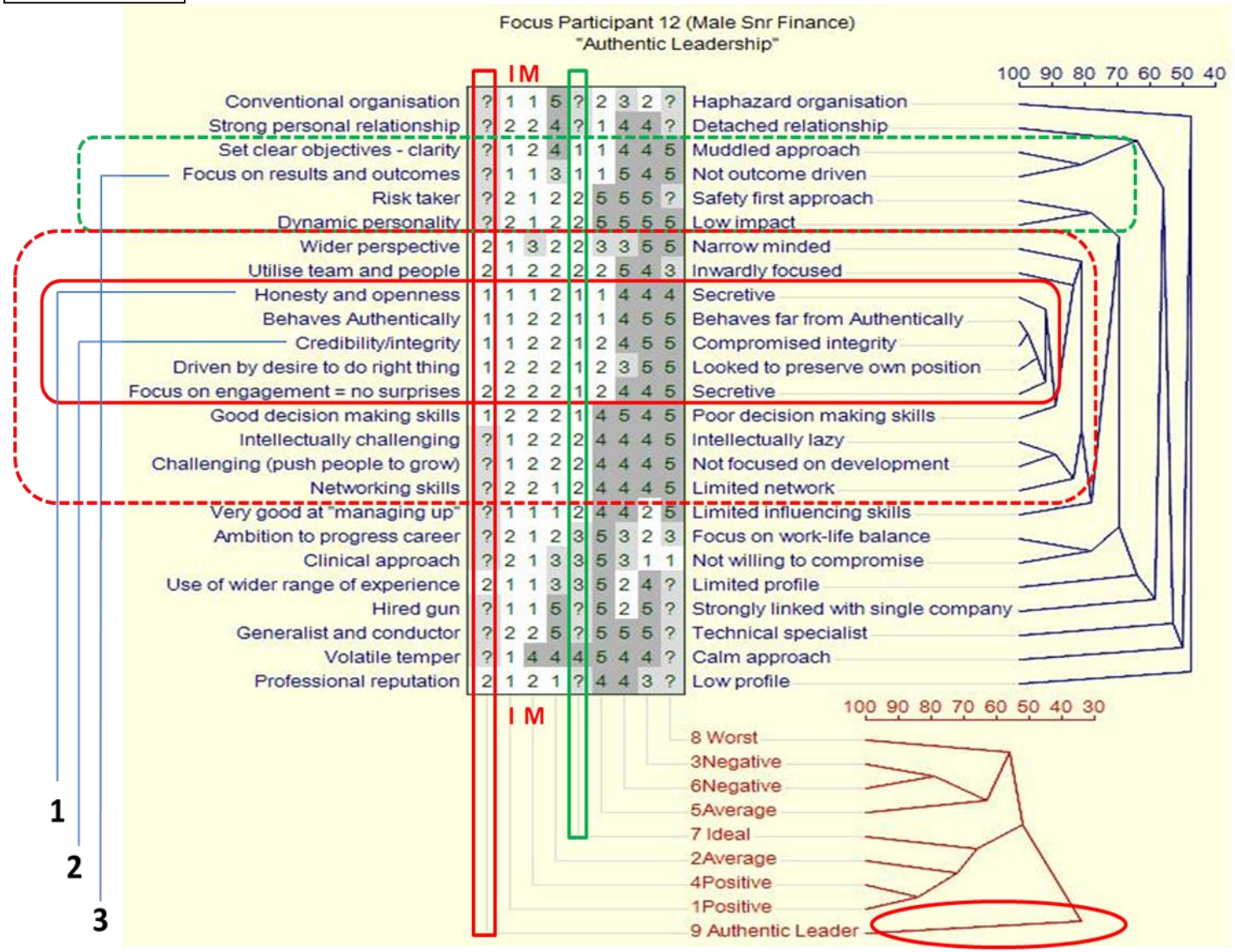

Focus Participant 12 (Male Snr Finance)
"Authentic Leadership"
100 90 80 70 60 50 40
Conventional organisation ? 1 1 5 ? 2 3 2 ? Haphazard organisation
Strong personal relationship ? 2 2 4 ? 1 4 4 ? Detached relationship
Set clear objectives - clarity ? 1 2 4 1 1 4 4 5 Muddled approach
Focus on results and outcomes ? 1 1 3 1 1 5 4 5 Not outcome driven
Risk taker ? 2 1 2 2 5 5 5 ? Safety first approach
Dynamic personality ? 2 1 2 2 5 5 5 5 Low impact
Wider perspective 2 1 3 2 2 3 3 5 5 Narrow minded
Utilise team and people 2 1 2 2 2 2 5 4 3 Inwardly focused
Honesty and openness 1 1 1 2 1 1 4 4 4 Secretive
Behaves Authentically 1 1 2 2 1 1 4 5 5 Behaves far from Authentically
Credibility/integrity 1 1 2 2 1 2 4 5 5 Compromised integrity
Driven by desire to do right thing 1 2 2 2 1 2 3 5 5 Looked to preserve own position
Focus on engagement = no surprises 2 2 2 2 1 2 4 4 5 Secretive
Good decision making skills 1 2 2 2 1 4 5 4 5 Poor decision making skills
Intellectually challenging ? 1 2 2 2 4 4 4 5 Intellectually lazy
Challenging (push people to grow) ? 1 2 2 2 4 4 4 5 Not focused on development
Networking skills ? 2 2 1 2 4 4 4 5 Limited network
Very good at "managing up" ? 1 1 1 2 4 4 2 5 Limited influencing skills
Ambition to progress career ? 2 1 2 3 5 3 2 3 Focus on work-life balance
Clinical approach ? 2 1 3 3 5 3 1 1 Not willing to compromise
Use of wider range of experience 2 1 1 3 3 5 2 4 ? Limited profile
Hired gun ? 1 1 5 ? 5 2 5 ? Strongly linked with single company
Generalist and conductor ? 2 2 5 ? 5 5 5 ? Technical specialist
Volatile temper ? 1 4 4 4 5 4 4 ? Calm approach
Professional reputation 2 1 2 1 ? 4 4 3 ? Low profile
100 90 80 70 60 50 40 30
8 Worst
3Negative
6Negative
5Average
7 Ideal
2Average
4Positive
1Positive
9 Authentic Leader

FIGURE 3



KEY:

attributes that cluster with *Behaves Authentically*

non-authentic attributes associated with *An Ideal Leader*

Authentic Leader element

Ideal Leader element

I Leader with greatest impact

M Role-model/aspire to be like

1-3 Most enabling behaviours

Authentic Leader element