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Personality and Trust: A Qualitative Study on the Personality Styles/Traits of Leaders and Employees and the Impact on Culture of Trust within Organizations

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PERSONALITY AND TRUST

A QUALITATIVE STUDY ON THE PERSONALITY STYLES/TRAITS OF

LEADERS AND EMPLOYEES, AND THE IMPACT ON CULTURE OF

TRUST WITHIN ORGANIZATIONS

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We certify that we have read this dissertation and approved it as adequate in scope and

quality. We have found that it is complete and satisfactory in all respects, and that any

and all revisions required by the final examining committee have been made.

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David Jamieson, PhD   October 2014
    Chair

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Robert Barnett, PhD   October 2014
    Committee member

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Bob Eichinger, PhD   October 2014
    Committee member

Dedication

I dedicate this doctoral dissertation work to my father Thomas Sicora. As a leader of his company for over 35 years, I was able to witness the last 18 of those years before it was sold and dad began his retirement. The dedication, loyalty, and trust Thomas demonstrated to his employees, customers and family were clear and evident in everything he did. It was because of his clear example I embarked in a career in human development, ultimately found myself as a consultant to organizational leaders, and maintain a desire to understand at a deeper measure those qualities that make up a trusted leader. Thanks Dad, I continue to enjoy the conversations we have about business, family, and life every time I return home to greet you.

Acknowledgments

I would like to thank Dr. David Jamieson for his commitment to me throughout my doctorate studies and dissertation research. To Dr. Eichinger for serving on my committee and helping me during a lunch discussion find the theme and approach for my research study. To Dr. Barnett, for serving on my committee, and providing the rigor surrounding the analysis of my study. To Dr. Conbere for encouraging me to 'experience' all that I could during the process of my brother's life and death during the program; those life lessons proved to be the foundation for everything else in my studies and the OD practice I continue. To Dr. Heorhiadi for your constant love, lessons and support throughout the program; thank for being a mother to all of us. To my beloved cohort, my brothers and my sisters, to you a big abrazo, I love you all.

Abstract

Trust among coworkers and workplace leaders are related to key outcomes such as helping behavior, relationship building, and team effectiveness. The personality style of the individuals who must trust each other is an integral part of developing that trust. This study examines the relationship among three trust constructs (trust, trustworthiness, and propensity to trust) and two personality scales (Big Five and Insights). Approximately 900 individuals from 18 different U.S. organizations participated in this research. These analyses examined the relationship between personality and trust in both managers and direct reports and reviewed personality styles as an antecedent of trust between managers and direct reports.

The findings showed that agreeableness was found to be a significant predictor of propensity to trust; the higher an individual's agreeableness and emotional stability, the higher their propensity to trust. No significant relationships existed between propensity to trust and conscientiousness, extraversion, or intellect/imagination. Perceptions of extraversion were not significant in predicting ratings of trustworthiness and the overall model of control variables and perceptions of each of the Big Five traits was well-fitted to the prediction of ratings of leader trustworthiness. Those leading with red energy (extraverted – thinking) tended to have significantly lower propensity to trust then those leading with green energy (introverted – feeling) and was the only significant difference at the .01 level. Employees who perceived their leaders as having a yellow (extraverted - feeling) personality style rated them as less trustworthy than leaders who were perceived as having blue (introverted – thinking) or green (introverted - feeling personality styles. Finally, there were no significant differences in the levels of trust experienced when looking at the interaction of personality styles between employees and leaders.

From these findings, the researcher concluded differences do exist between personality (style and traits) and the impact it has on trust within the relationships. In addition, the responsibility is on each individual to continually assess both his/her own propensity to trust others as well as how others are perceiving his/her trust worthiness, and to adapt one's style in an attempt to generate more trust in relationships.

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Chapter 1: Introduction

As part of the researchers independent organization development (OD) practice, I have been exposed to many different theories, methods, models and tools that have formed beliefs for how to maximize human potential and organizational performance. The combination of these concepts help to inform the creation of the Service Value Wheel as presented in Figure 1.
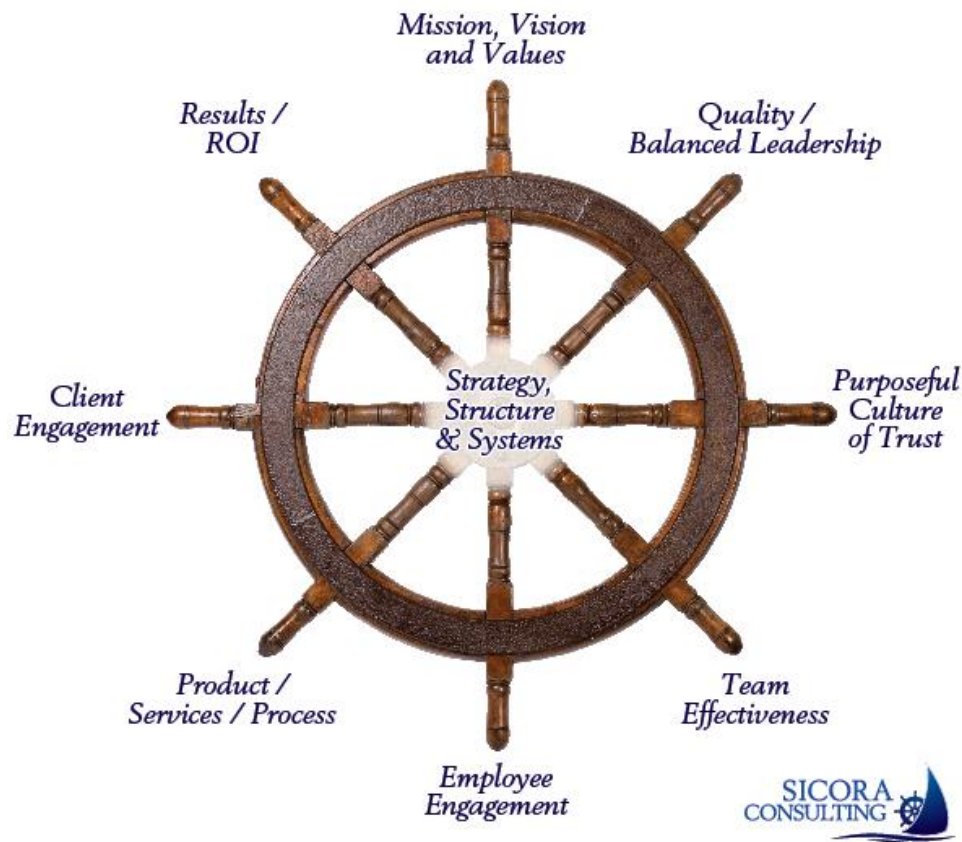

Figure 1. Service value wheel.

To be most effective, the Service Value Wheel's (Sicora, 2011) eight elements are linked and are dependent on an established organizations strategy, structure and performance systems. The right side of the wheel works to maximize human potential while the left takes the human potential and translates it into organizational performance.

The true north of any organization is its mission, vision and values. These three elements, when clearly defined, allow employees to align themselves to something that is meaningful to them, something they would like to be a part of. Strategy, structure, and performance systems then create a clear line of sight. These systems make it possible for employees to know what is expected of them and to work together toward the same destination (Sicora Consulting, 2015).

The right side of the wheel works to maximize human potential by assuring quality and balanced leadership, creating a purposeful healthy culture of trust and allowing teams to operate in a highly effective manner. Every organization relies upon its leader to set direction and to chart a course that brings about growth and creates competitive advantage. Like a refined sailing vessel, such outcomes are possible when the leader is rightfully positioned at the helm and team members are equipped to make full contributions individually and as a coordinated group.

The left side of the wheel the human potential and translates it into organization performance through the creation of the products, services, and processes that are created to satisfy the customer (client, community, or constituent). Ultimately, this provides a return on investment (tax payer dollar or donation) that allows the organization to grow and sustain its mission, vision, and values.

While working with a series of clients in 2013, a common theme emerged: the relationship that quality balanced leadership has on a purposeful culture of trust. In addition, over the past decade I have also worked with hundreds of leaders and teams regarding their personality style and how that has an impact on overall human potential when individuals seek to understand themselves and others better. As a result of these factors (and a thorough review of

existing and past research on related topics), I decided the area of focus for this study would be

personality styles of leaders and employees to determine the impact the relationship of those

personality styles might have on a culture of trust as illustrated in Figure 2.

Figure 2. Service value wheel.

The Service Value Wheel (Sicora, 2011) demonstrates the connection between quality

and balanced leadership and a purposeful culture of trust. Looking at it from a continuum,

leaders can either make decisions or behave in a way that instills trust within a culture or they

can do things that create inconsistencies between their words and actions that bring uncertainty.

The result of these inconsistencies could be a fear-based culture. For example, some employees

experience this as the fear of the unknown. This research study examines the personality styles

of leaders (and their followers) to determine the leader / follower trust relationship.

Purpose of the Study and Research Questions

This research study will look at how specific personality (style and trait) may or may not lend

themselves to greater levels of trust between leaders and employees as presented in Figure 3. The

research questions are as follows:

- Is the personality (style or trait) of an individual a predictor of his or her propensity to trust?

- Are leaders and/or employees with a particular personality (style or trait) perceived as being more trustworthy than others?

- Does the combination personality style between employees and leaders contribute to higher or lower levels of trust?
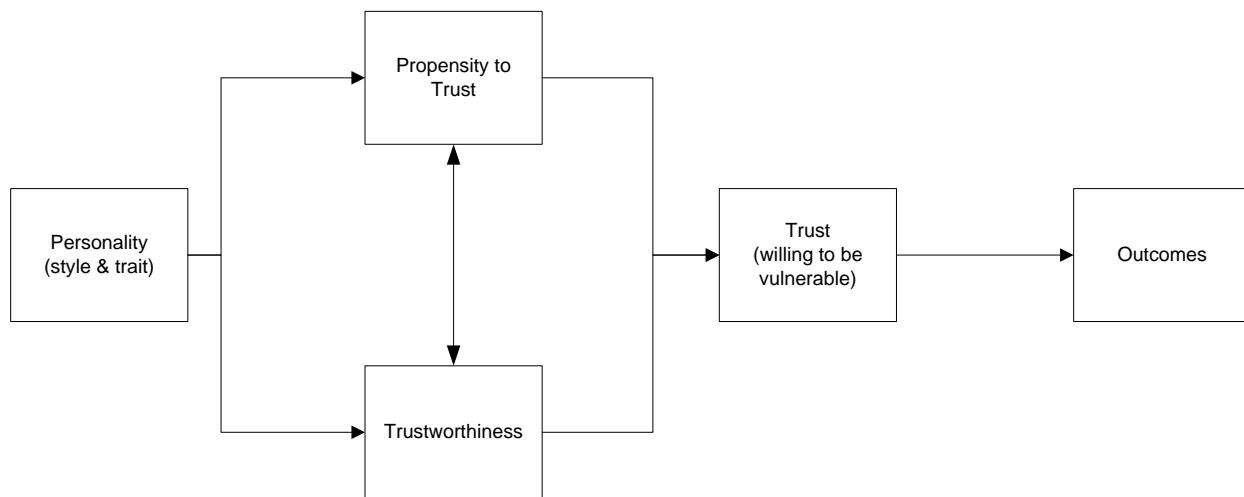
Figure 3. Personality and trust research model.

The Personality and Trust Research Model combines personality styles, propensity to trust, and trustworthiness. It is suggested that personality styles help to influence both one's propensity to trust and one's trustworthiness. It is the combination of those two elements that help to create overall trust, which impacts outcomes.

Significance of the Research

The intention of this research study is to determine if there are certain personality styles or combination of styles that are perceived to be more trustworthy than others and if they are not

perceived as trustworthy, why? Answering these questions will aid leaders in learning adaptive

strategies that can help create greater trusting relationships in organizations

       The next chapter will outline the literature on the topic of trust and demonstrate the lack

of research in the area of personality style related to trust. The following chapters outline the

quantitative method used to conduct the research, the findings of the research, discussion and

thoughts on future research and the conclusion.

Chapter 2: Literature Review

Defining Trust and Proposed Models

Past researchers have described a number of competing models and definitions of trust. Porter, Lawler, and Hackman (1975) asserted that trust was how people feel when they know they won't be taken advantage of and feel comfortable taking risks. Trust has also been defined as the trust enables confidence and a willingness to take action on the basis of the behavior of another (McAllister, 1995). Wang and Clegg (2002) took a collectivist stance in defining trust in relation to cultural differences, stating that trust is based on a feeling of the goodwill of others who are making decisions based on the good of all and not the gain of one. (Mayer, Davis, and Schoorman, 1995) discussed trust in terms of levels of vulnerability and feeling comfortable with some dependency on others, who are expected to do the right thing, without monitoring or trying to control the other party. This research builds off of previous research and focuses on both accepting vulnerability and maintaining positive expectations of the intentions and behaviors of others (Burt & Camerer, 1998; Colquitt, Scott & LePine, 2007; Rousseau, Sitkin, Burt, & Camerer, 1995).

In addition to a wide range of conceptual and operational definitions of trust, past research has focused on a number of theoretical models in examining antecedent and outcome variables. Mayer et al. (1995) recognized the lack of consensus in defining organizational trust and suggested an integrated model differentiating trust, trustworthiness, and outcomes of trust. The authors identified a need for trust in effective working relationships in response to growing diversity within organizations. Results of the study concluded that trust mediates the relationship between trustworthiness and propensity to trust and the resulting organizational outcomes.

McAllister (1995) proposed a model of interpersonal trust comprising affective-based trust and cognition-based trust, where the cognition-based trust is required to an extent in order for affective-based trust to develop. Results of the research from McAllister and Mayer et al., demonstrated that affective trust impacts behavior and performance and that the trustworthiness of an individual will affect peer evaluations.

A meta-analysis by Colquitt et al. (2007) examined the effects of the three trust-related constructs (trust, trustworthiness, and propensity to trust) in order to give clarity to the multiple definitions in the field of organizational trust. Results supported that sub-facets of trustworthiness (ability, benevolence, and integrity) all uniquely predict trust. This is most likely due to the fact that the sub-facets reflect both affective and cognitive trust. Results also showed an individual's dispositional willingness to trust (propensity to trust) predicts trust beyond that explained by trustworthiness. Finally, strong relationships between trust and risk-taking and performance (OCBs, task performance, CPWB) justified the necessity of trust in the development of effective working relationships Colquitt et al. (2007).

Lewicki, Tomlinson and Gillespie (2006) categorized trust development theories into behavioral or specific psychological dimensions (one-dimensional, two-dimensional or transformational). Their research showed that behavioral trust development focuses on observable choices made by individuals in an interpersonal framework and measurement includes use of simulated environments and games. One-dimensional psychological trust development focuses on cognitive and affective processes and considers trust and distrust as opposite ends of a single dimension. Measurement includes examining a person's willingness to be vulnerable, as well as his or her positive expectations of the behavior of the person being trusted. Two-dimensional psychological trust development focuses on the same cognitive and

affective processes as one-dimensional, but considers trust (measured as positive expectations) and distrust (measured as negative expectations) as unique dimensions. Finally, according to Lewicki et al. (2006) transformational trust development purports that different types of trust exist and that they transform with time.

Trust and Teams

In addition to the interpersonal and organization-level impact of trust, more recent research in the field of organizational trust has focused on team-level outcomes. Lee, Gillespie, Mann, and Wearing (2010) demonstrated how trust in the team as a whole predicts team knowledge-sharing, which in turn leads to higher team performance. Results of their study showed that trust in the team was more influential than trust in the leader when examining knowledge-sharing. Additionally, Serva, Fuller, and Mayer (2005) studied reciprocal trust between interacting teams longitudinally and found that antecedents and outcomes of trust act similarly in team environments as in interpersonal environments. Results indicated that risk-taking behaviors were related to team trustworthiness, which then affected trust and risk-taking behaviors. Taken together, these findings support the importance of trust in effective team performance. Poon (2006) exposed how trust in a supervisor is related to an individual's willingness to help coworkers, which would influence team effectiveness as well.

Leadership and Trust

As evidenced by the research, trust plays a dominant role in interpersonal, team, and organization-level outcomes. It follows that trust in leadership has also been shown to predict positive organizational outcomes since critical workplace interaction commonly involves organization leaders. Personality styles and individual perception play a role in how

relationships are created and maintained. Leaders have an influence on how the team and organizational trust is formed (Dirks & Ferrin, 2002). The stronger the relationship of trust, the more positive are work attitudes, which can affect job satisfaction and commitment, (Dirks & Ferrin, 2002).

Podsakoff, MacKenzie, Moorman and Fetter (1990) concluded transformational leadership was superior to transactional leadership in developing trust. The authors found that "follower trust" in the leaders is one of the most critical factors that can mediate the effectiveness of leadership in terms of performance outcomes. Dirks and Ferrin (2002) studies similarly demonstrated that transformational leadership is strongly related to trust and that leadership style and management practices may help increase trust in the workplace.

The influence of trust in leadership on organizational outcomes goes beyond the style of leadership chosen. Research has also shown that inconsistencies between a leader's words and actions lead to decreased levels of trust (Bass, 1985; McGregor, 1967). Poon (2013) examined how trustworthiness facets like benevolence, integrity, and ability, have both direct and interactive effects in predicting trust in a supervisor. Additionally, research has also demonstrated that interpersonal factors as well as institutional influences (shaped by context) develop trust in leadership and organizational trust (Mishra & Mishra, 2013). Mishra and Mishra (2013) proposed a model where trustworthiness facets like reliability, openness, competence, compassion and institutional mechanisms like an open-door policy, combine to result in trust-related outcomes.

Traits and Trust

Although researchers have looked at the correlations between personality and trust, this research has typically relied on only a small number of respondents from a single organization. A goal in this study was to better understand the relationship between personality and trust as it generalizes across a variety of job types, organizations, and employee levels.

Most of the limited research that exists on personality and trust examines personality through a trait model, most typically the five-factor model of personality (McCrae & Costa, 1987). Agreeableness seems to be particularly relevant to workplace trust (Mooradian, Renzl, & Matzler, 2006). Morradian et al. (2006) found that individuals high in agreeableness are likely to believe that others have good intentions. This leads to the first three hypotheses of the research linked to the first research question, and it is as follows:

RQ1: Are personality traits predictors of an individual's propensity to trust?

H1: Employees who are higher in agreeableness will have a higher propensity to trust.

With regard to extraversion, Carl Jung noted that "the introvert… has 'a hesitant, reflective, retiring nature that keeps itself to itself, shrinks from objects, is always slightly on the defensive and prefers to hid behind mistrustful scrutiny'" (as cited in Stevens, 1994). This would suggest individuals with lower levels of extraversion (i.e. higher levels of introversion) may have a lower propensity to trust. Hogan and Holland's 2003 research (as cited in Fahr & Irlenbusch, 2008), provided some evidence of pro-social and cooperative behaviors exhibited by extraverts, which may be indicative of a willingness of extraverts to trust others more quickly. Therefore, the second research question is as follows:

H2: Employees who are higher in extraversion will have a higher propensity to trust.

Neuroticism, or reversed emotional stability, is a measure of how prone to anxiety, stress, or volatility an individual may be. Research in an experimental setting suggested higher levels of trait anxiety are associated with more skepticism and a lower propensity to trust others (Fahr & Irlenbusch, 2008). This finding echoed earlier research by Mount, Barrick and Stewart, (1998) (as cited in Fahr & Irlenbusch, 2008), which similarly found individuals with higher levels of trait anxiety to be less cooperative, suggesting less of a willingness to trust others. Thus, the next hypothesis of this research is as follows:

H3: Employees who have higher emotional stability (i.e. lower neuroticism) will have a higher propensity to trust.

Several studies have demonstrated a link between the perceived ability or competence of an individual and ratings of that individual's trustworthiness (citations in Fahr & Irlenbusch, 2008; Gill, Boies, Finegan, & McNally, 2005). When taking a closer look at the items used to assess perceptions of ability, the items appear to relate to responsibility and industriousness, both within the five-factor trait of conscientiousness. Meta analyses have indicated that conscientiousness is a personality trait with consistent relationships with ratings of job performance (Mount, et al., 1998), which further links the trait with the competence and ability components of trust and trustworthiness. Therefore the fourth hypotheses are linked to the second research question as follows:

RQ2: Are certain personality traits perceived as more trustworthy than others?

H4: Leaders and employees who are seen as more conscientious will be rated as more trustworthy.

Personality Styles and Trust

Research on personality types and styles (in contrast to personality traits) is less apparent in the trust literature. Few published studies make use of Jungian-based instruments. One notable exception is provided by Lumsden and MacKay (2006), who examined trust differences across consumer personality styles to develop a trustworthy website. Researchers used a measure that broadly maps individuals onto one of four personality styles, similar to the Jungian measure used in this study. Though the authors acknowledged that their sample size was far too small to see any generalizable or statistically significant differences in trust behaviors across personality styles, they did note that consumers who favored one of the two extraverted personality styles tended to offer higher ratings of trustworthiness than those who adopted the introverted styles.

In summary, due to the lack of foundational research, the research is framed around personality styles and trust and general research questions instead of specific hypotheses. Research questions three and four are as follows:

RQ3: Is personality style a predictor of an individual's propensity to trust?

RQ4: Are certain personality styles perceived as more trustworthy than others?

The researcher is also interested in the interaction between employee and leader personality traits and styles, and how those interactions may relate to trust. Therefore, research question five states:

RQ5: How does the interaction of personality styles between employees and leaders contribute to higher or lower levels of trust?

Outcomes of Trust

Research has shown employee organizational trust has a positive impact on desired outcomes including organizational citizenship behaviors, cooperation, positive job attitudes, and performance (Dirks & Ferrin, 2001). Trust has also been shown to relate to organization revenue and profit (Davis, Schoorman, Mayer, & Tan, 2000). In addition to being positively related to a range of organizational outcomes, trust has also been shown to be critical across multiple levels within an organization. For example, trust in the workplace has been shown to be critical in developing coordination and control for organizational-level outcomes (Shapiro, 1987).

Research has also shown trust to be a significant predictor of coordination and effective relationships at the interpersonal level (Granovetter, 1985; Ferris et al., 2009). Furthermore, Dirks and Ferrin (2002) suggested that trust has both direct and moderating effects on organizational outcomes.

Chapter 3: Methodology

Parti*c***ipants**

In the researchers consulting experience, effective working relationships have been established with many organizations across the country. To find participants for this study, some of these organizations were contacted because they had an interest in understanding more about the levels of trust existing within their organizational culture. As a benefit of participating, everyone who completed a survey received a free personality profile, valued at $295 each. Eighteen organizations agreed to participate in this research and 1355 invitations were sent (including links to the surveys) to individuals. I received responses from 917 individuals, a response rate of 67.7%. After I removed individuals who responded 'I do not consent to participate,' the final sample included responses from 900 individuals (210 of which were supervisors) from 18 organizations in the United States (66.4% of those invited).

All participants indicated that their primary language was English. Figures 4 through7 describe the demographic distribution of the sample. In the sample, 665 respondents (73.9%) identified as Caucasian, 53 (5.9%) identified as Asian, 32 (3.6%) identified as Hispanic, 21 (2.3%) identified as African American/Black and 16 (1.8%) identified as Native American, Pacific Islander or other. The remainder (27, 3.17%) indicated that they preferred not to answer. There were 378 (42%) men in the sample and 519 (58%) women. Regarding the education levels of the sample, 18 (2.0%) respondents indicated that they had received their GED or a high school diploma, 101 (11.2%) finished some college, 140 (15.6%) had an Associate's degree, 389 (43.2%) had a Bachelor's degree, 56 (6.2%) had completed some graduate school, 159 (17.7%)

had earned a Master's degree and 198 (22.0%) had a Doctorate or professional degree. The average age was 43.1 years with a standard deviation of 12.09 years.
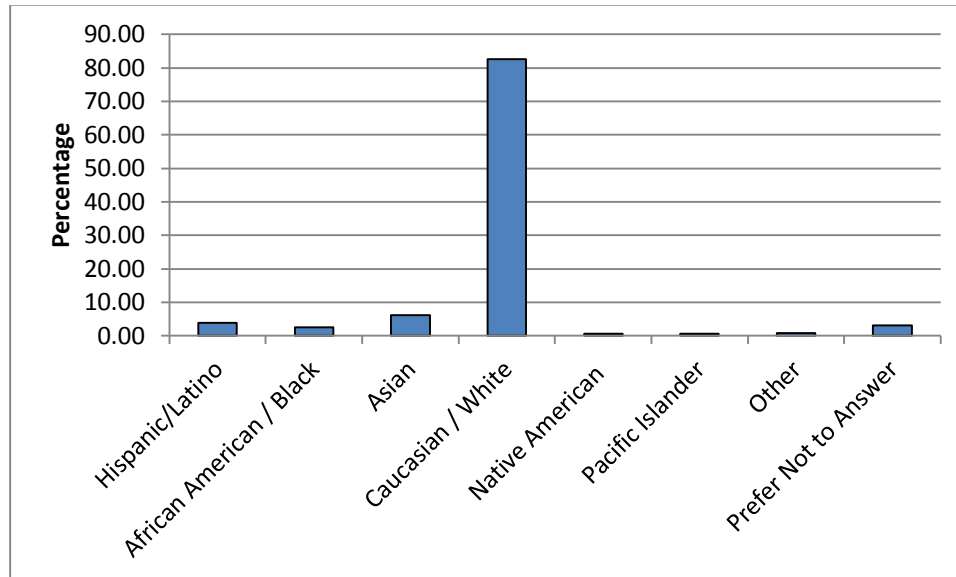
Figure 4. Ethnic backgrounds of participants. 853 individuals chose to respond to this item.
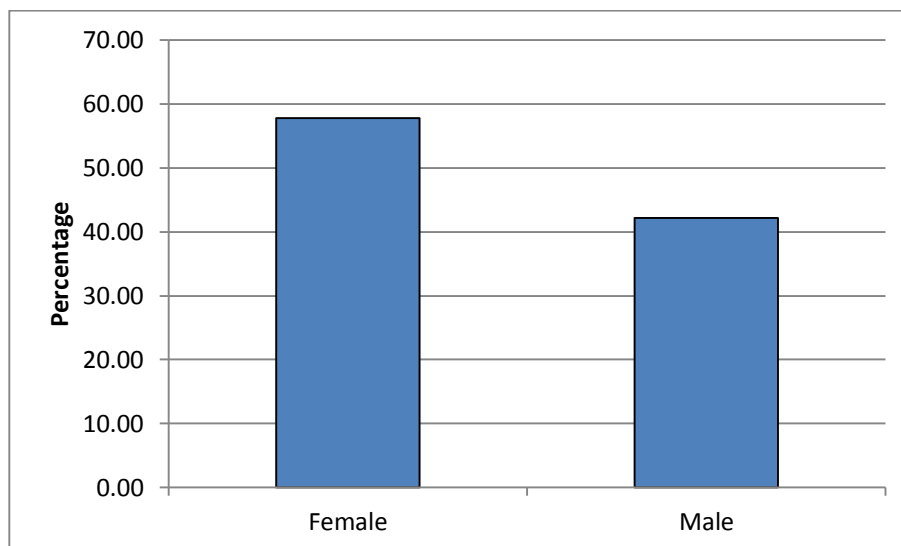
Figure 5. Gender distribution of participants in this study. 875 individuals chose to respond to this item.
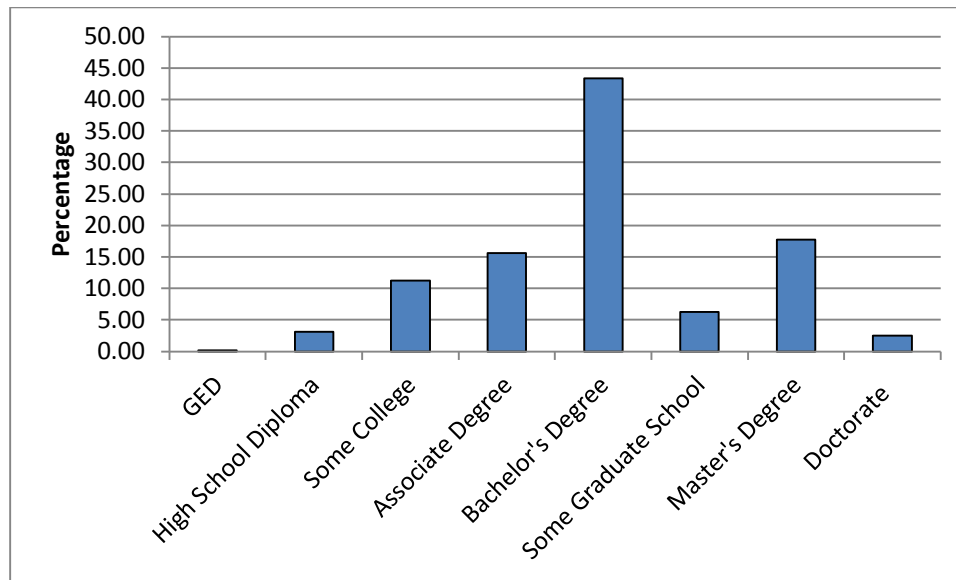
Figure 6. Highest level of education achieved by participants. 896 individuals chose to respond to this item.
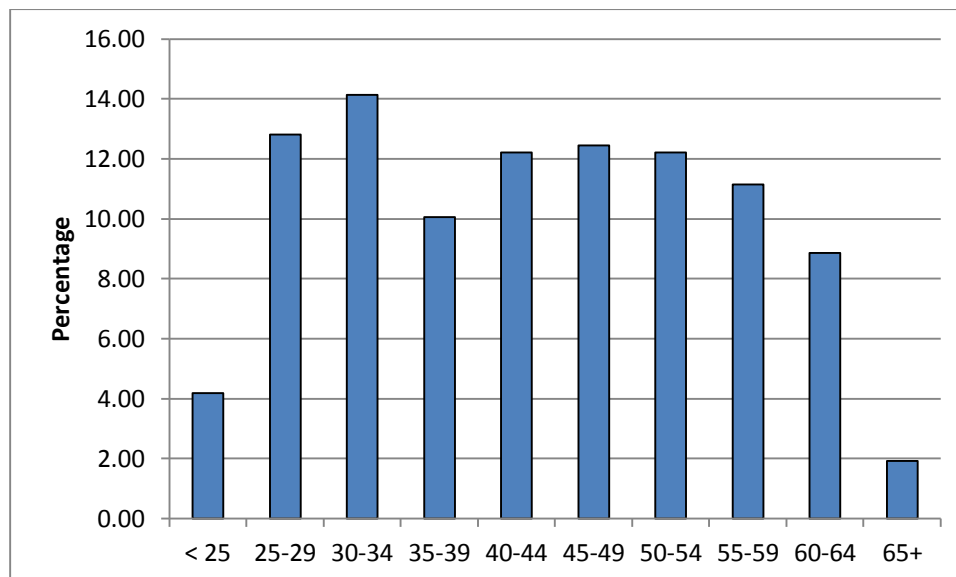
Figure 7. Age distribution. 835 individuals chose to respond to this item.

Measures

Big five. I used the 50-item International Personality Item Pool – Five Factor Model

(IPIP-FFM) personality scale to collect personality trait information (Goldberg, 1999). The Big

Five Model of personality is among the most widely accepted personality taxonomies in

psychology (Ones, Viswesvaran, & Dilchert, 2005). The 50-item IPIP FFM scale has been

shown to have adequate validity and reliability for psychological research (Goldberg et al.,

2006). Items are rated 1-5 on a strongly disagree to strongly agree Likert scale.

Employees were asked to rate their leaders' personalities by completing the items of the

IPIP-FFM, the 20-item Mini-IPIP (Donnellan, Oswald, Baird, & Lucas, 2006). The shortened

version of the scale was more appropriate to this study as it reduced the scale length. Both the

50-item IPIP and the mini-IPIP are in Appendix A.

The five factors assessed by the IPIP include the following:

- Imagination/Intellect: Inventive/curious vs. consistent/cautious.

- Conscientiousness: Efficient/organized vs. easy-going/careless.

- Extraversion: Outgoing/energetic vs. solitary/reserved.

- Agreeableness: Friendly/compassionate vs. analytical/detached.

- Emotional Stability: Sensitive/nervous vs. secure/confident.

Insights discovery. Participants in the study also completed a Jungian-based evaluator

called the Insights Discovery. This evaluator is commonly used in organizations for employee

development and training and instead of looking at personality traits; the Insights evaluator

examines personality styles, or collections of simultaneous traits. Past research has found the

Insights Discovery evaluator to be a reliable and valid personality measure (Benton, Van Erkom

Schurink, & Desson, 2005). To complete the evaluation, participants were presented with 25

items, each offering four word pairs and they indicated the word pair most like them, the word

pair least like them, and then rate the remaining two word pairs on a 1-5 scale (1 = 'less like me',

5 = 'more like me'). Insights Discovery returned this data with a 0-6 score for each color.

Whichever color has the highest raw score is the individual's leading color, was used for

categorical analysis. Insights Discovery was used for the purposes of this study over Meyer's

Briggs Type Indicator (MBTI) for a variety of reasons. First, given the current research on the

tools, Discovery Insights has been determined to be a much more accurate instrument from a

face validity perspective, given the thousands that administered. Second, the output created by

the profile is much more actionable and useful for the participants (providing a perceived greater

value). Third, the researcher is a certified administrator of the instrument, so it was more

convenient for the purposes of administering it and providing a debrief summary to all those who

participated in the study.

Insights Discovery uses a color based system built off of the Jungian attitudinal functions

and is as follows:

- Blue energy: Introverted – Thinking. Individuals with high levels of blue energy
  tend to be described as cautious, formal, deliberate, and precise. They enjoy
  details and prefer to take an objective approach to decision making.

- Green energy: Introverted – Feeling. Individuals with high levels of green energy tend to be described as caring, patient, relaxed, and encouraging. They value maintaining relationships with others and tend to avoid confrontation.

- Yellow energy: Extraverted – Feeling. Individuals with high levels of yellow energy tend to be described as sociable, demonstrative, enthusiastic, and dynamic. They are often friendly and spontaneous and prefer flexibility in their decisions and environment.

- Red energy: Extraverted – Thinking. Individuals with high levels of red energy tend to be described as competitive, purposeful, determined and strong-willed. They like to be in control and tend to value results and productivity.

The breakdown of color energy percentages is illustrated in appendix C.

Trust. (Tv) The researcher measured trust using Gillespie's Behavioral Trust Inventory (BTI) (2011). The measure is made up of 10 items that assess participants' willingness to engage in certain trust behaviors with another individual. Items are measured on a 1-7, not at all willing to completely willing Likert scale. Subscales within the measure tap into participants' willingness to rely on another individual and willingness to disclose personal information and feelings to another individual; however, the study focused on overall trust as assessed by the entirety of the BTI. Sample items include "[How willing are you to] Rely on your leader's task related skills and abilities," and "[How willing are you to] Confide in your leader about personal issues that are affecting your work." The researcher listed the full measure in Appendix A.

Trustworthiness. (Tw) The researcher used the Mayer and Davis' ABI (1999) to measure perceptions of trustworthiness. The measure is comprised of 17 items (assessed on a 1-

5, strongly disagree – strongly agree likert scale), and it assumes trustworthiness is made up of perceptions of ability, benevolence and integrity. Each of these dimensions can be assessed separately through the scale; however, the present study focused on overall trustworthiness as assessed by the entirety of the ABI. Sample items include "I feel very confident about my leader's skills" and "My leader will go out of their way to help me."

Propensity to trust. (pT) Using a model from Ashleigh (2012), the researcher measured (pT) tendency to trust others. The measure is made up of 20 items; all answered using a 1-5, strongly disagree to strongly agree scale. Sample items include "Other people cannot be relied upon" and "It is better to be safe than sorry."

Other measures. In addition to the measures described above, additional information was collected. Though not necessarily analyzed for the purposes of this study, this additional information will enable more thorough feedback to participating organizations and will keep open the option of further analysis outside the boundaries of the current research questions. I created a single item to assess participants' overall trust in their work team; for example, "Overall, I have a strong, trusting relationship with my team members." Participants answered this item using a 1-5 strongly disagree to strongly agree Likert scale. Similarly, the researcher created a single item to assess participants' overall trust; for example "Overall, I trust this organization." Participants completed Gallup's Q12 survey (Buckingham & Coffman, 1999) of employee engagement and rated the performance of their leader and/or employees using a 1-5 rating scale of performance. Finally, the researcher developed an eight-item Care Continuum intended to place feelings of love/hate, faith/fear, trust/distrust and comfort/discomfort on a single dimension. This measure was given for scale development purposes and was not included in analysis for the present research questions.

Procedure

Before the surveys were administered, the researcher worked with participating organizations to get the email addresses, reporting information and basic demographic information for all participants who would be sent surveys. This enabled clear identification for participants who were meant to be rated as their 'leader' and/or 'employee.'

I contacted participants willing to be part of the study via email and gave them a link to their own survey page. All participants ($N = 900$) completed a "Trust – Self" survey, comprised of the 50-item IPIP, propensity to trust scale Ashleigh's (2012), the Q12 engagement scale, a self-performance rating and the overall measures of trust in team and trust in the organization. Participants who had a leader participating in the study ($N = 812$) also completed a "Trust in Leader" survey. This survey asked participants to complete the measures with their leader in mind, for example, a mini-IPIP, an abbreviated (5-item) version of the Insights Discovery Evaluator, (trustworthiness scale (Mayer & Davis, 1995), Gillespie's (2011) trust inventory, the Care Continuum, and a rating of leader performance. Finally, if participants were leaders ($N = 237$), they were given a "Trust in Employee" survey for each of their employees participating in the study. These surveys asked participants to complete the measures with a stated employee in mind, for example, the trustworthiness scale (Mayer & Davis, 1995), Gillespie's (2011) trust inventory, the Care Continuum and a rating of employee performance. Leaders completed surveys on 943 employees, and of these employees, 731 completed their own "Trust – Self" survey.

All participants also received a link and access code to complete the Insights Discovery evaluator. This data was processed through Insights Discovery, who then sent raw color scores

back to the researcher. The researcher sent weekly follow up emails to participants who had not completed all of the measures. Finally, the personality profiles were emailed to participants once all data collection was completed.

The data was analyzed primarily using ANOVA and linear regression. The Tukey HSD multiple comparisons of means was used to further identify differences between trust behaviors of individuals who lead with different personality styles after ANOVA results indicated a difference existed between groups. The description of the analyses is more fully explained in the following chapter.

Chapter 4: Findings

Descriptive Statistics

Table 1 shows the means, standard deviations and correlations among key personality variables in this study. Table 2 shows the means, standard deviations and correlations among perceived and actual (i.e. self-ratings) leader characteristics. With regard to the Insights Discovery evaluator, 35% of participants (N=304) had highest ratings for blue energy (Introverted Thinking), 33.8% (N=294) lead with green energy (Introverted Feeling), 16.7% (N=145) lead with yellow energy (Extraverted Feeling) and 14.5% (N=126) lead with red energy (Extraverted Thinking).

Research Question 1: Traits and Propensity to Trust

The first research question of this study examined the relationships between traits and propensity to trust:

RQ1: Are personality traits predictors of an individual's propensity to trust?

Previous research in this area led to three hypotheses concerning the role of Big Five personality traits in an individual's propensity to trust:

H1: Employees who are higher in agreeableness will have a higher propensity to trust.

H2: Employees who are higher in extraversion will have a higher propensity to trust.

H3: Employees who are higher in emotional stability will have a higher propensity to trust.

The correlations between propensity to trust and agreeableness, extraversion and emotional

stability are 0.301 (t = 9.330, p < 0.001), 0.106 (t = 3.167, p = 0.0016), and 0.326 (t = 10.195, p

< 0.001), respectively. However, to more fully answer this question, a linear regression was

conducted in R, regressing each of the Big Five traits on propensity to trust (see Table 3).

Table 3

Regression Results: Big Five Personality Traits Predicting Propensity to Trust

Variable	β	Std. Error	t-value	p-value
Intercept	1.776	0.188	9.442	<0.001
Controls				
Degree	0.021	0.010	2.094	0.0365
Age	-0.000	0.001	-0.206	0.8368
Ethnicity	0.002	0.010	0.228	0.8189
Time Reporting to Supervisor	-0.002	0.001	-2.092	0.0368
Length of Working Relationship with Supervisor	0.011	0.002	4.376	<0.001
Gender	0.020	0.027	0.763	0.4459
Big Five Traits				
Extraversion	0.009	0.019	0.507	0.6126
Agreeableness	0.203	0.027	7.419	<0.001
Conscientiousness	0.051	0.026	1.976	0.0485
Emotional Stability	0.160	0.021	7.693	<0.001
Intellect / Imagination	-0.055	0.027	-2.069	0.0388

After controlling for highest degree obtained, age, ethnicity, time reporting to supervisor, length

of any working relationship with supervisor and gender, both agreeableness were found to be

significant predictors of propensity to trust; the higher an individual's agreeableness and

emotional stability, the higher their propensity to trust (model multiple $R^2 = 0.193$, $p < 0.001$).

Thus, hypotheses 1 and 3 were supported. No significant relationships existed between

propensity to trust and conscientiousness, extraversion, or intellect/imagination; Hypothesis 2

was not supported.

Research Question 2: Traits and Trustworthiness

The second research question of this study examined the relationship between personality

traits and perceived trustworthiness:

RQ2: Are certain personality traits perceived as more trustworthy than others?

Previous research in this area led to on hypothesis of traits and trustworthiness:

H4: Employees who perceive their leaders as high in conscientiousness will rate their

leaders as more trustworthy.

The correlation between leader trustworthiness and perceptions of leader

conscientiousness were 0.537 ($t = 18.06$, $p < 0.001$). However, to fully answer this question, two

models were tested using linear regression in R: one predicting ratings of leader trustworthiness

using leaders' self-ratings of their own traits (from their "Trust-Self" survey) and one predicting

ratings of leader trustworthiness using employees' perceptions of their leader's personality traits

(from "Trust in Leader" survey). Results of these two models are shown in Tables 4 and 5.

Table 4

Regression Results: Leaders' Big Five Personality Traits Predicting Employee Ratings of Leader Trustworthiness

Variable	β	Std. Error	t-value	p-value
Intercept	4.189	0.401	10.454	<0.001
Controls				
Degree	0.001	0.021	0.332	0.740
Age	-0.006	0.002	-2.894	0.004
Ethnicity	-0.013	0.021	-0.615	0.538
Time Reporting to Supervisor	0.001	0.002	0.598	0.550
Length of Working Relationship with Supervisor	-0.000	0.005	-0.078	0.938
Gender	0.071	0.052	1.376	0.169
Leader's Big Five Traits				
Extraversion	0.095	0.040	2.390	0.171
Agreeableness	-0.113	0.054	-2.082	0.377
Conscientiousness	0.064	0.051	1.250	0.212
Emotional Stability	-0.048	0.044	-1.079	0.281
Intellect / Imagination	-0.072	0.058	-1.239	0.216

Table 5

Regression Results: Employee Perceptions of Leader's Big Five Personality Traits Predicting Leader Trustworthiness

Variable	β	Std. Error	t-value	p-value
Intercept	0.432	0.177	2.437	0.015
Controls				
Degree	0.018	0.013	1.432	0.152
Age	-0.004	0.001	-3.119	0.002
Ethnicity	-0.025	0.013	-1.898	0.058
Time Reporting to Supervisor	0.002	0.001	1.717	0.086
Length of Working Relationship with Supervisor	0.002	0.003	0.599	0.550
Gender	-0.000	0.032	-0.004	0.996
Perceptions of Big Five Traits				
Extraversion	0.025	0.023	1.122	0.262
Agreeableness	0.342	0.024	14.015	<0.001
Conscientiousness	0.293	0.024	12.257	<0.001
Emotional Stability	0.076	0.027	2.768	0.006
Intellect / Imagination	0.199	0.030	6.697	<0.001

As seen in Table 4, none of the leaders' actual traits were predictive of employee ratings of trustworthiness, after controlling for the degree, age, ethnicity, gender, length of time reporting to supervisor and length of working relationship with supervisor. However, nearly all

of the leaders' Big Five traits as rated by employees were significantly related to perceptions of leader trustworthiness. After controlling for the same previously mentioned controls, employee-rated agreeableness ($\beta = 0.342$, t = 14.015, p < 0.001) and conscientiousness ($\beta = 0.293$, t = 12.257, p < 0.001) were the biggest predictors of perceived leader trustworthiness. In other words, the higher employees rated their leaders' agreeableness and conscientiousness, the more trustworthy they perceived their leaders to be. Perceptions of intellect/imagination also significantly predicted perceived trustworthiness ($\beta = 0.199$, t = 6.697, p < 0.001) and to a lesser extent, so did emotional stability ($\beta = 0.076$, t = 2.768, p < 0.006). Though perceptions of extraversion were not significant in predicting ratings of trustworthiness, the overall model of control variables and perceptions of each of the Big Five traits was well-fitted to the prediction of ratings of leader trustworthiness (model multiple $R^2 = 0.574$, p < 0.001).

Research Question 3: Personality Styles and Propensity to Trust

The third research question this study addressed was the relationship between personality style and propensity to trust:

RQ3: Is personality style a predictor of an individual's propensity to trust?

To address this question, an ANOVA was run to determine differences between the leading personality styles of all participants and their propensity to trust (see Table 6). The ANOVA indicated that there was a significant difference between groups (F = 8.534, df = 3 and 847, p < 0.001).

Table 6

ANOVA: Propensity to Trust and Leading Personality Style

	Df	Sum Sq	Mean Sq	F	p-value
Leading Color	4	4.653	1.163	6.601	<0.001
Residuals	874	154.013	0.176		

A multiple comparison of means using Tukey's HSD indicated that those leading with red energy tended to have significantly lower propensity to trust. The difference between the group with the highest mean propensity to trust (those leading with green energy – Introverted Feeling) and the lowest (those leading with red energy – Extraverted Thinking) was the only significant difference at the .01 level (difference = 0.225, $p < 0.001$, see Table 7). The differences between average propensity to trust among those who lead with red energy compared to those who lead with blue or green are significant at the .05 level, however, these differences are still of interest. A comparison of the average propensity to trust between those leading with blue, green, yellow, and red energy further reveals that though they are meaningful, the differences between groups are small (means = 3.357, 3.448, 3.382, and 3.223, respectively (see Figure 8.)

Table 7

Tukey HSD Comparison of Means: Leading Color differences in Propensity to Trust

Leading Colors	Difference	Lower estimate	Upper estimate	p-value
Green-Blue	0.091	-0.004	0.186	0.070
Yellow-Blue	0.025	-0.924	0.142	0.978
Yellow-Green	-0.066	-0.184	0.052	0.548
Yellow-Red	0.161	0.020	0.303	0.016
Red-Blue	-0.137	-0.259	-0.014	0.020
Red-Green	-0.227	-0.351	-0.104	<0.001
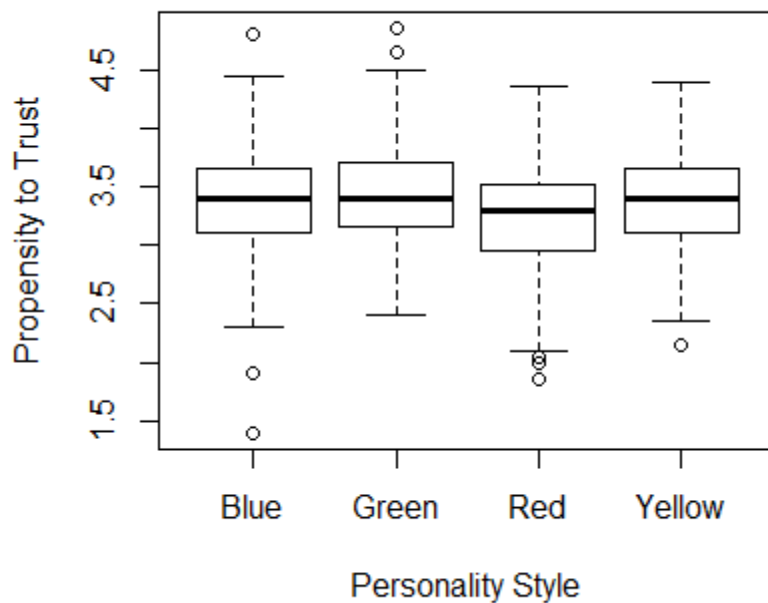
Figure 8: Differences in propensity to trust across individuals' primary personality style.

Blue energy represents Introverted Thinking, green energy represents Introverted Feeling, red energy represents Extraverted Thinking and yellow represents Extraverted Feeling.

To further explore this third research question, the researcher examined the extent to which employees trusted their leaders and while propensity to trust might be lower for individuals who lead with red energy, does this difference translate into actual trust behaviors? A one way ANOVA comparing rated trust levels across leading color energies revealed no significant differences between the groups (F = 1.490, df = 4 and 803, p = 0.203, see Table 8). Similarly, a one-way ANOVA examining the effect of leaders' personality style on their ratings of trust of their employees yielded non-significant results (F = 2.022, df = 4 and 937, p = 0.089, (see Table 9). This suggested that no personality style was more or less likely to trust their leaders or employees than any of the other styles.

Table 8

ANOVA: Employee Trust in Leaders by Employee Personality Style

	Df	Sum Sq	Mean Sq	F	p-value
Employee's Personality Style	4	10.51	2.627	1.490	0.203
Residuals	803	1416.01	1.763		

Table 9

ANOVA: Leader Trust in Employees by Leader Personality Style

	Df	Sum Sq	Mean Sq	F	p-value
Leader's Personality Style	4	12.18	3.044	2.022	0.089
Residuals	937	1410.54	1.505		

Research Question 4: Personality Style and Perceived Trustworthiness

The fourth research question asked in this study pertained to personality styles and perceptions of trustworthiness:

RQ4: Are certain personality styles perceived as more trustworthy than others?

To address this research question, an ANOVA was run to determine differences between the perceived leading personality styles of leaders and their ratings of trustworthiness. The ANOVA indicated there was a significant difference between groups ($F = 6.651$, df = 3 and 805, $p < 0.001$, see Table 10).

Table 10

ANOVA: Leader Trustworthiness and Leader's Perceived Leading Personality Style

	Df	Sum Sq	Mean Sq	F	p-value
Perceived Personality Style	3	9.91	3.302	6.651	<0.001
Residuals	805	339.69	0.497		

Post-hoc paired comparisons (see Table 11) revealed that employees who perceived their leaders as having a yellow (Extraverted Feeling) personality style rated them as less trustworthy than leaders who were perceived as having blue (difference = -0.286, $p < 0.001$, Tukey HSD corrected) or green (difference = -0.277, $p = 0.003$, Tukey HSD corrected) personality styles. A comparison of group means revealed that the true difference between groups was small and the average perceived trustworthiness for leaders rated as high blue, green, yellow and red was 3.94, 3.93, 3.66, and 3.83, respectively (see Figure 9).

Table 11

Tukey HSD Comparison of Means: Leaders' Perceived Leading Color and Trustworthiness

Leading Colors	Difference	Lower Estimate	Upper Estimate	p-value
Green-Blue	-0.009	-0.187	0.170	0.999
Red-Blue	-0.112	-0.283	0.059	0.331
Yellow-Blue	-0.286	-0.460	-0.111	<0.001
Red-Green	-0.104	-0.306	0.099	0.551
Yellow-Green	-0.277	-0.482	-0.072	0.003
Yellow-Red	-0.173	-0.372	0.025	0.110

Further analysis of leaders' actual leading color energy revealed no significant difference (at $p = 0.01$) between leaders' actual leading personality style and their perceived trustworthiness (see Table 12).

Table 12

ANOVA: Leader Trustworthiness and Leader's Leading Personality Style

	Df	Sum Sq	Mean Sq	F	p-value
Leader's Personality Style	4	2.71	0.677	1.337	0.254
Residuals	804	406.89	0.506		

Figure 9: Differences in ratings of leader trustworthiness by perceived leader personality style.

Blue energy represents Introverted Thinking, green energy represents Introverted Feeling, red energy represents Extraverted Thinking and yellow represents Extraverted Feeling.

Research Question 5: Interaction of Leader and Employee Personalities

Research question five examined the interaction between leader and employee personality styles and its effect on levels of trust:

RQ5: How does the combination of personality styles between employees and leaders contribute to higher or lower levels of trust?

A two-way ANOVA examining the individual and interaction effects of employees' leading personality style and their perceptions of their leader's leading personality style on employee-rated trust revealed a significant main effect for employee perceptions of leader personality ($F = 5.079$, df = 3 and 788, $p = 0.002$, see Table 13), but not for their own personality style ($F =$

1.700, df = 3 and 788, p = 0.148). There was no significant interaction effect between these two

variables (F = 0.338, df = 12 and 788, p = 0.982).

Table 13					
ANOVA: Effects of Employee Personality Style and Perceptions of Leader's Personality Style on Employee Ratings of Trust in Leader					
	Df	Sum Sq	Mean Sq	F	p-value
Leader's Perceived Personality Style	3	26.70	8.900	5.079	0.002
Employee's Personality Style	4	11.92	2.979	1.700	0.148
Interaction: Leader's Perceived and Employee's Personality Style	12	7.10	0.592	0.338	0.982
Residuals	788	1380.80	1.752		

An examination of the effect of employee perceptions of leader personality style revealed

that employees who perceived their leaders as projecting yellow energy, reported significantly

less trust in their leaders than employees who perceived their leaders as projecting green energy

(difference = 0.530, p = 0.002, Tukey HSD correction) or blue energy (difference = 0.399, p =

0.009, Tukey HSD correction). The average trust in leaders with blue, green, yellow, and red

personality styles (5.27, 5.402, 4.871, and 5.10, respectively) is shown in Figure 10. There was

no effect of leader's actual personality style on employee trust in leader (F = 0.8995, df = 4 and
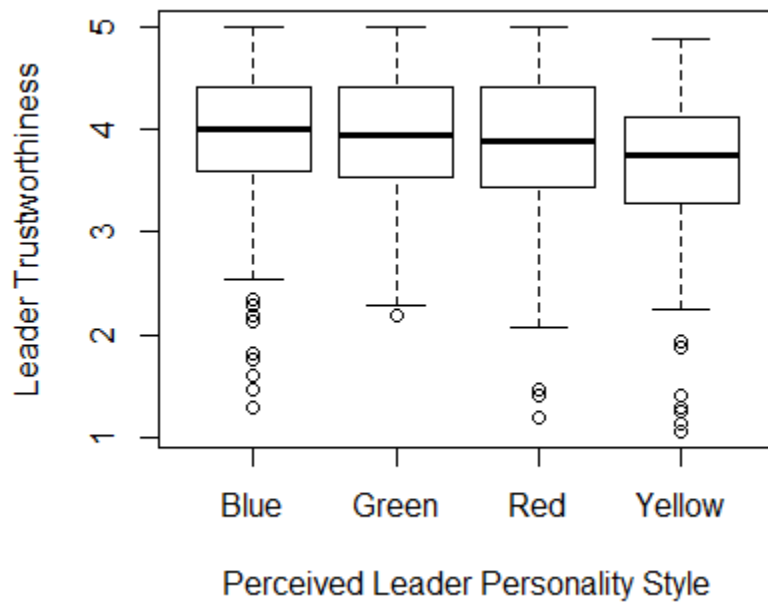
803, p = 0.4636).
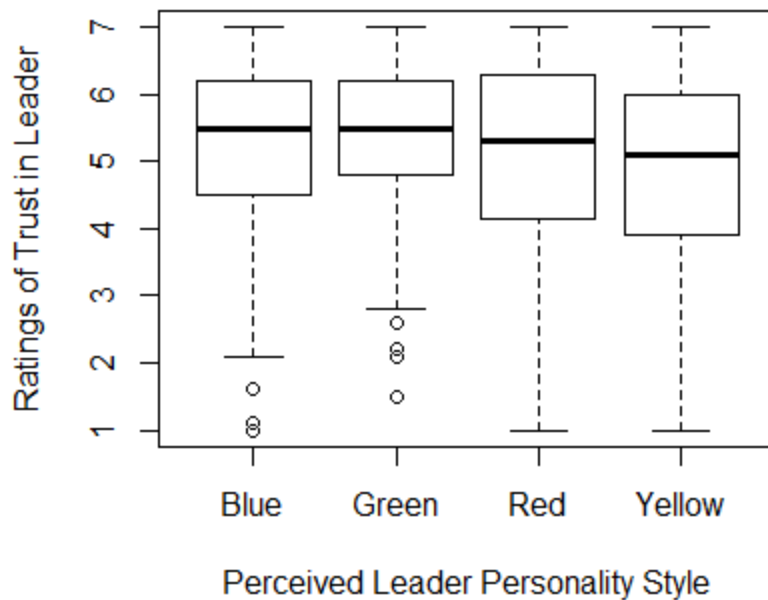
Figure 10: Differences in rated trust in leader, separated by perceived leader personality style.

Blue energy represents Introverted Thinking, green energy represents Introverted Feeling, red energy represents Extraverted Thinking and yellow represents Extraverted Feeling.

With regard to personality styles, a two-way ANOVA revealed no significant interaction between an employee's personality style and the perceived personality style of their leader on employee ratings of leader trustworthiness (F = 0.349, df = 9 and 767, p = .958). Further analysis revealed no significant interaction between an employee's personality style and his/her leader's actual personality style on employee ratings of leader trustworthiness (F = 0.8836, df = 9 and 632, p = 0.5395), nor on leader ratings of employee trustworthiness (F = 1.585, df = 9 and 664, p = 0.116).

With regard to personality traits, a model that examined main and interaction effects between employee self-ratings on Big Five traits and their ratings of their leader's Big Five

personality traits (after controlling for degree, age, ethnicity, time reporting to supervisor, length of working relationship with supervisor, and gender) yielded no significant coefficients, but the overall model significantly predicted employee ratings of leader trustworthiness (Multiple R^2 = 0.5954, p < 0.001). A model examining relationships between employee and leader self-ratings on Big Five traits slightly predicted employee ratings of leader trustworthiness (Multiple R^2 = 0.113, p = 0.0037), but did not predict leader ratings of employee trustworthiness (Multiple R^2 = 0.068, p = 0.398). None of the individual coefficients were statistically significant at a p = 0.01 threshold. Overall, this research question did not yield any consistent patterns of trust between personality styles and traits, though results did show that employee traits and the perceived personality traits of their leader were both important in predicting employee ratings of leader trustworthiness.

Additional Analyses: Trust behaviors

The correlation between employees' propensity to trust and ratings of their leaders' trustworthiness was slight, but significant (r = 0.182, p < 0.001). A linear regression model suggested that propensity to trust was a significant predictor of employee ratings of leader trustworthiness after controlling for the previously mentioned demographic variables (β = 0.34, t = 5.520, p < 0.001; model multiple R^2 = 0.06, p < 0.001). Also, though not in the original hypothesis, propensity to trust was a significant predictor of employee- rated trust in their leader after controlling for the aforementioned demographic variables (β = 0.586, t = 5.072, p < 0.001; model multiple R^2 = 0.044, p < 0.001). The two variables were also slightly, but significantly, correlated (r = 0.175, p < 0.001).

Employee perceptions of leader trustworthiness were highly related to their rated level of trust in that leader and the correlation between the two was very strong ($r = 0.839$, $p < 0.001$). Predicting trust from perceptions of trustworthiness (after controlling for demographics) resulted in a well-fitted model ($\beta = 1.564$, $t = 41.088$, $p < 0.001$; model multiple $R^2 = 0.706$, $p < 0.001$).

A similar relationship was found for leader ratings of employee trustworthiness and trust in that employee. The correlation was strong ($r = 0.655$, $p < 0.001$) and predicting leader trust in employee from perceptions of employee trustworthiness (after controlling for demographics) resulted in a reasonably-fitted model ($\beta = 1.375$, $t = 20.577$, $p < 0.001$; model multiple $R^2 = 0.413$, $p < 0.001$).

Employee ratings of leader trustworthiness may mediate the relationship between employee propensity to trust and employee trust in their leader. When both propensity to trust and leader trustworthiness were in a regression model predicting employee trust in leader, only ratings of trustworthiness remained as a significant predictor ($\beta = 1.553$, $t = 39.352$, $p < 0.001$; model multiple $R^2 = 0.702$, $p < 0.001$)

Additional Analyses: Reciprocal Trust

Interestingly, while the correlation between leader trust of employee and employee trust of leader was significant, the correlation coefficient was surprisingly small: $r = 0.101$ ($t = 2.643$, $df = 680$, $p = 0.0084$). When predicting employees' trust in their leaders from leaders' trust in employees (after controlling for demographics), leader ratings of trust were marginally significant ($\beta = 0.0919$, $t = 2.297$, $p = 0.0219$; model multiple $R^2 = 0.0212$, $p = 0.513$). The results were no different when predicting leaders' trust in their employees from employee trust in leaders, after controlling for demographics ($\beta = 0.0875$, $t = 2.297$, $p = 0.219$; model multiple R^2

= 0.0215, p < 0.0475). Thus, it appeared that the extent to which a leader trusted an employee did not influence the extent to which that employee trusted their leader in return and a similar pattern emerged for the reverse relationship.

Additional Analyses: Outcomes of Trust

A linear regression model was run in R, using the demographic controls, employee ratings of trust in their leader and leader ratings of trust in their employee to predict employee performance (as rated by leaders). Only leader trust in employee was a significant predictor (β = 0.382, t = 15.966, p < 0.001; model multiple R^2 = 0.300, p < 0.001); the extent to which employees trust their leaders did not predict ratings of employee job performance (β = 0.00493, t = 0.217, p = 0.8284). The same relationship was found when predicting performance of leaders (as rated by employees) but only the extent to which the employee trusted the leader significantly predicted ratings of leader performance (β = 0.5144, t = 19.651, p < 0.001; model multiple R^2 = 0.4241, p < 0.001). What these findings suggested was individuals who trust their leader or employee also tend to rate that individual as having higher job performance; while this could be an artifact of common method bias, the pattern is still an interesting one to pursue further.

Chapter 5: Discussion

The study began by sharing the concept of the Service Value Wheel (Sicora, 2011), a concept that allows leaders and organizations the opportunity to look at themselves in a holistic way. It also breaks down elements that make up human potential and organization performance. At the core of human potential is the relationship between leadership and a culture of trust. Trust in turn impacts the level and depth in which relationships between team members are formed and built upon. An effective relationship among team members creates an environment in which employees can perform at their fullest potential. Ultimately, high levels of trust within an organization can help to produce better outcomes and higher performance. The study examined the relationship between personality and trust, with the intention of developing a deeper understanding of this relationship that, might aid leaders, employees, and organizations in creating a more trusting culture.

Personality Styles and Trust

In the study personality from both a style and trait perspective was investigated. One personality styles instrument familiar to practitioners is the MBTI, a Jungian based instrument. However, based upon the researchers years of organization development consulting, a more accurate and impactful tool was found, called Insights Discovery and it was better suited for this study. At its core, Insights Discovery uses the attitudinal functions of introversion and extraversion, along with the decision functions of thinking and feeling. Participants were asked to choose between word pairs that represent the intersection of these combinations, shown in appendix B. From the result of these combinations, Insights Discovery created a four color coding system to easily associate personality styles.

Figure 11. Four color coding system.

Cool Blue
Introversion and
Thinking
Style is task-focused, calm
under pressure, thoughtful
and objective.

Fiery Red
Extraversion and
Thinking High activity,
working with others, being
logical and focusing on
facts.

Earth Green
Introversion and Feeling
An approach favoring depth,
reflection, harmony and
consensus.

Sunshine Yellow
Extraversion and Feeling
Couples sociability and
consideration for others with
action-orientation and
entertaining.

Figure 11. Insights four color energy descriptions.

In the researchers' extensive use of Insights Discovery, it has clearly been determined that everyone has all four of these color energies present within their personality and it is the unique combination of them that makes up their individual personality. In addition, each situation individuals encounter necessitates an emphasis be placed on one or a combination of the color energies to which the individual can adapt. Ultimately, individuals tend to lead with a particular color energy, then tend towards another, and sometimes accommodate a third, but as stated previously, we all possess all four color energies; even one's least preferred color energy exists, and depending upon the situation may need to be utilized to be effective in that situation.

The findings in this study suggested that those individuals with the highest levels of extraverted-thinking energy (red) tend to have a lower propensity to trust then do those with

introverted-feeling energy (green), as seen in Figure 12. Given the researchers years of working with all of the various personality styles, it was concluded that individuals with extraverted-thinking personality styles have the following mindset: if they want something done right (and quickly) they might as well either do it themselves, or designate someone who has already proven their trustworthiness to get it done.
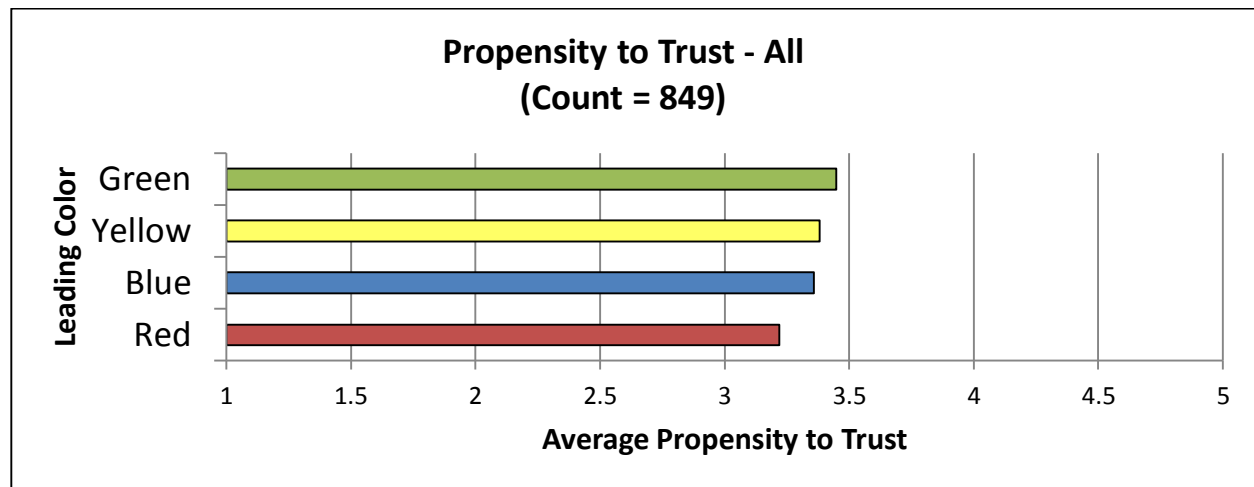
Figure 12. Propensity to trust all.

The study also found that those leaders perceived by others as leading with extraverted-feeling energy (yellow) were seen as having lower trust worthiness than those leaders perceived as leading with introverted-thinking (blue) or introverted-feeling (green) energies, as seen in Figure 13. Based upon the comments offered in these particular cases, it appeared these leaders tended not follow through on promises, demonstrated a lack of consistency, and focused more on themselves than others. Of course this was not true of all leaders perceived as leading with extraverted-feeling energy, but was common among those that were seen as being less trustworthy.

Trust Worthiness by Precieved Leading Color Energy of Leaders (Count = 809)
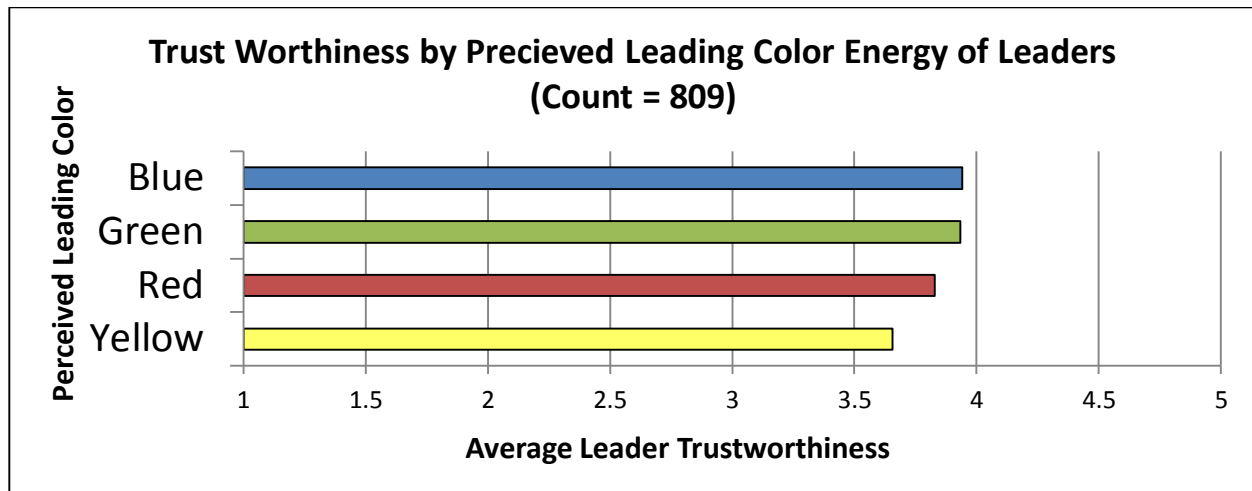
Figure 13. Trust Worthiness by Perceived Leading Color Energy of Leaders.

No significant differences emerged in actual leader leading color energy and employee's rating of leader trust worthiness, as compared to the employee's perception of leaders leading color energy and in both cases blue energy rated the highest, as seen in Figure 14.

Trust Worthiness by Leader's Leading Color Energy (Count = 695)
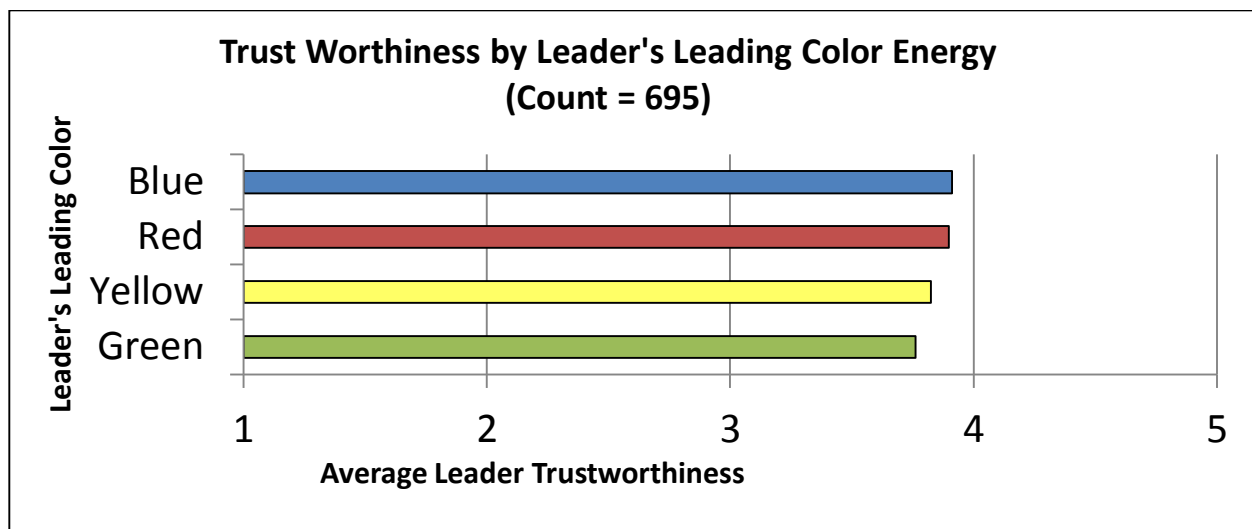
Figure 14. Trust Worthiness by Leader's Leading Color Energy.

Interestingly, there was only a .37 correlation between someone's self-perceived leading color energy and the color energy someone else perceived of them. This actually makes a lot of

sense since everyone's perception is relative and each of us rests on a continuum of perception rather than on absolute ends. For example, a person may fall just over the mid-point and be more on the introvert side of the scale, but someone else maybe fall over on the introvert scale, and as a result may see that person as being more extraverted. Also, the adaptive nature of our personality style given our role in a situation may determine a particular style to be more present than others, again, giving the perception of different color energy.

Overall trust in leader also demonstrated that yellow energy was significantly lower, when compared to blue energy in the study, as seen in Figure 15.

Overall Trust by Leader's Leading Color Energy (Count = 809)
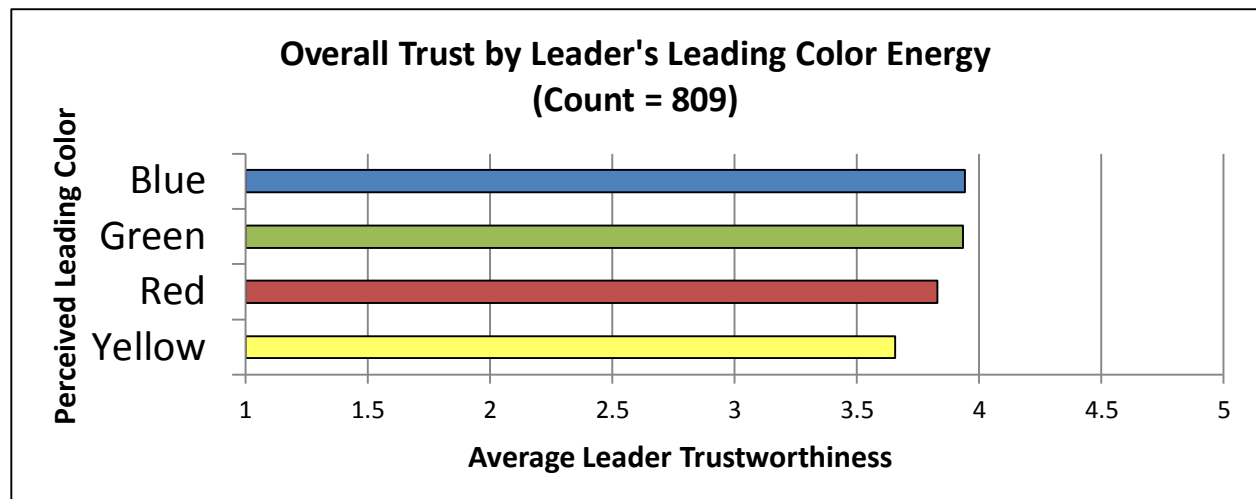
Figure 15. Overall Trust by Leader's Leading Color Energy.

Personality Traits and Trust

The relationships between propensity to trust and the personality traits of agreeableness and emotional stability corroborated with the few previous studies of personality and trust behaviors; individuals with higher levels of agreeableness or higher levels of emotional stability tended to have a higher propensity to trust. However, extraversion was not significantly related

to propensity to trust. The theoretical foundation for hypothesizing a higher propensity to trust among extraverts is well-reasoned among personality theorists: with introverts tending to avoid extensive social interaction and extraverts tending to be more comfortable around people, it is reasonable to expect introverts to have a lower willingness to readily trust others. The lack of an effect of extraversion on propensity to trust may be indicative of a difference in what leads introverts and extraverts to trust their leaders; while extraversion may not influence the likelihood of trusting behaviors, it may influence the types of behaviors that inspire trust for the individual. Future research would benefit from a thorough examination of the behaviors that inspire trust and how those behaviors differ (or do not differ) across individuals with high and low levels of extraversion.

The study also examined the types of personality traits perceived to be related to trustworthiness. Employees in this study who perceived their leaders as high in conscientiousness, agreeableness, emotional stability, or intellect/imagination also tended to see their leaders as high in trustworthiness. Thus, employees tended to respond positively to leader responsibility, diligence, consideration and an open-mindedness when determining whether their leaders were worthy of trust. Such findings have important implications for workplace practices; by understanding the traits that employees associate with trustworthiness, we can begin to craft more effective and intentional interventions around gaining trust. Future research should explore the development of such an initiative, possibly expanding to examine the antecedents and consequences of changes in trustworthiness perceptions.

Limitations

The main limitation of this study was that it was a point in time study limiting the causal arguments that may be inferred from this study. The more ideal approach would have been to conduct a longitudinal study looking at the cause and effects of personality and trust. Despite this limitation, the overwhelming strength of this study was the extremely large sample size collected consistently across 18 organizations in one geographical area of the world (USA).

Second, it must be noted that many factors impact outcomes within organizations, this study only looked at two of those factors, personality and trust.

Third, though the sample size was very large, it is noted that the group was overwhelmingly introverted, and this was due to the type of organizations, departments, and units that choose to participate in the study. This may not demonstrate as balanced of a perspective for the purposes of the findings. Though, it should also be noted that when looking at just the leaders' break out across the four color energies of personality style, they were relatively balanced offering results that are more relative across the population of organizations.

Future Research

Future analysis of the data will examine reciprocal trust and the conditions that make mutual trust between employees and their leaders more likely. The researcher will also analyze the outcomes and correlates of such trusting relationships, examining how trust and personality relates to engagement and performance ratings (appendix D), along with the relationship to trust in team and organization (appendix E). The researcher plans to also work with some of the 18 organizations in this study to demonstrate the adaptive strategies individuals can take with their own styles and by doing so work to build trust within their working relationships, teams, and organization. Finally, the researcher would like to continue to examine the study's data in order

to create what I call a Care Continuum Model. This model would look at trust and fear as opposite sides of a continuum, analyzing the leadership factors that bring about one side or the other in leadership styles and organizations.

If the current study were conducted differently, it would have focused on bringing in a more diverse and balanced sample of organizations and personality styles. It would have also brought in more of the qualitative responses from the participants to add deeper meaning and perspective from the data that was collected. Having the benefit of more comparative outcome measures would prove to be beneficial.

Conclusion

The research attempted to gather data and study the relationship between trust and personality involving 900 participants at 18 organizations. The study examined several distinct types of trust and used employees and leaders with established long-term working relationships as participants.

Additionally the study's large sample size builds upon previous research in several unique ways. Specifically, it investigated how personality congruity between a leader and his or her direct reports affected trust. The statistical complexities of most models of congruity require very large samples sizes to be effectively evaluated. This study provided this opportunity.

The researcher hopes that this study will prove useful to both leaders and followers on many different levels, but the main benefit from this perspective is that the basic assumption that perception is reality is clearly reinforced in this study. How others perceive you, and your personality style, has an impact on how trustworthy you are perceived as being. Fortunately, this perception is based upon behavior that is observed, and everyone possesses the ability to adapt

and connect their behavior given the situation and the individual(s) that are dealing with in that

given moment. It is when we take a moment to be self-reflective, understand our current

situation of who we are dealing with and make the necessary adjustments to our style; we are

able to build trust into every situation we encounter. This should help produce a better outcome

as a result of these efforts of awareness.

The study builds on the legacy of past trust research in seeking to understand what causes

trust in the workplace. This study hopes to make several contributions to a growing field of trust

research. By understanding the antecedents and contexts of trust, researchers and leaders, who

are aware of and attentive to their impact on trust, can construct healthier workplaces

characterized by stronger working relationships and leaders.

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Appendix A: Trust and Traits Survey Questions

Survey Question Sets

Trust on Self and Survey Demographics.

[This survey series will be available to all participants – both employees and leaders]

Informed Consent

Dear Participant: You are invited to participate in a research study that will explore personality styles of leaders and employees to see if there is an impact on the culture of trust.

You are eligible to participate in this study because your organization values the research and hopes that their culture of trust will be positively impacted by this study. Your participation in this study is voluntary, so there is no obligation to become involved.

The following information is provided in order to help you make an informed decision whether or not you would like to participate. I am conducting this study as part of my doctoral dissertation in Organization Development at the University of St. Thomas. My research advisor is Dr. David Jamieson, Chair and Professor in the College of Applied Professional Studies, University of St. Thomas.

Project: Personality Style and its Relationship to Trust

Purpose of the Project: This study will look at how individual preferences around specific personality styles may or may not lend to greater levels of trust between leaders (supervisors) and followers (employees).

Procedures: If you agree to be a participant in this study, you will be asked to do the following: (a) Complete a completely confidential online survey related to personality styles (Insights Discovery and Deeper Discovery). (b) Complete a completely confidential online survey related to trust and outcomes associated with trust. (c) Complete information online related to your basic demographics which will be completely confidential.

Risks and Benefits of Participating in the Study: There are no known risks for participating in this study. The benefit will be receiving a completely confidential personality profile you can use however you would like to better understand yourself.

Confidentiality: Information will be gathered about your perspectives regarding personality style and trust. Your answers will be kept completely confidential. All data will be kept confidential and secure in locked file cabinets or a password protected data file. In the event that a statistician is employed, they will be asked to sign a confidentiality agreement. I will not share the information collected from you with anyone else. In any sort of report or article that I publish, I will not include information that will make it possible to identify you in any way.

Compensation: There is no financial compensation for participating in this study; however, you will receive a personality profile that is valued at $295 USD.

Opportunity to Ask Questions: You may ask questions concerning this research and have those questions answered before agreeing to participate or during the study. You may direct questions to the researcher (Robert Sicora) at (612) 251-7766 or email robtsicora@gmail.com . Questions may also be directed to Dr. David Jamieson at (310) 699-3060 or jami9859@stthomas.edu . If you have questions about your rights as a research participant that have not been answered by the investigator or report any concerns about the study, you may contact the University of St. Thomas Institutional Review Board.

Freedom to Withdraw: You are free to decide not to enroll in this study or to withdraw at any time without adversely affecting your relationship with the investigator or with the University of St. Thomas.

Consent: If you wish to participate in this study, you will complete multiple online surveys. You are voluntarily making a decision whether or not to participate in this research study. Answering 'yes' to the items below will serve as your electronic signature; your electronic signature certifies that you have read and understood the information presented, and you have decided to participate in this study. You can request a copy of this consent form to keep by contacting the researcher.

I herby give consent to online survey.

○ Yes

○ No

In my judgment I am voluntary and knowingly giving informed consent and possess the legal capacity to give informed consent to participate in this research study.

○ Yes

○ No

Personality

Instructions: Please use the rating scale below to describe how accurately each statement describes *you*. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. Please read each statement carefully, and then fill in the bubble on the scale that corresponds to the accuracy of the statement.

[Format as below. Each item must have an answer. Each item can only have one answer.]

	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate
1. Am the life of the party	○	○	○	○	○
2. Feel little concern for others	○	○	○	○	○

[Continue for items below:]

1. Am the life of the party.
2. Feel little concern for others.
3. Am always prepared.
4. Get stressed out easily.
5. Have a rich vocabulary.
6. Don't talk a lot.
7. Am interested in people.
8. Leave my belongings around.
9. Am relaxed most of the time.
10. Have difficulty understanding abstract ideas.
11. Feel comfortable around people.
12. Insult people.
13. Pay attention to details.
14. Worry about things.
15. Have a vivid imagination.
16. Keep in the background.
17. Sympathize with others' feelings.
18. Make a mess of things.
19. Seldom feel blue.
20. Am not interested in abstract ideas.
21. Start conversations.
22. Am not interested in other people's problems.
23. Get chores done right away.

24. Am easily disturbed.
25. Have excellent ideas.
26. Have little to say.
27. Have a soft heart.
28. Often forget to put things back in their proper place.
29. Get upset easily.
30. Do not have a good imagination.
31. Talk to a lot of different people at parties.
32. Am not really interested in others.
33. Like order.
34. Change my mood a lot.
35. Am quick to understand things.
36. Don't like to draw attention to myself.
37. Take time out for others.
38. Shirk my duties.
39. Have frequent mood swings.
40. Use difficult words.
41. Don't mind being the center of attention.
42. Feel others' emotions.
43. Follow a schedule.
44. Get irritated easily.
45. Spend time reflecting on things.
46. Am quiet around strangers.
47. Make people feel at ease.
48. Am exacting in my work.
49. Often feel blue.
50. Am full of ideas.

Trust – pT

Instructions: Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1. Other people are out to get as much as they can for themselves.	○	○	○	○	○

[Each item can only have one answer. Continue format above for all items:]

1. Other people are out to get as much as they can for themselves
2. Other people cannot be relied upon
3. I have little faith in other people's promises
4. Other people are primarily interested in their own welfare despite what they say
5. In these competitive times, I have to be alert; otherwise, other will take advantage of me
6. Other people who act in a friendly way towards me are disloyal behind my back
7. Other people lie to get ahead
8. Other people are only concerned with their own well-being
9. Other people let you down
10. Other people can be relied upon to do what they say they will do
11. Those in authority are likely to say what they really believe
12. Other people answer public opinion polls honestly
13. Experts can be relied upon to tell the truth about the limits of their knowledge
14. Witnesses tell the truth in all circumstances
15. Other people do what they say they will do
16. Other people live by the idea that honesty is the best policy
17. It is important to 'save for a rainy day'
18. I prefer a modest but safe return on my savings rather than a higher return that is uncertain
19. It is better to be safe than sorry
20. If I had money to invest, I would look for security rather than spectacular returns

Trust – Q12

Instructions: Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1. I know what is expected of me at work.	○	○	○	○	○

[Each item can only have one answer. Continue format above for all items:]

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have someone at work I can trust (like a best friend).
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities to learn and grow.

Additional Questions

How would you rate your current performance at work?

- o   5 – Exceeding all expectations
- o   4 – Meeting all, exceeding some expectations
- o   3 – Meeting all expectations
- o   2 – Meeting some expectations
- o   1 – Not meeting Expectations
- o   0 – Either too soon to rate, or have no basis to rate

Please indicate the extent to which you agree or disagree with the following statements.

[Each item must / can only have one answer.]

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Overall, I have a strong, trusting relationship with my team members.	○	○	○	○	○
Overall, I trust this organization.	○	○	○	○	○

Please type your answer in the space provided.

[Text box; 250 character limit]

My definition of trust is _____

Demographics

Highest Degree Earned

[Pull-down options, same format as Ministry Survey]

Ethnicity

[Pull-down options, same format as Ministry Survey]

Age in Years *[2-character text box]*

☐

How long have you reported to your supervisor? *[2-character text box]*

☐

How long have you had a working relationship with your supervisor? *[2-character text box]*

☐

Trust Survey on Employee.

[This survey series will only be given to leaders (managers). There should be one link per direct report, with the direct report's name in the link. Each link will bring the manager to this survey series.]

Please answer the questions in this survey series as they relate to the employee identified in this survey's title.

Trust – Tw

Instructions: Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1. My employee is very capable of performing their job.	○	○	○	○	○

> *[Each item can only have one answer. Each item must have an answer. Continue format above for all items:]*

1. My employee is very capable of performing their job.
2. My employee is known to be successful at the things they do.
3. My employee has much knowledge about the work that needs to be done.
4. I feel very confident about my employee's skills
5. My employee has specialized capabilities that can increase our performance.
6. My employee is well qualified.
7. My employee is very concerned with my welfare.
8. My needs and desires are very important to my employee.
9. My employee would not knowingly do anything to hurt me.
10. My employee really looks out for what is important to me.
11. My employee will go out of their way to help me.
12. My employee has a strong sense of justice.
13. I never have to wonder whether my employee will stick to their word.
14. My employee tries hard to be fair in dealing with others.
15. My employee's actions and behaviors are not very consistent.
16. I like my employee's values.
17. Sound principles seem to guide my employee's behaviors.

Trust – Tv

Instructions: Please indicate how willing you are to engage in each of the following behaviours with <u>your employee</u>, by selecting a number from 1 to 7.

How willing are you to do the following with <u>this employee?</u>

		Not at all willing				**Completely willing**		
		1	2	3	4	5	6	7
1.	Rely on his/her task related skills and abilities.	○	○	○	○	○	○	○
2.	Depend on him/her to handle an important issue on your behalf.	○	○	○	○	○	○	○
3.	Rely on him/her to represent your work accurately to others.	○	○	○	○	○	○	○
4.	Depend on him/her to back you up in difficult situations.	○	○	○	○	○	○	○
5.	Rely on his/her work-related judgments.	○	○	○	○	○	○	○

6.   Share your personal feelings with him/her.   1   2   3   4   5   6   7

                                                                      ○   ○   ○   ○   ○   ○   ○

7.   Discuss work-related problems or difficulties with him/her that   1   2   3   4   5   6   7
        could potentially be used to disadvantage you.

                                                                      ○   ○   ○   ○   ○   ○   ○

8.   Confide in him/her about personal issues that are affecting   1   2   3   4   5   6   7
        your work.

                                                                      ○   ○   ○   ○   ○   ○   ○

9.   Discuss how you honestly feel about your work, even negative   1   2   3   4   5   6   7
        feelings and frustration.

                                                                      ○   ○   ○   ○   ○   ○   ○

10.   Share your personal beliefs with him/her.   1   2   3   4   5   6   7

                                                                      ○   ○   ○   ○   ○   ○   ○

Trust – Additional Questions

[Format as below. Each item must have an answer, only one answer]

Instructions: For each line below, please choose the one statement that best describes your feelings toward your leader.

I am uncomfortable with my employee. ○	I am comfortable with my employee. ○	I am neither uncomfortable nor comfortable with my employee. ○
I distrust my employee. ○	I trust my employee. ○	I neither distrust nor trust my employee. ○
I fear my employee. ○	I have faith in my employee. ○	I neither fear nor have faith in my employee. ○
I hate my employee. ○	I love my employee. ○	I neither hate nor love my employee. ○

Choose the one statement below that best describes your feelings toward your employee.

- ○ I hate my employee
- ○ I fear my employee
- ○ I distrust my employee
- ○ I am uncomfortable with my employee
- ○ I am comfortable with my employee
- ○ I trust my employee
- ○ I have faith in my employee
- ○ I love my employee

Please indicate the extent to which you agree or disagree with the following statements.

[Each item can only have one answer.]

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I care about my employee.	○	○	○	○	○
My employee does what they say they are going to do.	○	○	○	○	○

My employee's words are consistent with their actions.   ○   ○   ○   ○   ○

How would you rate **your employee's** current performance at work?

- o 5 – Exceeding all expectations
- o 4 – Meeting all, exceeding some expectations
- o 3 – Meeting all expectations
- o 2 – Meeting some expectations
- o 1 – Not meeting Expectations
- o 0 – Either too soon to rate, or have no basis to rate

Please type your answer in the space provided.

[Text box; 250 character limit]

The top attribute, behavior, or characteristic of my employee that provides the basis for the trust ratings I have given him/her is:

1.

Trust Survey on Leader.

[This survey series will be available to all participants – both employees and leaders – UNLESS participant is the 'top leader' and does not have a supervisor]

Please answer the questions in this survey series as they relate to the leader identified in your welcome email.

Personality

Instructions:

1. Read each set of statements carefully. Choose the one statement in each set that **most** describes *your leader* in his/her work environment and select **M** (most).
2. From the remaining three statements, choose the statement in each set that **least** describes *your leader* in his/her work environment and select **L** (least).
3. For each of the remaining two statements in each set, select a weighting from the values 1, 2, 3, 4, and 5, where 1 represents '*not likely to describe my leader'* and 5 represents *'very likely to describe my leader.'* **Please do not choose the same weighting twice.** Choose those weightings which you believe best represent the relative intensity of the description in your leader's working personality.

Set 1	L	1	2	3	4	5	M
In-charge and firm	○	○	○	○	○	○	○
Reserved and cooperative	○	○	○	○	○	○	○
Outgoing and gregarious	○	○	○	○	○	○	○
Meticulous and detailed	○	○	○	○	○	○	○

[Use the above format for each of the following sets of items. For each word pair, only one response can be selected. Each response can only be selected once (use forced rank).]

Set 1

In-charge and firm

Reserved and cooperative

Outgoing and gregarious

Meticulous and detailed

Set 2

Articulate and strong

Spontaneous and spirited

Studious and reasoned

Peaceful and harmonious

Set 3

Objective and daring

Relaxed and peaceful

Factual and conventional

Lively and congenial

Set 4

Animated and enthusiastic

Driving and realistic

Compassionate and considerate

Detailed and attentive

Set 5

Supporting and steady

Independent and bold

Reflective and thorough

Good-mixer and lively

Personality

Instructions: Please use the rating scale below to describe how accurately each statement describes *your leader*. Describe your leader as you honestly see him/her, in relation to other people you know of the same sex and roughly the same age as your leader. Please read each statement carefully, and then fill in the bubble that on the scale that corresponds to the accuracy of the statement.

	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate
1. Is the life of the party	○	○	○	○	○
2. Sympathizes with others' feelings	○	○	○	○	○

[Continue for items below:]

1. Is the life of the party
2. Sympathizes with others' feelings
3. Gets chores done right away
4. Has frequent mood swings
5. Has a vivid imagination
6. Doesn't talk a lot
7. Is not interested in other people's problems
8. Often forgets to put things back in their proper place
9. Is relaxed most of the time
10. Is not interested in abstract ideas
11. Talks to a lot of different people at parties
12. Feels others' emotions
13. Likes order
14. Gets upset easily
15. Has difficulty understanding abstract ideas
16. Keeps in the background
17. Is not really interested in others
18. Makes a mess of things
19. Seldom feels blue
20. Does not have a good imagination

Trust – Tw

Instructions: Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1. My leader is very capable of performing their job.	○	○	○	○	○

[Each item can only have one answer. Each item must have an answer. Continue format above for all items:]

18. My leader is very capable of performing their job.
19. My leader is known to be successful at the things they do.
20. My leader has much knowledge about the work that needs to be done.
21. I feel very confident about my leader's skills
22. My leader has specialized capabilities that can increase our performance.
23. My leader is well qualified.
24. My leader is very concerned with my welfare.
25. My needs and desires are very important to my leader.
26. My leader would not knowingly do anything to hurt me.
27. My leader really looks out for what is important to me.
28. My leader will go out of their way to help me.
29. My leader has a strong sense of justice.
30. I never have to wonder whether my leader will stick to their word.
31. My leader tries hard to be fair in dealing with others.
32. My leader's actions and behaviors are not very consistent.
33. I like my leader's values.
34. Sound principles seem to guide my leader's behaviors.

Trust – Tv

[Each item can only have one answer. Each item must have an answer.]

Instructions: Please indicate how willing you are to engage in each of the following behaviours with <u>your leader</u>, by selecting a number from 1 to 7.

How willing are you to do the following with <u>your leader?</u>

		Not at all willing						Completely willing
1.	Rely on your leader's task related skills and abilities.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
2.	Depend on your leader to handle an important issue on your behalf.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
3.	Rely on your leader to represent your work accurately to others.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
4.	Depend on your leader to back you up in difficult situations.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
5.	Rely on your leader's work-related judgments.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

6.   Share your personal feelings with your leader.   1   2   3   4   5   6   7

                                                                         ○   ○   ○   ○   ○   ○   ○

7.   Discuss work-related problems or difficulties with your leader   1   2   3   4   5   6   7
        that could potentially be used to disadvantage you.
                                                                         ○   ○   ○   ○   ○   ○   ○

8.   Confide in your leader about personal issues that are affecting 1   2   3   4   5   6   7
        your work.
                                                                         ○   ○   ○   ○   ○   ○   ○

9.   Discuss how you honestly feel about your work, even negative   1   2   3   4   5   6   7
        feelings and frustration.
                                                                         ○   ○   ○   ○   ○   ○   ○

10.   Share your personal beliefs with your leader.   1   2   3   4   5   6   7

                                                                         ○   ○   ○   ○   ○   ○   ○

Trust – Additional Questions

[Format as below. Each item must have an answer, only one answer]

Instructions: For each line below, please choose the one statement that best describes your feelings toward your leader.

I am uncomfortable with my leader. ○	I am comfortable with my leader. ○	I am neither uncomfortable nor comfortable with my leader. ○
I distrust my leader. ○	I trust my leader. ○	I neither distrust nor trust my leader. ○
I fear my leader. ○	I have faith in my leader. ○	I neither fear nor have faith in my leader. ○
I hate my leader. ○	I love my leader. ○	I neither hate nor love my leader. ○

Choose the one statement below that best describes your feelings toward your leader.

- o I hate my leader
- o I fear my leader
- o I distrust my leader
- o I am uncomfortable with my leader
- o I am comfortable with my leader
- o I trust my leader
- o I have faith in my leader
- o I love my leader

Please indicate the extent to which you agree or disagree with the following statements.

[Each item can only have one answer.]

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I care about my leader.	○	○	○	○	○

My leader does what they say they are going to do.   ○   ○   ○   ○   ○

My leader's words are consistent with their actions.   ○   ○   ○   ○   ○

How would you rate **your leader's** current performance at work?

- o 5 – Exceeding all expectations
- o 4 – Meeting all, exceeding some expectations
- o 3 – Meeting all expectations
- o 2 – Meeting some expectations
- o 1 – Not meeting Expectations
- o 0 – Either too soon to rate, or have no basis to rate

Please type your answers in the space provided.

The top three attributes, behaviors, or characteristics of my leader that provide the basis for the trust ratings I have given him/her are:

Appendix B: Personality Styles – Insights Discovery Evaluator

Insights Discovery® Preference Evaluator

Introduction

This Evaluator forms the basis of your Insights Discovery profile. It is not a pass or fail test.

It simply records your perception of your work preferences.

Instructions - Please read carefully

Find a time and place where you will not be interrupted.

1.   Fill in the personal details section. Enter your name and the date on all three pages of the evaluator.

2.   In each frame, read each word pair carefully. Select the word pair that MOST describes you in your work environment and circle M next to this.

3.   From the remaining three word pairs, select the pair that LEAST describes you in your work environment and circle L next to this.

4.   For each of the remaining two word pairs circle a weighting from the values 1, 2, 3, 4 and 5, where 1 represents 'not likely to describe me', and 5 represents 'very likely to describe me'. Please do NOT choose the same weighting twice. Select those weightings which you believe best represent the relative intensity of the description in your working personality.

5.   Continue until all 25 frames have been completed. Please en- sure every frame has been scored, and each of the four word pairs has been allocated an M, an L, or a value selected from 1, 2, 3, 4 or 5

Guidance Notes

•   Remember, this is NOT a test! There are no right or wrong answers.

•   Respond to the Evaluator based on your perception of yourself. Do not discuss your choices with others.

•   Choose your responses quite quickly, as your first impression is often best. As a guide, this Evaluator typically takes between 10-20 minutes to complete.

•   If returning this evaluator by fax, only the pages containing the word pairs are required.

•   Word pairs in different language versions of this evaluator may not be compared directly. International versions are developed independently to ensure cultural differences are considered.

Insights Discovery® Preference Evaluator

|		
1. Composed and observing	L 1 2 3 4 5 M	8. Resolute and confident	L 1 2 3 4 5 M
Diplomatic and calming	L 1 2 3 4 5 M	Social and cheerful	L 1 2 3 4 5 M
Open and outgoing	L 1 2 3 4 5 M	Faithful and helping	L 1 2 3 4 5 M
Active and controlling	L 1 2 3 4 5 M	Consistent and correct	L 1 2 3 4 5 M
2. Amicable and quick	L 1 2 3 4 5 M	9. Sensitive and diplomatic	L 1 2 3 4 5 M
Reliable and restrained	L 1 2 3 4 5 M	Precise and deliberate	L 1 2 3 4 5 M
Forceful and goal-oriented	L 1 2 3 4 5 M	Encouraging and valuing	L 1 2 3 4 5 M
Methodical and logical	L 1 2 3 4 5 M	Results-oriented and fast	L 1 2 3 4 5 M
3. Calm and even-tempered	L 1 2 3 4 5 M	10. In-charge and firm	L 1 2 3 4 5 M
Determined and dominant	L 1 2 3 4 5 M	Reserved and cooperative	L 1 2 3 4 5 M
Buoyant and light-hearted	L 1 2 3 4 5 M	Outgoing and gregarious	L 1 2 3 4 5 M
Exact and precise	L 1 2 3 4 5 M	Meticulous and detailed	L 1 2 3 4 5 M
4. Confident and vigorous	L 1 2 3 4 5 M	11. Team-focused and impulsive	L 1 2 3 4 5 M
Orderly and concise	L 1 2 3 4 5 M	Accurate and rational	L 1 2 3 4 5 M
Familiar and stable	L 1 2 3 4 5 M	Even-tempered and amiable	L 1 2 3 4 5 M
Talkative and genial	L 1 2 3 4 5 M	Task-oriented and direct	L 1 2 3 4 5 M
5. Logical and clear	L 1 2 3 4 5 M	12. Analyzing and painstaking	L 1 2 3 4 5 M
Direct and challenging	L 1 2 3 4 5 M	Friendly and entertaining	L 1 2 3 4 5 M
Loyal and accommodating	L 1 2 3 4 5 M	Competitive and robust	L 1 2 3 4 5 M
Sociable and active	L 1 2 3 4 5 M	Unassuming and responsive	L 1 2 3 4 5 M
6. Relating and amenable	L 1 2 3 4 5 M	13. Constant and attentive	L 1 2 3 4 5 M
Expressive and hopeful	L 1 2 3 4 5 M	Influencing and expressive	L 1 2 3 4 5 M
Powerful and assertive	L 1 2 3 4 5 M	Analytical and evaluating	L 1 2 3 4 5 M
Thinking and self-contained	L 1 2 3 4 5 M	Bold and objective	L 1 2 3 4 5 M
7. Demonstrative and persuasive	L 1 2 3 4 5 M	14. Strong-willed and purposeful	L 1 2 3 4 5 M
Questioning and reflective	L 1 2 3 4 5 M	Reasoned and particular	L 1 2 3 4 5 M
Initiating and self-confident	L 1 2 3 4 5 M	Eager and engaging	L 1 2 3 4 5 M
Stable and concerned	L 1 2 3 4 5 M	Concerned and sensitive	L 1 2 3 4 5 M

Insights Discovery® Preference Evaluator

15. Systematic and principled	L 1 2 3 4 5 M
Fun-loving and popular	L 1 2 3 4 5 M
Steadying and moderating	L 1 2 3 4 5 M
Fast and reinforcing	L 1 2 3 4 5 M
16. Persuasive and animated	L 1 2 3 4 5 M
Decisive and immediate	L 1 2 3 4 5 M
Discreet and analytical	L 1 2 3 4 5 M
Tolerant and laid-back	L 1 2 3 4 5 M
17. Empathetic and patient	L 1 2 3 4 5 M
Contained and controlled	L 1 2 3 4 5 M
Task-focused and competitive	L 1 2 3 4 5 M
Discussing and spontaneous	L 1 2 3 4 5 M
18. Influential and informal	L 1 2 3 4 5 M
Considerate and empathetic	L 1 2 3 4 5 M
Impartial and evaluating	L 1 2 3 4 5 M
Challenging and determined	L 1 2 3 4 5 M
19. Prepared and systematic	L 1 2 3 4 5 M
Courageous and independent	L 1 2 3 4 5 M
Responsive and extraverted	L 1 2 3 4 5 M
Counselling and caring	L 1 2 3 4 5 M
20. Articulate and strong	L 1 2 3 4 5 M
Spontaneous and spirited	L 1 2 3 4 5 M
Studious and reasoned	L 1 2 3 4 5 M
Peaceful and harmonious	L 1 2 3 4 5 M
21. Organised and thoughtful	L 1 2 3 4 5 M
Patient and supportive	L 1 2 3 4 5 M
Strong and well-argued	L 1 2 3 4 5 M
Interacting and open	L 1 2 3 4 5 M

|	
22. Objective and daring	L 1 2 3 4 5 M
Relaxed and peaceful	L 1 2 3 4 5 M
Factual and conventional	L 1 2 3 4 5 M
Lively and congenial	L 1 2 3 4 5 M
23. Animated and enthusiastic	L 1 2 3 4 5 M
Driving and realistic	L 1 2 3 4 5 M
Compassionate and considerate	L 1 2 3 4 5 M
Detailed and attentive	L 1 2 3 4 5 M
24. Supporting and steady	L 1 2 3 4 5 M
Independent and bold	L 1 2 3 4 5 M
Reflective and thorough	L 1 2 3 4 5 M
Good-mixer and lively	L 1 2 3 4 5 M
25. Cautious and accurate	L 1 2 3 4 5 M
Forthright and straightforward	L 1 2 3 4 5 M
Optimistic and upbeat	L 1 2 3 4 5 M
Accepting and loyal	L 1 2 3 4 5 M

When you have completed the Evaluator, please ensure every frame has been allocated **ONE 'M'**, **ONE 'L'** and **Two Different Values** selected from 1, 2, 3, 4, or 5
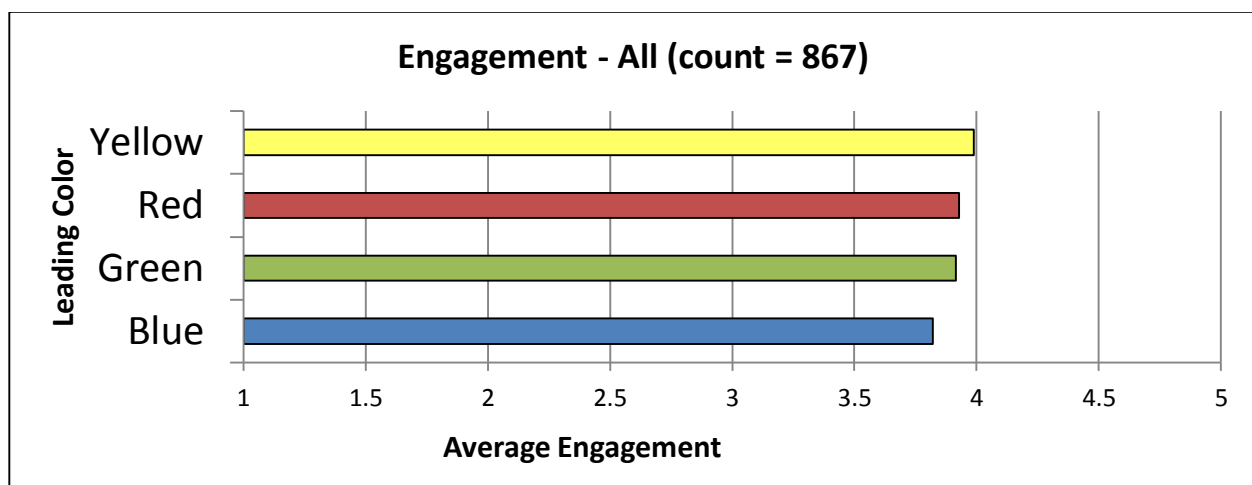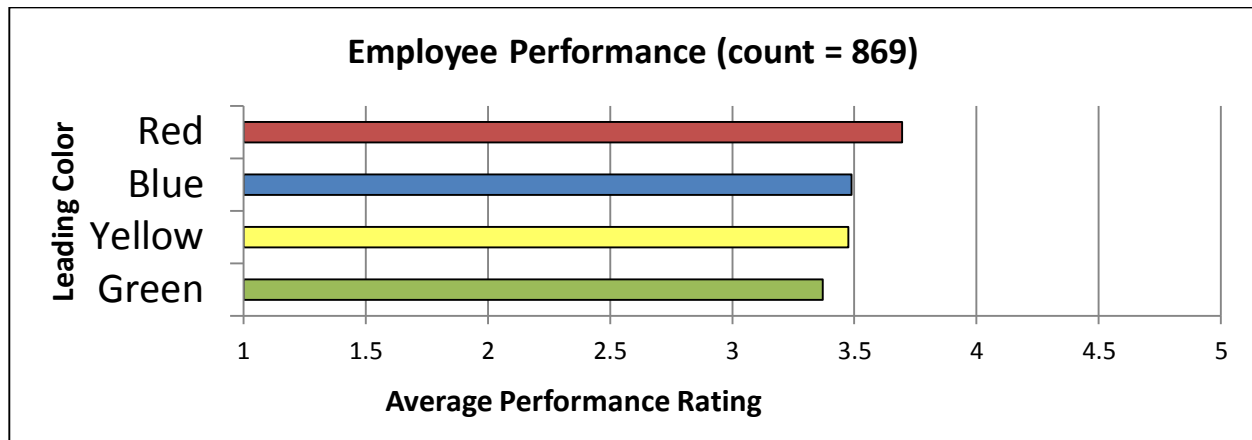
Appendix C: Leading Color Energy of Participants
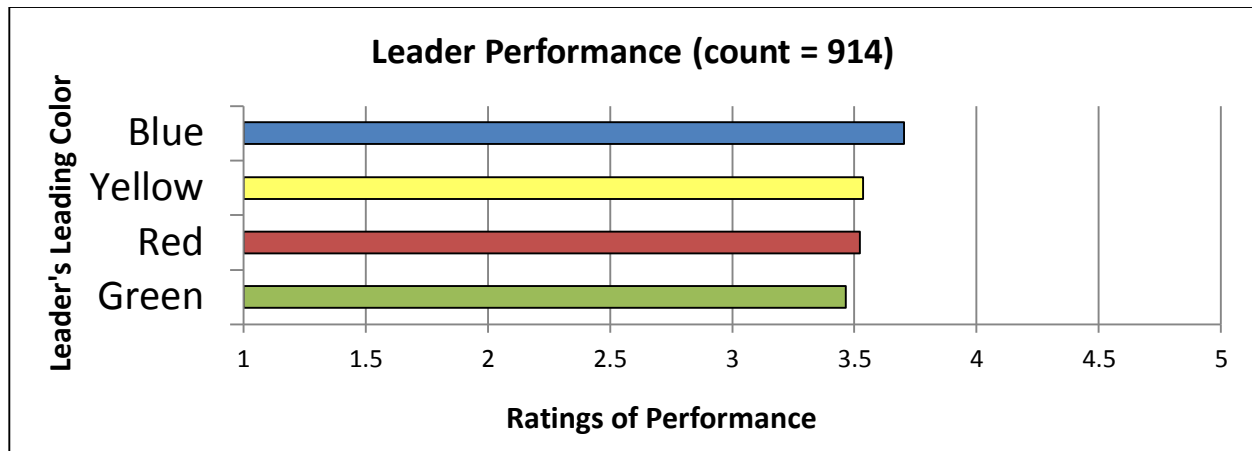
Leading Colors in Total Sample (Count=869)

17%

14%

35%

34%
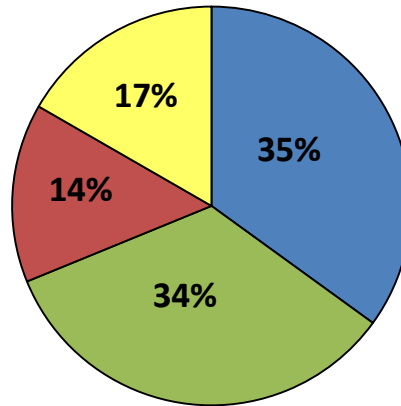
Leading Colors of Leaders in Full Sample (Count = 208)

18%

24%

24%

24%
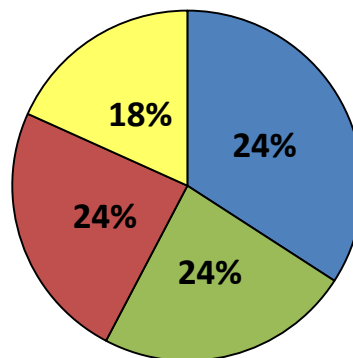
Appendix D: Outcome results based on leading color energy

Appendix E: Trust in Team and Organization

Trust in Team - All (count = 867)

Trust in Organization - All (count = 868)