What Makes a Good Leader?

Evaluating the Connections between Appraisal Style and Leadership Behaviors

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Abstract

The success of leaders can be highly variable and depends on a number of factors including the degree to which leaders engage with their subordinates. This continuum of passive and active behavior is represented in the distinctions between laissez-faire, transactional, and transformational leadership. Past studies have found that the individuals with a more transformational leadership style are not only better performers, but also increase the satisfaction of their subordinates. In trying to understand why some people adopt this style of leadership, the leader’s emotions and emotional tendencies could play a large role, because emotions affect both individual and social behavior. This study evaluated possible relationships by analyzing the connections between appraisal style and leadership style. Previous research has demonstrated that individuals who are more optimistic and have more hope are more likely to have a transformational leadership style, as such this study expected to find connections between a hopeful appraisal style and a transformational leadership style. This study was conducted using online surveys and data was collected from 86 undergraduate students. The results do indicate a connection between motivational relevance and leadership style, but overall the results provide inconclusive evidence for a specific connection between appraisal style and leadership style. Future directions for further research are provided.

Keywords: leadership style, appraisal style
Throughout human history, in politics, business, and even civil society, leaders have emerged who have led their followers to great success, but others have emerged whose efforts lead only to failure. A good leader is an invaluable asset in almost every sphere of society, and research into how to identify and select good leaders is critical to developing successful organizations. Beyond developing tools to identify and select good leaders, though, it is also important to understand the underlying cognitive structures that lead to successful leadership behavior.

One dimension of leadership behavior that is well studied is the degree to which leaders engage with their followers (Hater & Bass, 1988). In studying this dimension of leadership behavior, there are three well-studied leadership styles in organizational literature: laissez-faire leadership, transactional leadership, and transformational leadership (Hater & Bass, 1988). These three different leadership styles vary along one dimension: active versus passive behavior, and each is associated with specific leadership behaviors. Leadership theory places laissez-faire leadership at the passive end of the spectrum, and qualifies transactional leadership as more active than laissez-faire leadership (Dóci, Stouten, & Hofmans, 2015). Transactional leadership is characterized by a focus on the utilization of rewards for good behavior and a management policy determined by the achievement of goals, or more succinctly the transaction relationship between leaders and followers (Avolio & Bass, 2001). Transformational leadership is described as the most active style of leadership (Dóci, Stouten, & Hofmans, 2015). It is most notably characterized by “intellectual stimulation” of subordinates and “inspirational motivation”; additionally, transformational leaders are often viewed as charismatic, a term referred to in the literature as “idealized influence”, and characterized as spending more time trying to uniquely understand and treat subordinates as individuals (Hater & Bass, 1988). It is important to note,
though, that researchers like Bass describe these different leadership styles in the context of a continuum (Vinger & Cilliers, 2006). Considering leadership behavior in this light, it is important to consider the different leadership styles, especially the transactional and transformational leaderships, as extensions of one another (Vinger & Cilliers, 2006).

In general, transformational leadership is connected with more prosocial behavior, and is found to not only generate more satisfaction and commitment in subordinates, but also to motivate subordinates to put extra effort into their work (Dóci, Stouten, & Hofmans, 2015). Hater & Bass (1988) found that a higher percentage of individuals who qualified as transformational leaders were also characterized as top performers in their organization, as determined by their superiors. Subordinates also rated those qualified as transformational leaders as more effective and rated their own satisfaction as higher. For these reasons, the study of transformational leadership has been popular, in particular the study of its correlates. An understanding of the causes and covariates of transformational leadership style can hopefully help organizations understand how to better train and select leaders.

As of yet, though, there are few consistent results on individual personality differences and differences in emotional intelligence that correlate with differences in leadership behavior. Meta-analyses conducted on the relationships between transformational leadership and emotional intelligence, and transformational leadership and personality factors have demonstrated that these relationships are either inconsistent across different studies or across the different types of transformational leadership behaviors (Barling, Slater, & Kelloway, 2000; Harms & Credé, 2010). In response to these results, Dóci, Stouten, and Hofmans (2015) have put forth a cognitive-behavioral system that might explain the lack of consistency in these findings. They describe the importance of both a leader’s core appraisals and also situation-specific appraisals.
A core appraisal is one’s consistent beliefs about oneself, others, and the world. For example, someone could have a core belief that others are generally nice. A situation-specific evaluation occurs within the context of a certain environment. For instance, even though someone might have a core belief that others are nice, in a situation like a car crash the individual’s situation-specific belief could be more negative. It is the situation-specific appraisals that could make it more difficult to find consistent connections between personality traits and leadership style. These situation-specific appraisals create fluctuations in the behavior of a leader depending on the specific context that the leader is working in. This could explain why the results of studies that utilize only self-report data differ from studies that also use peer data. While a leader might have a natural tendency to display certain behaviors, this could be overridden by their appraisal of a specific situation. This, in turn, could cause them to act in a different way, which would be perceived by their subordinates. Dóci, Stouten, and Hofmans (2015) describe their cognitive-behavioral system on the basis of core evaluations theory and thus conclude that the situation-specific appraisals are inevitably going to be highly variable. However, based on the appraisal theory of emotion developed by Smith and Lazaraus (1990), David, Kirby, and Smith (2007) have developed an Appraisal Style Questionnaire that presents participants with 12 different situations that could address these more variable situation-specific appraisals, and illuminate potentially consistent tendencies in the ways in which transformational leaders appraise different situations. This study analyzes the correlations between leadership style and the Appraisal Style Questionnaire in the hopes of furthering the research on the individual differences that correlate with differences in leadership style.

**Emotional Intelligence and Leadership**
Transformational leadership has been connected to several dispositional traits. One comparison that has garnered significant attention is emotional intelligence. Emotional intelligence is, broadly, one’s ability to recognize and comprehend emotions, and go on to manage and use them appropriately (Mayer & Salovey, 1997). Transformational leadership is positively correlated to many features of emotional intelligence, but these results are inconsistent (Barling, Slater, & Kelloway, 2000; Gardner & Stough, 2002). In their research, Gardner & Stough (2002) analyzed 250 high-level managers using a self-report measure of emotional intelligence and a self-report measure of leadership style (Gardner & Stough, 2002). Their results showed positive correlations between transformational leadership and all sub-measures of this measure of emotional intelligence. In addition, it showed no relationship between transactional leadership and emotional intelligence, and a significantly negative relationship between laissez-faire leadership style and emotional intelligence. Barling, Slater, and Kelloway (2000), though, analyzed the relationship between emotional intelligence and leadership style using a different strategy and got different results. They had the managers complete a self-report measure of emotional intelligence, along with a self-report measure of attributional style which they were controlling for. However, leadership style was determined by reports from their subordinates on the MLQ. Their results showed that only some of the components of transformational leadership style were related to emotional intelligence: idealized influence, inspirational motivation, and individualized consideration. Additionally, one component of transactional leadership was also related to emotional intelligence: contingent reward. Harms and Credé (2010) did a meta-analysis of the relationship between leadership style and emotional intelligence and found that this inconsistency did seem to be related to issues of methodology, specifically they showed that the significance of the relationship between emotional intelligence and leadership style were
dependent on the source of the different ratings. If the ratings came from the same source, the relationships were more likely to be significant, than if the ratings came from different sources, as in instances where emotional intelligence was self-rated and leadership behaviors were peer-rated. They ultimately concluded that when controlling for effects of these different methodologies, there was not evidence for a significant relationship between emotional intelligence and leadership style. These studies bring up an important consideration in the study of leadership style. While this consideration is not one that was considered in this study due to practical constraints of this study’s design, it highlights that studies of leadership behavior cannot solely be based on self-rating data.

**Personality Differences and Leadership Style**

A second comparison with leadership style that is well researched is the connection between leadership style and models of personality types. Bono and Judge (2004) found a similar lack of consistency in their meta-analysis of the studies of the relationship between leadership style and the 5-factor model of personality. While they found that leadership style was largely not connected to the 5-factor model of personality, they did find across the different studies a significant relationship between extraversion and leadership style, with extraversion being positively correlated to transformational leadership. They attribute this strong relationship to the fact that extraversion has connections to both leadership traits and leadership behaviors, basing these connections on the results of their meta-analysis which studied measures of leadership traits and a prior meta-analysis by Judge, Bono, Illies, and Gerhardt (2002) which examined personality in relation to leadership effectiveness. They posit that in future studies of the relationship between personality and leadership style, a primary focus should be on extraversion and its related behaviors optimism and enthusiasm. This logically seems like a worthwhile
direction for the research, because a leader who is extraverted would inevitably also want to engage more with the people around them. Additionally, an individual who is optimistic and hopeful would not only engage more with the people around them, but would also engage others in a more positive, uplifting, and most likely constructive way.

**Optimism and Leadership**

Following this recognition that the relationship between personality and leadership style was not consistently found using the 5-factor model of personality, researchers continued to search for potential antecedents to transformational leadership style. A relationship they found potentially credible was the relationship between positive psychological traits and leadership style, including optimism. Research looking at this relationship has a credible foundation in prior research that demonstrated a leader’s expression of positive emotions was related to their subordinates’ ratings of them, as summarized by a meta-analysis done by Rajah, Song, & Arvey (2011). In addition, this meta-analysis cited extensive research on how a leader’s expression of positive emotions is found to improve the positive emotionality of subordinates via emotional contagion. Emotional contagion can be thought of as a process of “emotional convergence” that occurs in group settings through the synchronization of behaviors and psychological states (Hatfield, Cacioppo, & Rapson, 1993). For example, Sy, Coté, and Saavedra (2005) found that the mood of an individual in a leader position could quickly spread to affect both the mood and the functioning of their subordinates. Their results showed that if the leader was in a positive mood, the individual members of their team reported a more positive mood, and the team as a whole demonstrated higher coordination. Thus, it would logically follow that leaders who have positive psychological traits would likely also express more positive emotions.
Peterson, Walumbwa, Byron, and Myrowitz (2008) studied the relationship between leadership style and positive psychological state. They focused specifically on optimism, resiliency, and hope. They analyzed hope because of research connecting hope to a leader’s ability to believe in his or her ability to enact change and overcome challenges. They selected resiliency because of its connections to a leader’s ability to overcome challenges and to inspire resiliency in subordinates. They selected optimism, because of its connections to a leader’s ability to maintain a positive outlook and also to feel capable of exerting control over the future. In their study, they were specifically looking at the mediating relationship that transformational leadership has with respect to positive psychological traits and firm performance. The descriptive statistics in their study showed significant correlations between each of the individual positive psychological trait measures and transformational leadership, with hope and resiliency having more significant relationships than optimism. This research provides experimental grounds from which one can make hypotheses about the potential relationships between transformational leadership behaviors and appraisal styles, because hope is one of the key emotions that can be represented in the appraisal theory that David, Kirby, and Smith (2007) used to create their Appraisal Style Questionnaire.

**Appraisal Style**

Appraisal theories of emotion (e.g., Smith & Lazarus, 1990) conceptualize emotionality as a cognitive process in which different emotions develop as a result of the variable personal implications that different circumstances have. More succinctly, it is an individual’s subjective perception, their appraisal, of an experience that generates emotion and not the objective experience. This appraisal process is broken up into five types of appraisals: motivational relevance, motivational congruence, accountability, coping potential, and future expectancy.
Motivational relevance and motivational congruence address the importance and desirability of the situation. Accountability is broadly defined as responsibility for the situation, and is defined as either self-accountability or other-accountability. Coping potential is further broken down into action-focused coping potential and emotion-focused coping potential, with action-focused coping potential addressing an individual’s ability to improve the situation and emotion-focused coping potential addressing an individual’s ability to cognitively handle a situation. Lastly, future expectancy addresses one’s expectations for future change in the situation. Thus, an emotion like hope would have a specific appraisal process behind it with specific assessments on each of the components. There are individual differences in the style of appraisal that individuals tend to use. For example, someone might have a tendency to appraise situations as being caused by other people, or to be unable to cognitively handle a situation.

Considering appraisal style’s relationship, then, to the theoretical system posited by Dóci, Stouten, and Hofmans (2015) and to the relationship between leadership style and positive emotionality, this study proposes the necessity of exploring the relationship between leadership style and appraisal style. Hypotheses with respect to expected relationships between the two are based on transformational leadership’s correlations with hope described by Peterson, Walumbwa, Byron, and Myrowitz (2008). In their description of the appraisal theory, Smith and Lazarus (1990) describe the components of appraisal that lead to hope, which allows some hypotheses to be drawn. Hope is connected to motivational relevance, motivational congruence, and high future expectancy. As such, the hypotheses for this study were that transformational leadership style, or for this particular study high scores on each of its component behaviors, would be correlated with an appraisal style characterized by motivational relevance, motivational congruence, and high future expectancy across the different types of situations.
Beyond this, there were no hypotheses for the relationship between leadership style and appraisal style. Any other relationships that were studied were exploratory in nature. Examining these hypotheses and exploratory relationships will hopefully expand knowledge on the antecedents of transformational leadership, which will aid in the training and selection of future leaders.

Methods

Participants

The participants for this study were undergraduate students at Vanderbilt University. There were 119 participants, but only data from 86 participants was analyzed due to missing data. Of the 86 participants, 14 were male, 68 were female, and 4 did not identify their gender.

Materials

Leadership style.

Leadership style was measured using the Form 6S version of the Multifactor Leadership Questionnaire, which is a short form version of the MLQ. Vinger and Cilliers (2006) used this version in their study of transformational behavior in the South African higher education sector. Bruce Avolio and Bernard Bass originally developed it (Vinger and Cilliers, 2006). This survey consists of 21 Likert-scale questions that assess respondents on the four components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—two components of transactional leadership—contingent reward and management-by-exception—and a single component of laissez-faire leadership.

Idealized influence is a measure of the individual’s charisma. Inspirational motivation measures the extent to which the individual being assessed create a vision for their subordinates
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that makes the work being done meaningful. Intellectual stimulation assesses whether or not the individual being assessed encourages creative thinking in their subordinates. Individualized consideration gauges whether or not the individual being assessed makes efforts to engage with their subordinates on an individual level. Contingent reward is a measure of the individual’s use of rewards to encourage compliance and the accomplishment of goals. Management-by-exception gauges whether or not the individual being assessed is content with standard performance and measures their subordinates behavior based on the requirements of a task. The measure of laissez-faire leadership assesses whether or not the individual being assessed is simply content to let subordinates do their own thing and not interfere with this.

The behaviors are measured with a 0-4 Likert scale that asks participants to rate how frequently they perform a certain action. In their statements, they use the word “others,” but clarify that this broadly means their “followers, clients, or group members.”

**Appraisal style.**

To measure appraisal style, the Appraisal Style Questionnaire that David, Kirby, and Smith (2007) developed was used. This measure describes 12 situations and then asks respondents to answer 8 Likert-scale questions that assess them on motivational congruence, motivational relevance, accountability, coping potential, and future expectancy. The questions are presented with a 1-11 point scale, with 1 marked with the phrase “not at all”, 6 marked with “moderately”, and 11 marked with “extremely”. The 12 situations are characterized as being either positive or negative, and also characterized as being either achievement-focused or affiliate-focused. This creates 4 different combinations of characteristics: positive-affiliative, positive-achievement, negative-affiliative, and negative-achievement. There are 3 situations for each combination.
It is important to note at this time that due to an oversight in the compilation of materials, all of the Likert-scale questions that addressed future expectancy were not included in the materials distributed to participants. Future expectancy is an important aspect of the connections between appraisal style and leadership style, and thus will need to be addressed in future studies.

**Extraversion.**

In order to ensure that this study’s population corroborated the results that have already been found in studies of individual differences that correlate with leadership style, a final measure of the Big Five personality traits was also used. Extraversion was consistently found to correlate with the measures of transformational behavior, and NEO Personality Inventory was included to ensure that any significant results that do occur can be related to the literature that has already been done.

**Design and Analysis**

This study has a correlational design in that the results of the leadership style questionnaire—specifically the individual scores on each component of the questionnaire—were compared to the results on the appraisal style using bivariate correlations to assess whether or not a predictive relationship exists. More specifically, the scores on the different leadership behaviors of the MLQ were compared to the scores on the different components of appraisal situated within the different types of situations. Leadership style and the NEO score on extraversion were also compared to ensure that the study population demonstrates the well-supported relationship between these two factors. The different leadership behaviors were also correlated with one another to analyze whether or not the leadership styles were distinct from one another.

**Procedure**
All measures were emailed to participants and were filled out online at the participant’s convenience (see Appendix B). Participants were recruited using two different methods. Some participants were recruited using Vanderbilt’s SONA system and others were recruited through Dr. Leslie Kirby’s class. Those recruited through the SONA system were given SONA credits, and those recruited through the class were given extra credit. The online surveys distributed included a measure of the differentiation of positive emotions, but this measure is not pertinent to this study. All respondents were sent an email with a link to a series of surveys that included surveys in the following order: the differentiation of positive emotions measure, the NEO Personality Inventory, the Appraisal Style Questionnaire, and the Multifactor Leadership Questionnaire. Survey material was compiled and distributed using the Research Electronic Data Capture (REDcap) program hosted by Vanderbilt University (Harris, Taylor, Thiele, Payne, Gozalez, & Conde, 2009). All data was also stored using this program.

**Results**

In this study, correlational analyses were conducted on the leadership behaviors, as measured by the MLQ, as a check to see how distinct the behaviors of transformational, transactional, and laissez-faire leadership styles were. Correlations were also calculated for the relationship between the leadership behaviors and the Big Five personality traits, as measured by the NEO Personality Inventory. This was done to have a check on the similarities between this study’s population and the populations of other studies performed on the individual differences that correlate with differences in leadership style. The primary correlational analyses for this study were done on the relationship between each of the leadership behaviors and the different appraisals considered within the four different contexts. The hypotheses for these analyses included that across all situation types, motivational relevance and motivational congruence
would be correlated with transformational leadership behavior. Future expectancy would also be hypothesized to correlate with transformational behavior, but due to an oversight in the development of survey materials, this analysis could not be completed.

**Correlations Between the Leadership Behaviors**

All of the transformational leadership behaviors were significantly positively correlated with one another (see Table 1). However, they were all also significantly positively correlated with contingent reward (see Table 1), which is a transactional leadership behavior. Additionally, inspirational motivation was significantly positively correlated with another transactional leadership behavior, management-by-exception, \( r(84)=.273, p<.05 \). Individualized consideration had a more significant relationship with management-by-exception, \( r(84)=.333, p<.01 \). Contingent reward and management-by-exception, the two transactional leadership behaviors, were significantly correlated with one another, \( r(84)=.542, p<.01 \). The laissez-faire behavior was not significantly correlated with any of the other leadership behaviors (see Table 1).

**Correlations Between the Leadership Behaviors and Extraversion**

Idealized influence, inspirational motivation, and individualized consideration were all significantly positively correlated with extraversion, as would be predicted from previous studies (see Table 2). Intellectual stimulation was not significantly correlated with extraversion \( r(84)=.121, p=\text{n.s.} \). Contingent reward, though, was significantly correlated with extraversion, \( r(84)=.214, p<.05 \). While there were significant correlations between some of the other Big Five personality traits and the transformational leadership behaviors, previous research has demonstrated that these relationships are not consistent across different reporting methodologies. Considering this previous research, this study did not evaluate the analyses on the correlations between the leadership behaviors and the other personality traits of the Big Five.
Correlations Between the Leadership Behaviors and the ASQ: Hypothesis Testing

**Idealized influence.** First looking at the results that are pertinent to the study’s hypotheses, the results indicate that motivational relevance is significantly positively correlated with idealized influence across all four situations presented in the ASQ (see Table 3). This relationship is less strong, though, in the negative, affiliative situations, \( r(84)=.228, p<.05 \). Motivational congruence, though, was not significantly related to idealized influence in any of the situations (see Table 3).

**Inspirational motivation.** Inspirational motivation was not significantly correlated with motivational congruence in any of the situations presented (see Table 4). It was significantly correlated with motivational relevance only in the negative, achievement situation, \( r(84)=.228, p<.05 \).

**Intellectual stimulation.** Intellectual stimulation was not significantly correlated with either motivational relevance or motivational congruence in any of the situations presented (see Table 5).

**Individualized consideration.** Individualized consideration was significantly positively correlated with motivational relevance in all of the situations presented in the ASQ (see Table 6). It was only significantly correlated with motivational congruence, though, in the positive, achievement situations, \( r(84)=.221, p<.05 \).

Correlations Between the Leadership Behaviors and the ASQ: Exploratory Results

Beyond the hypotheses presented in this study, there were some other appraisals that were significantly correlated with the leadership behaviors and emerged somewhat consistently across the situations.
**Idealized influence.** Across the positive situations presented in the ASQ, idealized influence was significantly positively related to emotion-focused coping potential (see Table 3). Across the affiliative situations, idealized influence was significantly positively correlated with other-accountability (see Table 3). Across the achievement situations, idealized influence was significantly positively correlated with problem-focused coping potential (see Table 3).

**Inspirational motivation.** Across the positive situations presented in the ASQ, inspirational motivation was significantly positively correlated with other-accountability (see Table 4). However, the relationship was stronger in the affiliative situations than the achievement situations, $r(84)=.350$, $p<.01$.

**Intellectual stimulation.** Intellectual stimulation was not significantly correlated with any of the appraisals across the different situations (see Table 5).

**Individualized consideration.** Like idealized influence, individualized consideration was also positively correlated with problem-focused coping potential across the two different types of achievement situations (see Table 6).

**Contingent reward.** Along with most of the transformational behaviors, contingent reward was correlated with motivational relevance in three of the four different types of situations (see Table 7). It was not correlated with motivational relevance in the negative, achievement situation, $r(84)=.125$, $p=n.s.$. Contingent reward was also significantly correlated with self-accountability in the affiliative situations (see Table 7).

**Management-by-exception.** Management-by-exception was significantly positively correlated with motivational relevance in the two different types of positive situations (see Table 8). It was more strongly correlated with motivational relevance, though, in the positive, affiliative situation, $r(84)=.333$, $p<.01$. 
Laissez-faire. Laissez-faire leadership behavior was positively correlated with problem-focused coping potential in the two different types of positive situations presented in the ASQ (see Table 9).

Discussion

The results of the intercorrelations between the different leadership style behaviors, and the correlations between the leadership style behaviors and the Big Five personality traits reveal some complications in the study of individual differences and leadership style. The distinction between transformational and transactional leadership behaviors is not completely clear, particularly in terms of the transactional leadership behavior contingent reward. These results touch on the continuum of leadership behavior (Vinger & Cilliers, 2006). Transformational leadership is considered an extension of transactional leadership and these results demonstrate how this can create overlap in the different behaviors in terms of intercorrelations and in terms of their correlations with other individual differences.

This study also presents a more complicated relationship between the leadership behaviors and the Big Five personality traits, specifically extraversion. Extraversion had been consistently shown to correlate with transformational leadership behavior, but in this study intellectual stimulation was not significantly correlated with extraversion. This goes against the evidence found in the meta-analysis done by Judge and Bono (2004). This discrepancy suggests that the relationship between extraversion and this component of transformational leadership is not as strong as was previously concluded in this meta-analysis. Though, it could also be attributed to the limitations of the present study’s sample population.

The results of this study do not give conclusive results about the role of appraisal theory and appraisal style in the development of transformational leadership behaviors. The results do
reveal potential avenues of future study that could make the relationship between leadership style and appraisal style more clear. While the role of hope and a hopeful appraisal style cannot be fully evaluated due to the missing data on future expectancy, there was some support for connections between the appraisals that transformational leaders make across different types of situations. The relationship between motivational relevance and transformational leadership was most strongly supported in this study. This indicates that there is a relationship between how active a leader’s behaviors are and their tendency to give importance to a wide variety of situations. However, motivational relevance was also significantly connected to contingent reward and management-by-exception. The relationship was not consistent across all the situations, but it does suggest that the relationship between appraisal style and leadership style might not address the core differences between transactional and transformational behaviors.

The exploratory results suggest some interesting future avenues of study for the different specific transformational behaviors, and provide some motivation for future studies on the different behaviors separately. However, the relative diversity of appraisals that were significantly correlated with each transformational leadership behavior does support the theory put forth by Dóci, Stouten, and Hofmans (2015). Specifically, the notion that the situation-specific appraisals are highly variable and, at least in the context of leadership style, not as consistently connected to particular styles of behavior that should occur across different types of situations.

**Limitations**

The analysis of this study is limited by a few components of the study’s design. This study’s population consisted of only undergraduate students, and this limits the applicability of these results to a larger population. This population is also arguably not the most appropriate for
the research of leadership styles, because these undergraduate students have not, for the most part, been placed in the business situations that the results of this type of research are usually applied to. Additionally, even if they have had this experience, they were not, at the time of the study, employed full-time in businesses, and thus they were more detached from this type of context. Though, I would argue that leadership research could only benefit from understanding how leadership emerges in the populations of individuals who will likely in the future occupy the positions that this form of research is more directly applied to.

The study is also limited by the use of a shortened, less widely used version of the MLQ. This was the version of the MLQ that was available within the constraints of this study, but a longer version might generate more nuanced results, that could be analyzed more constructively. Additionally, this study is limited by the self-report nature of all of the leadership behavior data. Self-report of the leadership behavior data is a noted problem in leadership style research (Harms & Credé, 2010). This limitation could be addressed by using MLQ measures that address both self and peer reports. The study was also limited by its use of an incomplete ASQ, which limits its ability to draw full conclusions about the role of hopeful appraisals in transformational leadership behavior.

**Future Direction**

In the future, researchers could do a more extensive study on the relationship between appraisal style and leadership style using the ASQ (David, Kirby, & Smith, 2007). This study would include future expectancy, and would also use both peer surveys and self-report measures of leadership behaviors. It would also be worthwhile to explore the differences between the results of such a study with undergraduates and the results of such a study with individuals already in leadership positions. Researchers could also use the results of this study as motivation...
to further study the relationship between transformational leadership behavior and motivational relevance specifically. This could take the form of a study that looks at how motivational relevance affects individuals’ transformational leadership behavior within a specific, group-oriented situation.

**Conclusion**

There is not yet a clear relationship between appraisal style and leadership style, including no clear specific link between hopeful appraisals and leadership style. Research examining possible links is not complete, however, as more studies are needed to fully understand these relationships. The current status of this area of research, including this present study, demonstrates the complexity of leadership behavior and the difficulties with trying to predict transformational leadership behaviors. Understanding transformational leadership behaviors requires researchers to analyze the highly variable situational factors that affect the emergence of these behaviors, which will require extensive research on the different situations that leaders find themselves in. While it appears from this study that the situational factors are too variable to make predictions from, much more research is needed before this conclusion can be reached.
References


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Appendix A

Correlation Tables

Table 1

Correlations Between Leadership Behaviors

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<tr>
<th>Measures</th>
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<td>1. Idealized Influence</td>
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<td>2. Inspirational Motivation</td>
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<td>3. Intellectual Stimulation</td>
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<td>.493*</td>
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<tr>
<td>4. Individualized Consideration</td>
<td>.486**</td>
<td>.521*</td>
<td>.534*</td>
<td></td>
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<td></td>
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<tr>
<td>5. Contingent Reward</td>
<td>.452**</td>
<td>.502*</td>
<td>.305*</td>
<td>.500*</td>
<td></td>
<td></td>
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<td>6. Management-by-exception</td>
<td>.200</td>
<td>.273*</td>
<td>.112</td>
<td>.333**</td>
<td>.542**</td>
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<td>7. Laissez-faire</td>
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** p<.01
* p<.05
Table 1
Correlations Between Leadership Behaviors and Big Five

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<th>Measures</th>
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* p < .05
## WHAT MAKES A GOOD LEADER

### Table 3

Co-occurrences Between Idealized Influence and AQ

| Measures | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. Idealized Influence |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2. Positive, Affiliative: Other Accountability | .261 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3. Positive, Affiliative: Self Accountability | .177 | .205 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4. Positive, Affiliative: Problem-Focused Coping Potential | .207 | .167 | .436 |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5. Positive, Affiliative: Emotion-Focused Coping Potential | .325 | .244 | .141 | .579 |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 7. Positive, Affiliative: Motivational Congruence | .186 | .239 | .148 | .484 | .435 | .409 |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13. Positive, Achievement: Motivational Congruence | .216 | .388 | .075 | .213 | .507 | .280 | .545 | .362 | .693 | .434 | .489 | .564 |   |    |    |    |    |    |    |    |    |    |    |    |    |
| 15. Negative, Affiliative: Self Accountability | -.024 | .209 | .319 | .391 | .038 | .361 | -.020 | .193 | -.002 | .038 | -.062 | .112 | -.035 | -.338 |   |    |    |    |    |    |    |    |    |    |    |    |
| 16. Negative, Affiliative: Problem-Focused Coping Potential | .121 | -.272 | -.017 | .048 | .141 | .009 | .036 | -.202 | -.069 | -.019 | .036 | .201 | .081 | -.068 | -.198 |   |    |    |    |    |    |    |    |    |    |    |
| 17. Negative, Affiliative: Emotion-Focused Coping Potential | .188 | -.081 | -.120 | .136 | .427 | -.131 | .059 | -.172 | -.044 | .079 | -.201 | .095 | .124 | -.184 | -.120 | .364 |   |    |    |    |    |    |    |    |    |    |    |
| 19. Negative, Affiliative: Motivational Congruence | -.011 | -.226 | .068 | -.199 | .476 | -.105 | -.476 | .124 | -.457 | -.253 | -.425 | -.229 | -.626 | -.093 | .003 | .122 | -.674 | -.183 |   |    |    |    |    |    |    |    |
| 20. Negative, Achievement: Other Accountability | .018 | -.015 | .303 | .013 | .163 | .163 | .126 | .589 | -.075 | -.004 | .114 | .040 | .294 | .301 | .136 | -.029 | -.246 | -.003 | .111 |   |    |    |    |    |    |    |
| 22. Negative, Achievement: Problem-Focused Coping Potential | .288 | -.026 | .180 | .139 | .166 | .080 | -.114 | .204 | .056 | .199 | .171 | .245 | .027 | .082 | .038 | .386 | .191 | -.037 | .078 | .116 | -.009 |   |    |    |
| 23. Negative, Achievement: Emotion-Focused Coping Potential | .103 | .005 | -.047 | .112 | .414 | -.176 | .015 | -.033 | -.043 | .016 | .415 | -.055 | .076 | -.224 | .041 | .278 | .707 | -.010 | -.094 | -.328 | .246 | .231 |   |    |
| 25. Negative, Achievement: Motivational Congruence | -.121 | -.270 | .132 | .147 | .462 | -.151 | .457 | .164 | .528 | -.240 | .410 | -.338 | -.722 | -.095 | .006 | -.094 | .103 | .300 | -.735 | .137 | -.142 | .020 | -.063 | -.379 | **p<.01** |
### Table 4

**Correlations Between Inspirational Motivation and ASQ**

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### WHAT MAKES A GOOD LEADER

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Correlations Between Individualized Consideration and ASQ

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Correlations Between Contingent Reward and AQ

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Correlations Between Management-by-Exception and JSQ

| Measures | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   | 19   | 20   | 21   | 22   | 23   | 24   | 25   |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1. Management-by-Exception | 0.275 |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2. Positive, Affiliates: Other Accountability |      | 0.155 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 3. Positive, Affiliates: Self Accountability |      |      | 0.191 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 4. Positive, Affiliates: Problem-Focused Coping Potential |      |      |      | 0.464 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 5. Positive, Affiliates: Emotion-Focused Coping Potential |      |      |      |      | 0.246 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 6. Positive, Affiliates: Motivational Relevance |      |      |      |      |      | 0.333 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 7. Positive, Affiliates: Motivational Congruence |      |      |      |      |      |      | 0.168 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 8. Positive, Achievement: Other Accountability |      |      |      |      |      |      |      | 0.258 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 9. Positive, Achievement: Self Accountability |      |      |      |      |      |      |      |      | 0.178 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 10. Positive, Achievement: Problem-Focused Coping Potential |      |      |      |      |      |      |      |      |      | 0.265 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 11. Positive, Achievement: Emotion-Focused Coping Potential |      |      |      |      |      |      |      |      |      |      | 0.163 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 12. Positive, Achievement: Motivational Relevance |      |      |      |      |      |      |      |      |      |      |      | 0.229 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 13. Positive, Achievement: Motivational Congruence |      |      |      |      |      |      |      |      |      |      |      |      | 0.254 |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 14. Negative, Affiliates: Other Accountability |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.004 |      |      |      |      |      |      |      |      |      |      |      |      |
| 15. Negative, Affiliates: Self Accountability |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.237 |      |      |      |      |      |      |      |      |      |      |      |
| 16. Negative, Affiliates: Problem-Focused Coping Potential |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.082 |      |      |      |      |      |      |      |      |      |      |
| 17. Negative, Affiliates: Emotion-Focused Coping Potential |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.033 |      |      |      |      |      |      |      |      |      |
| 18. Negative, Affiliates: Motivational Relevance |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.151 |      |      |      |      |      |      |      |      |
| 19. Negative, Affiliates: Motivational Congruence |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.145 |      |      |      |      |      |      |      |
| 20. Negative, Achievement: Other Accountability |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.044 |      |      |      |      |      |      |
| 21. Negative, Achievement: Self Accountability |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.115 |      |      |      |      |      |
| 22. Negative, Achievement: Problem-Focused Coping Potential |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.061 |      |      |      |      |
| 23. Negative, Achievement: Emotion-Focused Coping Potential |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.003 |      |      |      |
| 24. Negative, Achievement: Motivational Relevance |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.008 |      |      |
| 25. Negative, Achievement: Motivational Congruence |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.009 |      |      |

* p < .05
** p < .01
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Appendix B
Survey Materials
Survey 1 of 4

Please complete the survey below.

Thank you!

1) Email

(Enter your Vanderbilt email. This will only be used to maintain a record of who has completed the survey.)

For the next set of questions, you will see brief descriptions of 8 hypothetical situations. Each situation is followed by a series of questions.

For each situation please try to imagine yourself in the situation as vividly as you can. If such a situation happened to you, how do you think you would be feeling while you were in this situation? When you are imagining yourself in the situation as vividly as you can, please answer the questions that follow the description to rate your feelings. When you have answered all the questions for one situation you should go on to the next situation, until you have imagined yourself in all 8 situations. There are no right or wrong answers. Please try to answer every question as best you can, and make it true for you.

The First Situation:
You are hiking up a hill through a thick woods. It was raining earlier, but the rain stopped a short time ago, and the sun is now shining. All of a sudden, you come to a clearing near the top of the hill, and enter a beautiful meadow filled with wildflowers and butterflies. A clear stream is running through the meadow, and there is a rainbow in the sky. Off in the distance you can see some snow-capped peaks from a nearby mountain range.

2) INTERESTED // CURIOUS

3) PROUD
4) **GRATEFUL**

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

5) **CHALLENGED // DETERMINED // MOTIVATED**

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

6) **HOPEFUL**

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

7) **HAPPY**

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

8) **AWED**

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

9) **CONTENT // SATISFIED**

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much
You have been spending a fair bit of time trying to solve a difficult problem that is part of an important project you have been working on. So far you have been unable to solve the problem, but you believe that a solution is possible and you know that if you keep at it, you will be able to solve the problem and make the project a success.

10) INTERESTED // CURIOUS

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

11) PROUD

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

12) GRATEFUL

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

13) CHALLENGED // DETERMINED // MOTIVATED

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

14) HOPEFUL

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much
After working very hard for several weeks, you are finally able to take some time off. Right now you are relaxing on the beach. There is a nice breeze, you have a drink, and you are relishing the knowledge that there's nothing at all you need to be doing right now.

15) HAPPY
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

16) AWED
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

17) CONTENT // SATISFIED
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

18) INTERESTED // CURIOUS
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

19) PROUD
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much
20) GRATEFUL

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

21) CHALLENGED // DETERMINED // MOTIVATED

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

22) HOPEFUL

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

23) HAPPY

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

24) AWED

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

25) CONTENT // SATISFIED

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much
You are walking around in a strange city, and suddenly realize that you are lost. As you are standing at a street corner, intensely studying your map to try to figure out where you are, someone comes up to you and asks you in a friendly way where you are trying to go. After you tell this person, s/he says that s/he is headed that way and suggests you go together. Within a few minutes this person has taken you to your destination, having pointed out some interesting sights along the way.

26) INTERESTED // CURIOUS

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

27) PROUD

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

28) GRATEFUL

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

29) CHALLENGED // DETERMINED // MOTIVATED

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

30) HOPEFUL

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much
You're at a party on Saturday night in honor of your friend's wedding anniversary. You're with a group of close friends and family members, and the atmosphere is festive. You generally like special occasions like this when everyone comes together to have fun. Everyone, including you, is laughing and dancing, and having a great time.
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<th></th>
<th>HAPPY</th>
<th></th>
<th>AWED</th>
<th></th>
<th>CONTENT // SATISFIED</th>
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<tbody>
<tr>
<td>1</td>
<td>not at all</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
<td></td>
<td>5</td>
<td>moderately</td>
<td>6</td>
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<td>7</td>
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<td>9</td>
<td>extremely much</td>
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<tr>
<td>1</td>
<td>not at all</td>
<td>2</td>
<td></td>
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<td>4</td>
<td></td>
<td>5</td>
<td>moderately</td>
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<td>9</td>
<td>extremely much</td>
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|   |        |   |                                 |   |        |   |                                 |   |        |   |                                 |   |
|---|--------|---|---------------------------------|---|--------|---|---------------------------------|---|--------|---|                                 |   |
| 1 | not at all | 2 |                                 | 3 |           | 4 |                                 | 5 | moderately | 6 |                                 | 7 |           | 8 | extremely much |
| 9 | extremely much | 

|   |        |   |                                 |   |        |   |                                 |   |        |   |                                 |   |
|---|--------|---|---------------------------------|---|--------|---|---------------------------------|---|--------|---|                                 |   |
| 1 | not at all | 2 |                                 | 3 |           | 4 |                                 | 5 | moderately | 6 |                                 | 7 |           | 8 | extremely much |
| 9 | extremely much | 

|   |        |   |                                 |   |        |   |                                 |   |        |   |                                 |   |
|---|--------|---|---------------------------------|---|--------|---|---------------------------------|---|--------|---|                                 |   |
| 1 | not at all | 2 |                                 | 3 |           | 4 |                                 | 5 | moderately | 6 |                                 | 7 |           | 8 | extremely much |
Things in your life have been somewhat difficult lately, but you are optimistic about what lies ahead. You know that there are new opportunities available to help things get better, and they seem promising. You trust that things will be better soon. You are looking forward to good things to come and a bright future ahead. You are thinking about the positive change that can happen.

42) INTERESTED // CURIOUS
   1 not at all
   2
   3
   4
   5 moderately
   6
   7
   8
   9 extremely much

43) PROUD
   1 not at all
   2
   3
   4
   5 moderately
   6
   7
   8
   9 extremely much

44) GRATEFUL
   1 not at all
   2
   3
   4
   5 moderately
   6
   7
   8
   9 extremely much

45) CHALLENGED // DETERMINED // MOTIVATED
   1 not at all
   2
   3
   4
   5 moderately
   6
   7
   8
   9 extremely much

46) HOPEFUL
   1 not at all
   2
   3
   4
   5 moderately
   6
   7
   8
   9 extremely much
A public figure that you admire has come to town, and you have the opportunity to hear this person speak. You are out for the evening to attend the talk. It is a topic you have wanted to know more about for a long time. You have settled into your chair. The speaker, who has just been introduced, is beginning the presentation.
52) GRATEFUL
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

53) CHALLENGED // DETERMINED // MOTIVATED
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

54) HOPEFUL
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

55) HAPPY
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

56) AWED
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much

57) CONTENT // SATISFIED
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely much
You have been working very hard on a group project. The rest of your group members have been contributing, but you have gone the extra distance for the project. You know that the project wouldn't be nearly as good as it is had you not worked so hard. Your group has just presented the project and it is extremely well received. As your group is receiving praise for an excellent job, a member of your group speaks up and indicates that the group owes its success to you; that you had really pulled the project together. The other members of the group start spontaneously applauding you and your efforts.

58) INTERESTED // CURIOUS
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

59) PROUD
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

60) GRATEFUL
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

61) CHALLENGED // DETERMINED // MOTIVATED
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much

62) HOPEFUL
   ○ 1 not at all
   ○ 2
   ○ 3
   ○ 4
   ○ 5 moderately
   ○ 6
   ○ 7
   ○ 8
   ○ 9 extremely much
63) HAPPY

1 not at all
2
3
4
5 moderately
6
7
8
9 extremely much

64) AWED

1 not at all
2
3
4
5 moderately
6
7
8
9 extremely much

65) CONTENT // SATISFIED

1 not at all
2
3
4
5 moderately
6
7
8
9 extremely much
Please complete the survey below.

Thank you!

66) I am not a worrier

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

67) I like to have a lot of people around me

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

68) I laugh easily

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

69) I try to be courteous to everyone I meet

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

70) I keep my belongings neat and clean

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

71) I often feel inferior to others

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree
72) I don't consider myself especially "light-hearted"

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

73) When I'm under a great deal of stress, sometimes feel like I'm going to pieces

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

74) I often get into arguments with my family and co-workers

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

75) I'm pretty good at pacing myself so as to get things done on time

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

76) Once I find the right way to do something, I stick to it

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

77) I rarely feel lonely or blue

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

78) I really enjoy talking to people

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

79) I am not a very methodical person

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree
80) I like to be where the action is
   ○ strongly disagree
   ○ disagree
   ○ somewhat disagree
   ○ neither agree nor disagree
   ○ somewhat agree
   ○ agree
   ○ strongly agree

81) I often feel tense and jittery
   ○ strongly disagree
   ○ disagree
   ○ somewhat disagree
   ○ neither agree nor disagree
   ○ somewhat agree
   ○ agree
   ○ strongly agree

82) I am intrigued by the patterns I find in art and nature
   ○ strongly disagree
   ○ disagree
   ○ somewhat disagree
   ○ neither agree nor disagree
   ○ somewhat agree
   ○ agree
   ○ strongly agree

83) I believe letting students controversial speakers can only confuse and mislead them
   ○ strongly disagree
   ○ disagree
   ○ somewhat disagree
   ○ neither agree nor disagree
   ○ somewhat agree
   ○ agree
   ○ strongly agree

84) I usually prefer to do things alone
   ○ strongly disagree
   ○ disagree
   ○ somewhat disagree
   ○ neither agree nor disagree
   ○ somewhat agree
   ○ agree
   ○ strongly agree
85) Sometimes I feel completely worthless
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree

86) Some people think I'm selfish and egotistical
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree

87) I rarely feel fearful or anxious
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree

88) I try to perform all the tasks assigned to me conscientiously
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree

89) I often feel as if I'm bursting with energy
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree

90) Poetry has little or no effect on me
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree

91) I would rather cooperate with others than compete with them
- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- agree
- strongly agree
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
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</thead>
<tbody>
<tr>
<td>92) I often try new or foreign foods</td>
<td>- strongly disagree</td>
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<td></td>
<td>- disagree</td>
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<tr>
<td></td>
<td>- somewhat disagree</td>
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<tr>
<td></td>
<td>- neither agree nor disagree</td>
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<tr>
<td></td>
<td>- somewhat agree</td>
</tr>
<tr>
<td></td>
<td>- agree</td>
</tr>
<tr>
<td></td>
<td>- strongly agree</td>
</tr>
<tr>
<td>93) I am a cheerful, high-spirited person</td>
<td>- strongly disagree</td>
</tr>
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<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>- neither agree nor disagree</td>
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<td></td>
<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
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<td></td>
<td>- strongly agree</td>
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<tr>
<td>94) I have a clear set of goals and work toward them in an orderly fashion</td>
<td>- strongly disagree</td>
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<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
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<tr>
<td></td>
<td>- neither agree nor disagree</td>
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<td></td>
<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
</tr>
<tr>
<td></td>
<td>- strongly agree</td>
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<tr>
<td>95) I seldom notice the moods or feelings that different environments produce</td>
<td>- strongly disagree</td>
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<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
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<td></td>
<td>- neither agree nor disagree</td>
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<td></td>
<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
</tr>
<tr>
<td></td>
<td>- strongly agree</td>
</tr>
<tr>
<td>96) I waste a lot of time before settling down to do work</td>
<td>- strongly disagree</td>
</tr>
<tr>
<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
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<td></td>
<td>- neither agree nor disagree</td>
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<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
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<td></td>
<td>- strongly agree</td>
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<tr>
<td>97) I tend to be cynical and skeptical of others' intentions</td>
<td>- strongly disagree</td>
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<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
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<td></td>
<td>- neither agree nor disagree</td>
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<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
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<td></td>
<td>- strongly agree</td>
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<tr>
<td>98) Too often, when things go wrong, I get discouraged and feel like giving up</td>
<td>- strongly disagree</td>
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<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
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<td>- neither agree nor disagree</td>
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<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
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<td></td>
<td>- strongly agree</td>
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<tr>
<td>99) I am not a cheerful optimist</td>
<td>- strongly disagree</td>
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<td></td>
<td>- disagree</td>
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<td></td>
<td>- somewhat disagree</td>
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<td></td>
<td>- neither agree nor disagree</td>
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<td></td>
<td>- somewhat agree</td>
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<td></td>
<td>- agree</td>
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<tr>
<td></td>
<td>- strongly agree</td>
</tr>
<tr>
<td>Question</td>
<td>Response Options</td>
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<tr>
<td>100) I work hard to accomplish my goals</td>
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<tr>
<td>101) I believe that most people will take advantage of you if you let them</td>
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<tr>
<td>102) I am seldom sad or depressed</td>
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<tr>
<td>103) My life is fast-paced</td>
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<tr>
<td>104) I often feel helpless and want someone to solve my problems</td>
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</tr>
</tbody>
</table>
105) I believe we should look to our religious authorities for decisions on moral issues

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

106) When I make a commitment, I can always be counted on to follow through

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

107) Sometimes when I am reading poetry or looking at a work of art, I feel a chill or a wave of excitement

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

108) Most people I know like me

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

109) At times I have been so ashamed I just want to hide

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

110) I am a very active person

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

111) I would rather go my own way than be a leader of others

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>112) I have little interest in speculating on the nature of the universe or the human condition</td>
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<td>113) Some people think of me as cold and calculating</td>
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<td>114) I have a lot of intellectual curiosity</td>
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<td>115) Sometimes I'm not as dependable or reliable as I should be</td>
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<td>116) I'm hard-headed and tough-minded in my attitudes</td>
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<td>117) I often enjoy playing with theories or abstract ideas</td>
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<td>118) I am productive person who always gets the job done</td>
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<tr>
<td>119) I generally try to be thoughtful and considerate</td>
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</tr>
</tbody>
</table>
120) I never seem to be able to get organized

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

121) If necessary, I am willing to manipulate people to get what I want

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree

122) I strive for excellence in everything I do

- strongly disagree
- disagree
- somewhat disagree
- neither agree nor disagree
- somewhat agree
- agree
- strongly agree
Survey 3 of 4

Please complete the survey below.

Thank you!

Instructions:
On the next 12 pages you will find brief descriptions of 12 hypothetical situations. Each situation is followed by a series of questions. For each situation please try to imagine yourself in the situation as vividly as you can. If such a situation happened to you, what do you think would have caused it or brought it about? What would it mean to you to be in this situation? When you are imagining yourself in the situation as vividly as you can, please answer the questions that follow the description to indicate what you are thinking within this imaginary situation. When you have answered all the questions for one situation you should go on to the next situation, until you have imagined yourself in all 12 situations. There are no right or wrong answers. Please try to answer every question as best you can.
Imagine yourself in the following situation: A CLOSE FRIEND BEATS YOU OUT FOR THE OPPORTUNITY TO PARTICIPATE IN AN ACTIVITY THAT YOU HAD BEEN LOOKING FORWARD TO. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

123) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) the situation the way you want it?

- 1 completely certain WILL NOT be able
- 2
- 3
- 4
- 5 completely uncertain
- 6
- 7
- 8
- 9 completely certain WILL be able

124) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

- 1 completely certain WILL NOT be able
- 2
- 3
- 4
- 5 completely uncertain
- 6
- 7
- 8
- 9 completely certain WILL be able

125) 3) How important is what is happening in this situation to you?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

126) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

127) 5) To what extent do you consider YOURSELF responsible for this situation?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

128) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely
Imagine yourself in the following situation: YOU RECEIVE A POSITIVE PERFORMANCE EVALUATION AT WORK. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

129) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

130) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

131) 3) How important is what is happening in this situation to you?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely

132) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely

133) 5) To what extent do you consider YOURSELF responsible for this situation?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely

134) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely
Imagine yourself in the following situation: A CLOSE FRIEND STEPS ASIDE SO THAT YOU CAN DO SOMETHING YOU'VE ALWAYS WANTED TO DO. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

135) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

<table>
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<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 completely certain WILL NOT be able</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 completely uncertain</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9 completely certain WILL be able</td>
</tr>
</tbody>
</table>

136) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

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<td>6</td>
<td>7</td>
<td>8</td>
<td>9 completely certain WILL be able</td>
</tr>
</tbody>
</table>

137) 3) How important is what is happening in this situation to you?

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<tr>
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<tbody>
<tr>
<td>not at all</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>moderately</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9 extremely</td>
</tr>
</tbody>
</table>

138) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

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<tr>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>moderately</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9 extremely</td>
</tr>
</tbody>
</table>

139) 5) To what extent do you consider YOURSELF responsible for this situation?

<table>
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<tr>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>2</td>
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<td>4</td>
<td>moderately</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9 extremely</td>
</tr>
</tbody>
</table>

140) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</tr>
</thead>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>moderately</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9 extremely</td>
</tr>
</tbody>
</table>
Imagine yourself in the following situation: YOU HEAR THAT A FRIEND HAS BEEN TELLING PEOPLE GOOD THINGS ABOUT YOU. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

141) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

- 1 completely certain WILL NOT be able
- 2
- 3
- 4
- 5 completely uncertain
- 6
- 7
- 8
- 9 completely certain WILL be able

142) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

- 1 completely certain WILL NOT be able
- 2
- 3
- 4
- 5 completely uncertain
- 6
- 7
- 8
- 9 completely certain WILL be able

143) 3) How important is what is happening in this situation to you?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

144) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

145) 5) To what extent do you consider YOURSELF responsible for this situation?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

146) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely
Imagine yourself in the following situation: YOU DO VERY WELL ON AN IMPORTANT ASSIGNMENT. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

147) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?

148) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

149) 3) How important is what is happening in this situation to you?

150) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

151) 5) To what extent do you consider YOURSELF responsible for this situation?

152) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?
Imagine yourself in the following situation: YOU GIVE A PRESENTATION AT WORK AND YOUR COLLEAGUES REACT NEGATIVELY. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

153) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

154) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

155) 3) How important is what is happening in this situation to you?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely

156) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely

157) 5) To what extent do you consider YOURSELF responsible for this situation?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely

158) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely
Imagine yourself in the following situation: YOU HAVE AN ARGUMENT WITH YOUR SPOUSE/SIGNIFICANT OTHER. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

159) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?

○ 1 completely certain WILL NOT be able
○ 2
○ 3
○ 4
○ 5 completely uncertain
○ 6
○ 7
○ 8
○ 9 completely certain WILL be able

160) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

○ 1 completely certain WILL NOT be able
○ 2
○ 3
○ 4
○ 5 completely uncertain
○ 6
○ 7
○ 8
○ 9 completely certain WILL be able

161) 3) How important is what is happening in this situation to you?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely

162) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely

163) 5) To what extent do you consider YOURSELF responsible for this situation?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely

164) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely
Imagine yourself in the following situation: YOU RECEIVE A NEGATIVE PERFORMANCE EVALUATION AT WORK. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

165) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?
- 1 completely certain WILL NOT be able
- 2
- 3
- 4
- 5 completely uncertain
- 6
- 7
- 8
- 9 completely certain WILL be able

166) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?
- 1 completely certain WILL NOT be able
- 2
- 3
- 4
- 5 completely uncertain
- 6
- 7
- 8
- 9 completely certain WILL be able

167) 3) How important is what is happening in this situation to you?
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

168) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

169) 5) To what extent do you consider YOURSELF responsible for this situation?
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely

170) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?
- 1 not at all
- 2
- 3
- 4
- 5 moderately
- 6
- 7
- 8
- 9 extremely
Imagine yourself in the following situation: YOU GIVE A PRESENTATION AND YOUR COLLEAGUES REACT POSITIVELY. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

171) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

○ 1 completely certain WILL NOT be able
○ 2
○ 3
○ 4
○ 5 completely uncertain
○ 6
○ 7
○ 8
○ 9 completely certain WILL be able

172) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

○ 1 completely certain WILL NOT be able
○ 2
○ 3
○ 4
○ 5 completely uncertain
○ 6
○ 7
○ 8
○ 9 completely certain WILL be able

173) 3) How important is what is happening in this situation to you?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely

174) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely

175) 5) To what extent do you consider YOURSELF responsible for this situation?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely

176) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

○ 1 not at all ○ 2 ○ 3 ○ 4 ○ 5 moderately ○ 6 ○ 7 ○ 8 ○ 9 extremely
Imagine yourself in the following situation: YOU GO OUT ON A PLEASANT DATE WITH YOUR SPOUSE/SIGNIFICANT OTHER. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

177) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

178) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

179) 3) How important is what is happening in this situation to you?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely

180) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely

181) 5) To what extent do you consider YOURSELF responsible for this situation?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely

182) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

   ○ 1 not at all   ○ 2   ○ 3   ○ 4   ○ 5 moderately   ○ 6   ○ 7   ○ 8   ○ 9 extremely
Imagine yourself in the following situation: **YOU DO VERY POORLY ON AN IMPORTANT ASSIGNMENT.** When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>183) 1) Think about what you want and don't want in this situation.</td>
<td>1 completely certain WILL NOT be able</td>
</tr>
<tr>
<td>How certain are you that you will be able to influence things to make</td>
<td>2</td>
</tr>
<tr>
<td>(or keep) situation the way you want it?</td>
<td>3</td>
</tr>
<tr>
<td>completely uncertain</td>
<td>4</td>
</tr>
<tr>
<td>5 completely certain WILL be able</td>
<td>6</td>
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<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9 completely certain WILL be able</td>
<td></td>
</tr>
<tr>
<td>184) 2) How certain are you that you will, or will not, be able to deal</td>
<td>1 completely certain WILL NOT be able</td>
</tr>
<tr>
<td>emotionally with what is happening in this situation however it turns</td>
<td>2</td>
</tr>
<tr>
<td>out?</td>
<td>3</td>
</tr>
<tr>
<td>completely uncertain</td>
<td>4</td>
</tr>
<tr>
<td>5 completely certain WILL be able</td>
<td>6</td>
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<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9 completely certain WILL be able</td>
<td></td>
</tr>
<tr>
<td>185) 3) How important is what is happening in this situation to you?</td>
<td>1 not at all</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5 moderately</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9 extremely</td>
</tr>
<tr>
<td>186) 4) Think about what you do and do not want in this situation.</td>
<td>1 not at all</td>
</tr>
<tr>
<td>How consistent is the situation with what you want?</td>
<td>2</td>
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<tr>
<td>moderately</td>
<td>4</td>
</tr>
<tr>
<td>5 moderately</td>
<td>6</td>
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<td>7</td>
<td>8</td>
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<tr>
<td>9 extremely</td>
<td></td>
</tr>
<tr>
<td>187) 5) To what extent do you consider YOURSELF responsible for this</td>
<td>1 not at all</td>
</tr>
<tr>
<td>situation?</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<tr>
<td>5 moderately</td>
<td>6</td>
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<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9 extremely</td>
<td></td>
</tr>
<tr>
<td>188) 5) To what extent do you consider SOMEONE ELSE responsible for this</td>
<td>1 not at all</td>
</tr>
<tr>
<td>situation?</td>
<td>2</td>
</tr>
<tr>
<td>moderately</td>
<td>4</td>
</tr>
<tr>
<td>5 moderately</td>
<td>6</td>
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<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9 extremely</td>
<td></td>
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</tbody>
</table>
Imagine yourself in the following situation: YOU HEAR THAT A FRIEND HAS BEEN TELLING PEOPLE BAD THINGS ABOUT YOU. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

189) 1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

190) 2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

   ○ 1 completely certain WILL NOT be able
   ○ 2
   ○ 3
   ○ 4
   ○ 5 completely uncertain
   ○ 6
   ○ 7
   ○ 8
   ○ 9 completely certain WILL be able

191) 3) How important is what is happening in this situation to you?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely

192) 4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely

193) 5) To what extent do you consider YOURSELF responsible for this situation?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely

194) 5) To what extent do you consider SOMEONE ELSE responsible for this situation?

   ○ 1 not at all  ○ 2  ○ 3  ○ 4  ○ 5 moderately  ○ 6  ○ 7  ○ 8  ○ 9 extremely
Please complete the survey below.

Thank you!

Please answer the following questions that address your leadership style. Twenty-one descriptive statements will be listed below. Judge how frequently each statement fits you. The word "others" can mean your followers, clients, or group members.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>195</td>
<td>I make others feel good to be around me.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>196</td>
<td>I express with a few simple words what we could and should do.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>197</td>
<td>I enable others to think about old problems in new ways.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>198</td>
<td>I help others develop themselves.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>199</td>
<td>I tell others what to do if they want to be rewarded for their work.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>200</td>
<td>I am satisfied when others meet agreed-upon standards.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>201</td>
<td>I am content to let others continue working in the same ways always.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>202</td>
<td>Others have complete faith in me.</td>
<td>Not at all, Once in a while, Sometimes, Fairly often, Frequently, if not always</td>
</tr>
<tr>
<td>Question</td>
<td>Response Options</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>203) I provide appealing images about what we can do.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>204) I provide others with new ways of looking at puzzling things.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>205) I let others know how I think they are doing.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>206) I provide recognition/rewards when others reach their goals.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>207) As long as things are working, I do not try to change anything.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>208) Whatever others want to do is OK with me.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>209) Others are proud to be associated with me.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>210) I help others find meaning in their work.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>211) I get others to rethink ideas that they had never questioned before.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
<tr>
<td>212) I give personal attention to others who seem rejected.</td>
<td>Not at all&lt;br&gt;Once in a while&lt;br&gt;Sometimes&lt;br&gt;Fairly often&lt;br&gt;Frequently, if not always</td>
<td></td>
</tr>
</tbody>
</table>
213) I call attention to what others can get for what they accomplish.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Once in a while</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Fairly often</td>
</tr>
<tr>
<td></td>
<td>Frequently, if not always</td>
</tr>
</tbody>
</table>

214) I tell others the standards they have to know to carry out their work.

<table>
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</tr>
</thead>
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</tr>
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<td></td>
<td>Frequently, if not always</td>
</tr>
</tbody>
</table>

215) I ask no more of others than what is absolutely essential.

<table>
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