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Running head: CRITICISM

Criticism and Outstanding Leadership: An Evaluation of Leader Reactions and
Critical Outcomes

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Abstract

Outstanding political leaders are frequently called upon to make high-stakes decisions. Because of the controversial and highly visible nature of these issues, they often face intense criticism. Leaders' responses to criticisms not only affect follower reactions, but also the successful resolution of the contested issue. The present study examines leader and follower reactions to different types of criticisms. A historiometric approach was used to examine biographies containing criticisms of 120 world leaders and to explore leader behaviors in response to criticisms. Specifically, leader response strategies and their success in terms of follower reactions and resolution of the criticism were examined. The results indicated that collaborative or confrontational leader response strategies proved most effective in terms of the leader's ability to continue forward with a particular agenda item and to gather support of those around him or her. Conversely, avoidant, diverting attention, and persuasive response strategies proved less effective.

K.W.: leadership, outstanding leadership, criticism, historiometric, followers

Criticism and Outstanding Leadership: An Evaluation of Leader Reactions and
Critical Outcomes

Outstanding leaders, particularly political leaders, widely influence our broader social systems. Given their widespread influence, leaders provoke many types of reactions in others. Although these reactions may vary widely from strong approval to strong disapproval, reactions to leader performance are often extremely visible given the speed of communication in today's world, especially via media outlets. Thus, individuals, through their public reactions and comments, interact with and critically influence the behavior of outstanding leaders as leaders respond to, and act on, these reactions.

Often reactions to leaders are positive; for instance, when a leader seeks to empower those around him or her. Leaders who empower others may have a socialized power orientation, using their position to benefit others (McClelland, 1975). However, leaders do not always use their power to benefit others. A notable exception includes personalized, or destructive, leadership. Leaders with a personalized power orientation use their power to satisfy their own ego. Commonly, personalized leaders focus their energy on destructive behaviors, trying to keep subordinates weak and dependent upon them (McClelland, 1975). These largely ignored negative aspects of leadership provide a wealth of information in the attempt to gain a greater understanding of leadership. For example, when a leader addresses issues in our society that have particularly high stakes, he or she often faces intense criticism.

A preliminary investigation of the hostile criticisms leaders experience indicated that more prominent, high-level leaders experience criticisms that are especially severe and of great variety (Kleinnijenhuis, van Hoof, Oegema, & de Ridder, 2007). This finding is not surprising given the associated increase in responsibility as well as the greater number of followers and

peers. High-level, or “outstanding leaders”, leaders who have significant, prolonged influence directly impact the development of societies, social movements, and businesses. Hence, understanding how members of this elite population make decisions, interact with followers, and influence those around them has become a particularly popular area of study among leadership scholars (Bedell-Avers, Hunter Angie, Eubanks, & Mumford, in press; Mumford, 2006).

Although plenty of anecdotal evidence illustrates the significance of hostile criticisms for leader performance, little academic literature discusses hostile criticisms of this nature. Therefore, the intent of this paper is to gain a stronger understanding of these hostile criticisms and the implications they have for leadership. How outstanding leaders respond to criticism has received relatively little attention in this regard. Thus, in the present effort, hostile criticisms and the manner in which leaders address them are examined among “outstanding leaders”.

Background and Hypotheses

Hostile Criticism

Outstanding leaders routinely make sense of vast quantities of complex information and determine an appropriate course of action. In turn, the chosen course of action may become an impetus for criticism when others do not agree with the leader’s approach. In a recent study, Watkins (2001) aptly noted that leaders frequently encounter situations that require controversial or unpopular decisions – decisions that often result in hostile criticisms. In fact, given the substantial media attention associated with high-level leadership, particularly leadership in the political realm, hostile criticisms are often widely recognized and documented. For example, a number of hostile criticisms of high-level leaders can be observed in recent issues such as the War on Terrorism, Hurricane Katrina, the SARS pandemic, and the execution of Saddam

Hussein (Bennett, 2007; Menon & Goh, 2005; Teinowitz, 2005). Some of the more memorable examples in recent U.S. political history include the criticism of former President Bill Clinton by those within and outside his party for his handling of the Monica Lewinsky affair. Similarly, President George W. Bush faced criticism during the aftermath of Hurricane Katrina due to the length of time it took to provide aid to disaster victims. This phenomenon is not restricted to politicians, however, outstanding leaders across all domains (i.e., politics, military, business, religious) find themselves frequently, and often publicly, subjected to criticism. For instance, in the business context, Carly Fiorina, former CEO of Hewlett Packard was widely criticized after a deal with Compaq did not produce the promised profits. This circumstance resulted in Fiorina's forced resignation.

Given the wide-range of criticisms that leaders encounter, there are a number of questions that could be asked about the nature of leader criticism. The present effort aims to address several key issues. Specifically, the types of criticisms that leaders face, the approaches leaders might use to respond to criticism, and the influence of a leader's response on the criticism resolution. Thus, the primary purpose of the present study was to develop and examine an initial framework of hostile criticism events. The secondary purpose was to gain an understanding of what type of responses prove most beneficial for future interactions with others and for the continued pursuit of the leader's agenda.

Illustration of Criticism Event

The following example, from a biography about Nelson Mandela (Meredith, 1997), illustrates a criticism event pertaining to Mandela's attempt to prevent the onset of civil war in South Africa. Criticism initially came from black individuals claiming that Mandela made greater efforts on the part of white individuals rather than addressing grievances of blacks. After

this initial criticism, Mandela continued to believe that the fears of the whites must first be addressed in order to ensure a smooth transition. Mandela's response strategy was to brush aside the criticism and instead become involved with the Rugby World Cup tournament, a sport traditionally ignored by blacks. Mandela expected that enthusiasm for rugby may be a way to build unity. The people of South Africa reacted to this response strategy with support, forming a national identity around their team. Community members learned the words to the team song and chanted Mandela's name at the final match. The South African team won the match and celebrations including blacks and whites began, which illustrated the national pride and fusion that Mandela had inspired.

A second example provides additional illustration of how criticism passages from a biography might map to the various components of the criticism framework presented herein. In this example, from a biography of President Carter (Mazlish & Diamond, 1979), the issue of contention was the coal strike which occurred in the U.S. from 1977-1978. The initial criticism event began when 165,000 United Mine Workers walked off the job after being unable to reach an agreement with the Coal Operators Association. In Carter's appraisal of the situation he was initially uncertain of how best to handle this disagreement. In his response strategy, or lack thereof, Carter vacillated and provided no action. Others were unsupportive of his response, becoming fearful of coal shortages and viewing Carter as a weak and indecisive leader. The final resolution of this criticism event resulted in plummeting public approval ratings beginning during the coal strike and continuing thereafter. These are just two examples, but criticisms might be centered on a great number of topics and a range of strategies and reactions might be possible.

Criticism Framework

Currently, minimal research covering the topic of hostile leader criticisms, or hostile criticism in general, exists to guide the development of a framework for understanding hostile criticisms. However, significant research exists on the topic of constructive criticism (Kluger & DeNisi, 1996; 1998). While constructive criticism is generally delivered with the intent of improved performance, such as in the context of feedback interventions, hostile criticism aimed at an outstanding leader is generally delivered with the intent to spur some kind of change due to current dissatisfaction. It may be that, similar to negative feedback models discussed by strategy theorists, hostile criticisms are delivered when there is a need to tighten the difference between desired and actual behavior (Houchin & MacLean, 2005). Thus, it is likely that hostile criticisms may significantly impact leader change behaviors.

In the present study, a hostile criticism was defined as an incident in which a person or group expresses an unfavorable opinion concerning the leader. This unfavorable opinion is not delivered with the intent of constructive feedback for developmental purposes; rather it is delivered with the hope of changing the current situation. Based on this definition, a general framework of criticism events was established (see Figure 1). The criticism event begins with a hostile criticism of the leader. The leader's appraisal of the criticism is examined as a key influence on his or her response to the criticism. In turn, his or her response to the criticism can influence the reaction of his or her followers and the ultimate resolution of the issue being criticized. Thus, we have examined each phase of the criticism event from initial criticism to the resolution of the criticism.

Insert Figure 1 About Here

Nature of Criticism. The state of mind of the person delivering a criticism influences the way a criticism is framed, which subsequently affects the reactions of the person being criticized (Cannon & Witherspoon, 2005). The manner in which the criticism is framed not only influences the leader's interpretation and response, but it may also influence the ability of the person giving the critical feedback to accurately convey his or her message (Cannon & Witherspoon, 2005). For instance, if the critic is emotional, then his or her message may become distorted. For this reason, different types of hostile criticisms were studied so differences that may arise from various types could be identified. The hostile criticism was assessed through ratings as the researchers evaluated the nature of the criticism described by the biographer. For example, if the text read, "the critic had an angry outburst at the leader, pounding his fist on the table as he spoke," it would be characterized as an emotional criticism. Given the existing work on how the nature of a criticism may impact the future phases of the criticism event, the following hypotheses are proposed:

H1: Criticisms characterized by emotional outbursts rather than measured arguments will be related to unfavorable outcomes as related to follower responses.

H2: Criticisms based on emotional outbursts rather than measured arguments will be related to unsuccessful outcomes as related to the resolution of the criticism.

Given the status of outstanding leaders and their highly visible careers, the media is a common source for criticism. Several communications studies have investigated the influence of positive and negative evaluations of political leaders in the media (Kleinnijenhuis et al., 2007). These studies clearly concluded that criticisms damage political leaders (Beck, Dalton, Greene, & Huckfeldt, 2002; Kahn & Kenney, 2002; Kepplinger, Donsbach, Brosius, & Staab, 1990).

Nevertheless, even though criticisms have the propensity to damage a leader's image and agenda, some approaches to resolving the criticism event may result in more positive outcomes than others. Thus, factors that might lead to variations in the successfulness of the conclusion of the criticism event are considered next.

Leader Appraisal of the Criticism. The next stage of the framework suggests that leaders appraise the criticism before responding. Folkman (2006) noted that feedback is common, but the significance lies in how a leader uses it. A leader's appraisal, or conclusions drawn about the criticism, will subsequently affect his or her reaction, as well as future perceptions of the critic. Folkman (2006) argued that highly effective leaders focus more on positive aspects of feedback messages rather than negative aspects. When leaders attend to negative aspects of feedback messages, negative outcomes are more likely to occur. For example, when criticism induces anger during leader appraisal, it often leads to conflict (Fehr, Baldwin, Collins, Patterson, & Benditt, 1999).

Leader Response Strategy. Individuals may respond to criticism in a number of ways, which are considered in the next component of the framework. Equivocation, the use of ambiguity or vagueness as a way to save face in response to a difficult or awkward situation, is one potential response to criticism (Bello & Edwards, 2005; Turner, Edgley, & Olmstead, 1975). Verbal aggression is another general category of response strategies commonly used when a person perceives that he or she is being attacked. Verbal aggression has been defined as "attacking the self-concept of another person instead of, or in addition to, the person's position on a topic of communication" (Infante & Wigley, 1986). One common form of verbal aggression includes an attack on one's character or competence. Deception is another response strategy that can occur in the face of hostile criticism. The goal of deceptive communication is to produce

false impressions and inaccurate conclusions (O'Hair & Cody, 1994). Lastly, collaboration is often seen in the conflict management literature as an effective strategy yielding positive outcomes (Delerue, 2005; Hanson, 2006; Malici, 2005; Bavelas, Black, Chovil, & Mullett, 1990). Rudawsky, Lundgren, & Grasha, (1999) found that collaborative strategies were more likely to be applied when the issue was perceived as more important and the individual providing the feedback was closer to the individual receiving it. Additionally, Baron (1988) studied the negative effects of destructive criticism. He found that after experiencing destructive criticism, individuals reacted with confrontation or avoidance. When avoidant strategies were used, this led to intensification of the conflict. Given this variety of potential reactions to criticism, a wide range of potential response tactics were considered in the current study.

Others' Reaction to Leader Response. Once a leader has responded in some manner to the criticism, others will then react. Other's reactions may be influenced by a number of variables, in particular the characteristics of the leader's response strategy. When considering reactions to the leader's response, "others" may include a number of parties with whom the leader has a vested interest. For instance, the "other" may be a specific follower or peer, the public in general, the media, or members of the leader's political party. Schütz (1998) conducted a study using six scenes from interviews with politicians and found that hostile behaviors on the part of leaders, such as interrupting reporters, ignoring criticisms, reacting with a counter-criticism, or personally attacking the opponent, were viewed negatively by followers as aggression and arrogance. Conversely, calm responses to criticism characterized by focused attacks on the opponent and explanations of views were associated with competence. Given the varying types of impact a leader's response might have, it seems important to examine how a

leader's response strategy impacts the reactions of others. Based on this literature, we propose the next two hypotheses:

H3: Response strategies characterized by hostility will be related to unsupportive reactions to response.

H4: Response strategies characterized by calmness will be related to supportive reactions to response.

Resolution of the Criticism. The final phase of the criticism event is its ultimate resolution. This phase allows one to assess whether the criticism event was resolved successfully. A successful resolution of the criticism event is one in which the leader is able to continue forward with his or her agenda and gather the support of those around him or her to work on a particular issue. Additionally, there may be a discussion within the biography of the leader's likeability or positive future relations with followers relating to the initial issue. An unsuccessful resolution of the criticism event is one in which the leader is no longer able to recruit others to work with him or her on this particular issue. This may also include discussions about dislike of the leader or subsequent criticisms related to the same issue. Similar to the above arguments regarding the reactions of others to the leader's response strategy, the nature of the response strategy itself will also have a relevant impact on the resolution of the criticism event (Baron, 1988; Schütz, 1998).

Therefore:

H5: Response strategies characterized by hostility will be related to unsuccessful resolution of criticisms.

H6: Response strategies characterized by calmness will be related to successful resolution of criticisms.

Method

When hostile criticisms occur, often tempers flare making it difficult to objectively evaluate the incident. Historical research can allow one to observe criticisms from a more objective perspective. Thus, a historiometric approach was taken for the following reasons. First, there are many complexities involved in relationships of leaders to followers and other stakeholders which make it difficult to study them in a controlled laboratory setting (Mumford, 2006). Second, outstanding leaders are not readily accessible which creates a serious challenge for this type of research. Not only is it difficult to gain access to outstanding leaders, but truly outstanding leaders are somewhat rare. Using a historical sample of outstanding leaders provides an adequate sample for the study of outstanding leaders, and particularly the instances in which they were criticized. Therefore, using academically-based historical documents provided access to this population along with the potential for observation and assessment of the real nature of leaders' complex relationships.

This historiometric approach involves the content analysis of historical records, as described by Simonton (1991, 2003), allowing for examination of these complex interactions and relationships in their historical context. Historiometric research within the domain of leadership has evidenced success for some time now (Ballard, 1983; Hermann, 1980; House, Spangler, & Woycke, 1991; Mumford, 2006; O'Connor, Mumford, Clifton, Gessner, & Connelly, 1995; Winter, 1993; Zullo & Seligman, 1990) allowing a wide range of research questions to be addressed. When designing a historical study, the sample and data source must be carefully considered to ensure a well-developed rigorous historiometric study. Accordingly, a selection plan was developed for the sample and data source.

Sample and Data Source

Leader Sample. Specific criteria were developed for the selection of the leaders to be included in this study. Initially a list of 140 outstanding leaders was generated. This list was based on samples of outstanding leaders used in previous research efforts (Mumford, 2006). A list of 120 leaders was then selected (see Table 1 for a complete list) using the following criteria: 1) he or she was a historically notable political leader, 2) multiple factually-oriented academic biographies were written about the leader, 3) the leader was at his or her pinnacle of power within the past 100 years, 4) the leader could be clearly classified as having a personalized or socialized power orientation, and 5) representation of Western and Non-Western leaders. With historiometric research, one could go thousands of years back in history when selecting a sample. For this study, the parameter of being at the pinnacle of power within the past 100 years was established to allow inclusion of a reasonable number of leaders in the sample and control for media effects. Relevant characteristics about the leader were also considered when identifying the sample. These characteristics are described below.

Leaders representing both Western and Non-Western countries were selected to account for potential cultural differences. Additionally, roughly equal numbers of personalized and socialized leaders were identified using the criteria suggested by O'Connor, Mumford, Clifton, Gessner, & Connelly (1995). Personalized leaders frame actions in terms of their own self-aggrandizement seeking to enhance their power and control regardless of the costs to others and the broader social system. Conversely, socialized leaders seek to enhance others and the broader social system by building capabilities in others that transcend the leader (Mumford, 2006). Previous research by Mumford (2006) has indicated critical differences between personalized and socialized leaders; therefore this variable was included in the analysis. For example, integrity as reflected in the socialized/personalized distinction has proven to be a critical aspect of

performance by outstanding leaders (Mumford, 2006). Other research has indicated that the self-promotion activities of personalized leaders tend to have a negative influence on leader effectiveness (Kacmar & Ferris, 1991). More socialized forms of behavior, such as consensus building, appear to be beneficial to the leader (Yukl, 2002). Because of these differences, there may be different manners in which personalized and socialized leaders respond when criticized. Once the nature of the leaders was identified, biographies were selected for each leader type.

Data Source. Biographies were accessed through the library system at the University of Oklahoma. To ensure the credibility of the sources, specific qualities were required of the biographies included in this study. The criteria used to select the books for inclusion in the study were as follows: 1) the book was an academic biography containing evidence of scholarly work as indicated through citations and types of sources used, 2) neither the leader nor any family members were involved in writing the biography, 3) the book contained a minimum of five criticisms directed toward the leader, and 4) there existed multiple academic biographies to choose from. The biography with the most rigorous research and source material was selected.

Material Selection. Once the books were identified, the criticism passages were selected from the biographies. A method similar to that used by Mumford (2006), in which leader relationships with key lieutenants were evaluated, was adopted. First, four expert raters participated in a 20-hour training session in which they practiced choosing criticism passages from academic biographies and discussed the attributes of each. A hostile criticism was operationalized as an incident in which a person or group expresses an unfavorable opinion concerning the leader. The incidents were described in some detail and exhibited significant outcomes for the leader's agenda and/or his/her followers. Once training was complete, chapters were selected that described the leader at his or her pinnacle of power. The number of "in-

power” chapters in academically-based biographies generally falls within the range of three to five. Pinnacle-of-power chapters were chosen for the sample because this is when leaders are typically subjected to the most severe criticisms. This is not to say that leaders reaching a pinnacle of power have not been criticized, rather criticism events were not as thoroughly discussed in the rise-to-power chapters in the biographies that were selected for this study. Instead, rise-to-power chapters generally discussed the upbringing and education of the leader. Although some situations bringing about mild criticisms were discussed in these chapters, the type of hostile criticisms that were of interest in this study were generally not found here.

Within the chapters selected, five criticism events were identified. Five criticisms were selected to account for the range of potential types of criticisms and behaviors by leaders and others involved. After reviewing these biographies, it was concluded that five criticisms allowed sufficient opportunity to observe these variations. If there were more than five criticism events in these chapters, the longest passages were chosen as they provided the most detail about the criticism incident. Criticism passages were two to seven pages in length. A total of 600 criticisms, five per leader, were selected for 120 leaders. The final sample used for analysis was 596 due to difficulty in finding 5 criticism events for some leaders within the books that were selected for the study. We conducted a power analysis based on the statistical procedures used and results were between .99 and 1 thus proving confidence in our sample size. After criticisms were selected, raters agreed upon who the critic was in the passage as well as the “other” that would be reacting to the leader’s response strategy and was of concern to the leader. We did not attempt to include consistent “other” types across leaders, but merely recorded who this was for the purpose of rating consistency. A comparison of judges’ selection of criticism events resulted in 81% agreement. When initial agreement was not reached, it was generally a case of raters

identifying a different criticism within the passage, rather than raters disagreeing on the appropriateness of those criticisms selected. When different criticisms were selected, consensus was reached as to which criticism passage contained the most substance using the criteria of length and degree of detail included in the criticism passage.

Predictors and Criteria. After conducting a literature review on the relevant aspects of constructive criticisms and initial reading of the source material, four doctoral candidates in industrial and organizational psychology created event markers to be evaluated on a 5-point Likert scale. The literature review coupled with appraisal of the rise-to-power chapters allowed for inclusion of event markers capturing all components of the criticism event. These event markers were written to assess observable behaviors that consistently appeared in the biographies. Separate event markers were written to capture the essence of each stage. These stages include 1) hostile criticism directed towards the leader (e.g. “To what extent does the criticism contain a threat?”; “To what extent is the criticism directed at the leader’s personal characteristics?”; “To what extent is the criticism directed at the leader’s process?”), 2) leader appraisal of the criticism (e.g. “To what extent is the leader upset with the criticism?”; “To what extent does the leader appraise the criticism as a typical criticism made towards him or her in general?”; “To what extent does the leader appraise the criticism as likely to reduce his or her working relationships with the critic?”), 3) leader response strategy (e.g. “To what extent does the leader change his or her policy to address the critic?”; “To what extent does the leader delay or resist a response or refuse to address the issue?”; “To what extent does the leader cover up the source of the criticism?”), 4) others’ reaction to the leader’s response (e.g. “To what extent do others have a decreased commitment to the leader’s vision?”; “To what extent do others defend the leader’s response?”; “To what extent do others experience a decrease in level of trust in the

leader?”), and 5) resolution of the criticism (e.g. “To what extent is the future ability to garner support discussed?”, “To what extent is colleagues or followers willingness to work with the leader after criticism has been made discussed?”; “To what extent is preservation of the leader’s agenda with regard to the issue being criticized discussed?”). Predictor variables were written for stages one, two and three. The criterion variables were written for stages four and five. There was a total of 89 predictor and criterion event markers developed. Approximately 20 items were written to capture aspects of each stage. These stages were predetermined based on the review of literature and items were written to capture each stage. Each stage generally followed the same sequence in the text as presented in Figure 1. These predictor and criterion variables were essentially those that were not the control variables.

Controls. In addition to the predictors and criteria, controls were developed to account for situational factors, biographical characteristics, and leader characteristics that may otherwise influence the criterion variables. The information to assess the controls came from prologue or epilogue chapters where leader information was summarized. Several variables were included that were anticipated to account for variation among the variables of interest. The control variables used followed the historiometric research methodology conducted by Mumford (2006). For example, variables about the biography such as length of the criticism passage, degree of author bias, and education level of biographer were included. Variables were also included to evaluate leader characteristics and general criticism controls such as number of groups criticizing the leader, frequency of criticism of this leader, severity of consequences of criticism.

Additional control variables were assessed using the criticism passages. These included nature of the critic (e.g. relationship with leader, in-group vs. out-group status), nature of organizational issues (e.g. whether the population being led was cohesive or not, size of

population being led). These groups of controls were selected to account for potential differences in the characteristics of the criticism event. For example, the relationship of the person or group making a criticism may play a significant role in the conclusion of the event. Some research has indicated that continued attacks from individuals or groups may in fact have the opposite of the desired effect and actually build support for the leader (Kleinnijenhuis, Oegema, de Ridder, van Hoof, & Vlienthart, 2003; Shah et al., 2002). Therefore, one would expect the relationship of the individual to the leader as well as the frequency of criticisms on a particular topic between the critic and leader to be important considerations. Therefore, the nature of the relationship between the leader and the critic was a consideration in this study. See Table 2 for example control items.

Rating Procedures. The ratings included five judges, all doctoral candidates in industrial and organizational psychology, who were also involved in development of the event markers. They engaged in a 30-hour training program in which they were asked to assess predictor and criteria items that accounted for each phase of the criticism event on a 5-point Likert scale. After being exposed to this training, the average interrater agreement coefficients for these items was adequate ($ICC = .73$) using the procedures suggested by Shrout and Fleiss (1979). These same five judges also rated the control variables on a 5-point Likert scale. After being exposed to 10 hours of rater training to achieve a shared mental model of the control variables being assessed, adequate interrater agreement coefficients were obtained ($ICC = .78$).

Analyses

This was considered a respondent rather than an operant measure meant to assess the values and views of the leader or others as interpreted by the biographer. Through analysis, the expert ratings were assessed rather than the implicit motives of the leader. Assessments were made on actions taken by the leader or others rather than motives as the biographer had already

included an interpretation therefore making it difficult to truly know the motives of those individuals or groups of interest. In terms of the measurement model, this would be considered reflective in that there were underlying factors giving rise to that which was observed (Diamantopoulos & Winklhofer, 2001). The high coefficient alphas indicate that this reflective model is indeed appropriate. Additionally, removal of an item does not change the essential nature of the underlying construct, once again indicating the reflective nature of these indicators (Diamantopoulos & Winklhofer, 2001; Jarvis, Mackenzie, and Podsakoff, 2003). Because of the reflective nature of these indicators, it was determined that it would be appropriate to use factor analysis and assessments of internal consistency.

To address the hypotheses regarding the relationship between criticism type, response strategy, and resolution of the criticism, a series of analyses were conducted. Because there was not a pre-determined model being tested, rather a general framework of relationships was being evaluated, a modeling approach such as Structural Equation Modeling or LISREL was not considered appropriate. Although there are advantages to Partial Least Squares (PLS), such as the ability to handle multicollinearity among independent variables, for the intent of this particular study, the disadvantages outweighed the advantages. First, PLS would mix the items between stages. As mentioned previously, obtaining factors for each phase independently was preferred as items were written to represent distinct stages as each takes a different perspective of the criticism event. Therefore combining variables between stages would create results that would no longer be tied to the theoretical foundations used to develop these items. While the stages of the criticism events were based on theory, exploratory factor analyses were conducted to identify the subcomponents of each broader stage based on the items coded within each stage. Hence, first, exploratory factor analyses assisted in identifying the factors that emerged and the

items that best represented each of these factors (see Table 3 for full results). Separate factor analyses were conducted for each phase of the criticism event since the items were written for these distinct phases and each of the stages includes different perspectives (i.e., leader, other, objective outcome). Factors emerging from this first stage of analysis were then used for the second stage of analysis. The second stage of analysis consisted of a series of step-wise regressions used to examine the relationship between stages of the hostile criticism framework. Covariates were retained if they were significant beyond $p \leq .05$ level across analyses. Thus, block one included significant covariates and subsequent blocks included predictor variables.

Results

Broadly speaking, the results have indeed provided more information about the series of factors involved in a criticism event. Specifically, we now have information about each of the factors impacting each stage of a criticism event that may be studied in more detail in the future. A total of 14 factors were identified from the initial exploratory factor analyses. These factors had high internal consistency ranging from .74 to .98.

Nature of Criticism. From the factor analysis of variables included in the nature of criticism, two characterizations of hostile criticisms emerged with high internal consistency - those driven by logic and those driven by emotions. Coefficient alphas for criticisms driven by logic or emotions were .89 and .83, respectively. Variables making up the factor Emotional Criticism included those indicating that the criticism contained a threat, powerful language, and the critic displayed emotion. Variables that were part of the factor Logical Criticism included those indicating that the criticism was well thought out, unbiased, and grounded in logic.

Appraisal of Criticism. Three factors for the leader's appraisal of the criticism emerged which indicated high internal consistency as represented by the following coefficient alphas:

Appraised as a Threat to the Future (.92), Appraised with Emotionality (.90), and Appraised as Helpful (.81). Variables in the factor Appraised as a Threat to the Future were those related to diminishing power, threatening agenda or goals, or ability to work with others in the future. The factor Appraised with Emotionality included attributions such as upset, anger, or tension. The factor Appraised as Helpful included the leader appraising the criticism as fair, useful, or valid.

Leader Response Strategies. Five types of leader response strategies emerged with high internal consistency as reflected by the following coefficient alphas: Confrontation (.92), Collaboration (.78), Persuasion (.84), Diversion of Attention (.74), and Avoidance (.82). Items in the factor Confrontation included the leader making personal comments toward the critic, compromising the critic's credibility, attempting to remove the critic from his/her position, or using intimidation. It is of note that some of the items within this factor had large variances, which is likely because these events were somewhat unusual because of their extreme nature. Therefore, frequently these behaviors were not observed, receiving a rating of 1 meaning "not occurring at all"; however if they were observed, it was generally occurring in a dramatic fashion receiving a rating of 5, meaning "occurring at a great extent".

The factor Collaboration included items indicating an adaptive nature through a willingness to change policy, seeking support from allies, asking others for suggestions, offering to work with others to jointly develop a solution, or offering a mutually appealing course of action. Items in the factor Persuasion included providing a rationale, using logical or factual arguments, showing how the other's acceptance will be beneficial, appealing to emotion, values or ideals, or making reference to rules, policies, or laws. Items included in the factor Diversion of Attention were: passing the problem off to someone else, directing attention to a different topic, covering up the source of the criticism, creating a false story to account for criticism, and

addressing criticism in an ambiguous manner. Items in the factor Avoidance included delaying or resisting a response, recognizing the situation but not addressing it, and failing to recognize that a criticism occurred.

Others' Reactions to Response. Factors emerging for others' reactions to the response were characterized as either supportive or unsupportive. Coefficient alphas were .98 for both factors. Items in the Others Supportive factor include others thinking that the leader's response was legitimate, having an increased commitment, building support for the leader, defending the leader's response, having increased respect for the leader, empathizing with the leader, and offering to find a joint solution. Items in the Others Unsupportive factor include thinking the response was illegitimate, experiencing decreased commitment to the leader, discouraging support for the leader, experiencing decreased respect for the leader, withdrawing support from leader, and retaliating with a harsher criticism.

Resolution of Criticism Event. Finally, two factors emerged describing the resolution of the criticism event. These factors characterized either a successful or unsuccessful conclusion to the criticism event. Items in the Successful Resolution of Criticism factor included the preservation of the leader's agenda, the ability to garner support from followers, being likable, and experiencing positive future relations. Items in the Unsuccessful Resolution of Criticism factor included negative future relations with critic, inability to garner support, discussion of leader dislike, followers' unwillingness to work with leader, and future criticisms about the same issue. Coefficient alphas for both factors were .88; see Table 3 for the specific items within each of these factors. Additionally, correlation matrices can be found in Tables 4 through 10. The correlation matrices indicate that there is discriminant validity between factors and within sets of factors. For example, the variables "changes policy" and "provides rationale" do not correlate as

highly (.10) as the variables within the factor Persuasion, “provides rationale” and “provides logic and facts” (.75). Similarly, the variables “makes an emotional appeal” and “uses intimidation” are not correlated as highly (.08) as the variables within the Avoidance factor, “delay responses” and “does not address” (.81). Additionally, stages in the framework display discriminant validity although there are several significant correlations between stages. For example, the factor Avoidance and the factor Logical Criticism are not as highly correlated (.01) as appraised as factors under the Leader Appraisal stage, Appraised as Damaging to Future and Becomes Emotional (.64). Similarly, the factor Persuasion and the factor Appraised as Damaging to Future are not as highly correlated (.04) as the factors in the Response Strategy stage Persuasion and Collaboration (.39).

Insert Tables 3 through 10 About Here

Next, a series of regressions using a two-step model was conducted in order to understand the relationship between the stages of the criticism event. Tables 11 through 14 reflect the results of these regressions. The first hypothesis, criticisms characterized by emotional outbursts rather than measured arguments would be related to unsupportive reactions from others, was addressed first. Covariates significant beyond $p \leq .05$ across analyses were included in the first step. The regression steps followed the order of the model. Thus, in our first step, the covariates included were strength of support for the leader and degree to which they took responsibility for action or events. Step two included independent variables related to the nature of criticism. Step three included independent variables related to the leader’s appraisal of the criticism. Step four included variables related to the leader’s response strategy. Two variations of

this analysis were run using the dependent variables Others Supportive and Others Unsupportive reaction to response. Including all the stages, the final model explains a significant amount of variance ($\Delta R^2 = .05, p < .001$). Interestingly, there was a negative relationship between Others Supportive reaction to response and Logical Criticisms ($\beta = -.15, p < .01$). This finding was surprising because the expectation was that Logical Criticisms would be positively related to Others Supportive reactions to response. This has implications for our understanding of the criticism event. This finding deserves further exploration to understand this relationship and what other variables may be influencing this relationship. Given this finding, as would be expected when conducting the same analysis with Others Unsupportive reactions by others as the dependent variable, the final model explained a significant amount of variance ($\Delta R^2 = .03, p < .001$). Criticisms characterized by logic were related to unsupportive reactions by others ($\beta = .13, p < .01$).

Insert Table 11 and 12 About Here

To address hypothesis two that criticisms characterized by emotional outbursts rather than measured arguments are related to unsuccessful outcomes as related to the resolution of the criticism, a second step-wise regression was conducted. Following the previous analysis, in our first step, the covariates included were strength of support for the leader and degree to which they took responsibility for action or events. Step two included independent variables related to the nature of criticism. Step three included independent variables related to the leader's appraisal of the criticism. Step four included variables related to the leader's response strategy. Step five included variables related to the reactions to the leader's response. Two variations of this

analysis were run using the dependent variables Successful Resolution of the Criticism and Unsuccessful Resolution of the Criticism. Similarly, with the Unsuccessful Resolution of the Criticism as the dependent variable, the final model explained a significant amount of variance ($\Delta R^2 = .16, p < .001$) however the nature of the criticisms as related to Unsuccessful Resolution of the Criticism with both Logical Criticisms ($\beta = .19, p < .001$) and Emotional Criticisms ($\beta = .10, p < .01$) reached significant levels. There was no significant relationship to report between the nature of the criticism and Successful Resolution of the Criticism. The expectation was that there would be a relationship between Emotional Criticisms and Others Unsupportive reactions to the response and Unsuccessful Resolution of the Criticism. This has implications for our understanding of the criticism event. To further examine these results, a regression was conducted with the covariates as the first step, variables related to the nature of the criticism as the second step, and the dependent variables related to the leader's appraisal of the criticism. Following the same trend of results, Logical Criticism ($\beta = .07, p < .05$) and Emotional Criticism ($\beta = .43, p < .001$) were both significantly related to Appraised as Threat to Future. Similarly, Logical Criticism ($\beta = .08, p < .05$) and Emotional Criticism ($\beta = .41, p < .001$) were both significantly related to Appraised with Emotionality. However, slightly different results emerged with the dependent variable Appraised as Helpful, with only a significant relationship with Logical Criticism ($\beta = .29, p < .001$). This finding indicates a distinction between the nature of the criticism showing that criticisms that are based on logic are perceived to be helpful in nature whereas this connection was not found for criticisms based on emotion.

Insert Table 13 and 14 About Here

To address our third hypothesis, a regression was run that included the same covariate variables in the first step as previous analyses. Step two included independent variables related to the nature of criticism. Step three included independent variables related to the leader's appraisal of the criticism. Step four included variables related to the leader's response strategy. Two variations of this analysis were run using the dependent variables Others Unsupportive and Others Supportive reactions to response. The dependent variable in the first variation was Others Unsupportive reaction to response. Through this analysis, the third hypothesis, that is response strategies characterized by hostility result in unsupportive reaction to response, was supported with the final model explaining a significant amount of variance ($\Delta R^2 = .03, p < .001$). Results indicate that the response strategy Confrontation ($\beta = .13, p < .01$) is positively related to an unsupportive reaction to the leader's response. This supports the finding by Schütz (1998) that acting with a counterattack was negatively viewed by followers. Baron's (1988) work illustrating that avoidant strategies led to intensification of a conflict was supported here as there was a significant relationship between Avoidance and Others Unsupportive ($\beta = .08, p = .05$). As would be expected, there was a negative relationship between Collaboration strategies and Others Unsupportive ($\beta = -.10, p < .05$).

To address our fourth hypothesis, response strategies characterized by calmness result in supportive reaction to response, the same analysis conducted in hypothesis three was conducted here, but with Others Supportive as the dependent variable. Hypothesis four was supported with the final model explaining a significant amount of the variance ($\Delta R^2 = .05, p < .001$). There was a positive relationship between Collaboration ($\beta = .20, p < .001$) and Persuasion response strategies ($\beta = .13, p < .01$) and Others Supportive. These findings are not surprising given the literature discussing the positive nature of collaboration. It corroborates the finding by Schütz

(1998) indicating that positive behaviors on the part of politicians result in more favorable reactions by their followers. Similarly, the positive relationship existing between Persuasive response strategies and Others Supportive illustrates individual's desire to have an explanation from the leader as to why a particular action was taken.

The fifth hypothesis, that response strategies characterized by hostility will be related to unsuccessful resolution of criticisms, was once again assessed following the previous analysis. In the first step, the same covariates used previously were included. Step two included independent variables related to the nature of criticism. Step three included independent variables related to the leader's appraisal of the criticism. Step four included variables related to the leader's response strategy. Step five included variables related to the reactions to the leader's response. The dependent variable here was Unsuccessful Resolution of the Criticism. Hypothesis five was supported with the final model explaining a significant amount of the variance ($\Delta R^2 = .16, p < .001$). We found a significant positive relationships between leader response strategies characterized as Confrontation ($\beta = .11, p < .01$), Persuasion ($\beta = .15, p < .001$) and Avoidance ($\beta = .11, p < .001$) and an Unsuccessful Resolution of the Criticism Event.

This finding is noteworthy given that the Persuasion response strategy was related to a supportive reaction from others. It may be that a persuasive strategy was initially successful, but others eventually became dissatisfied with the outcomes resulting from this strategy. As suggested by the research on persuasion and advertising from Petty & Cacioppo (1986), successful persuasion is more likely to occur when recipients of the message actively engage in thinking about the topic. The "others" in this study may not actively engage in careful processing of information because they have been distracted by some other issue or topic. Thus, the response strategy of persuasion lends itself to more in-depth study to determine if this

explanation is accurate. Avoidance response strategies were related to Unsuccessful Resolution of the Criticism. This was expected given that avoidant behavior was negatively related to Successful Resolution of the Criticism.

There was one result that was quite surprising which indicated a positive relationship between Collaboration response strategy and Unsuccessful Resolution of the Criticism ($\beta = .12$, $p < .001$). In an attempt to understand why a Collaboration response strategy might be related to an Unsuccessful Resolution of the Criticism, an attempt was made to determine how this response strategy behaved as an dependent variable in a regression with covariates as the first step, nature of criticism variables as the second step, and leader appraisal of the criticism variables as the third step. It was hoped that this analysis would facilitate an understanding if there were things occurring earlier on in the criticism event that could be related to a leader choosing this particular response strategy. Results revealed that the two factors related to a Collaboration response strategy were Appraised as a Threat to the Future ($\beta = .29$, $p < .001$) and Appraised as Helpful ($\beta = .41$, $p < .001$). Additionally, there was a negative relationship between Appraised with Emotionality and Collaboration response strategies ($\beta = -.22$, $p < .001$). Given these results, it appears that leaders tend to use Collaboration response strategies when they are not emotionally engaged in the issue, but they understand the serious nature of the criticism and see it as something that could be helpful to them. When a leader is responding to a criticism that is perceived as damaging to his or her future, using a Collaboration response strategy could be viewed as a wise option and is related to Others Supportive reaction to the response, but it does not resolve the issue completely.

Hypothesis six, that response strategies characterized by calmness will be related to successful resolution of criticisms, was also addressed using regression analyses. In the first step,

the same covariates used previously were included. Step two included independent variables related to the nature of criticism. Step three included independent variables related to the leader's appraisal of the criticism. Step four included variables related to the leader's response strategy. Step five included variables related to the reactions to the leader's response. The dependent variable here was Successful Resolution of the Criticism. Hypothesis six was partially supported with the final model explaining a significant amount of the variance ($\Delta R^2 = .30, p < .001$). The results indicate three response strategies positively related to a Successful Resolution of the Criticism including Collaboration ($\beta = .06, p < .05$), Confrontation ($\beta = .09, p < .05$), and Diversion of Attention ($\beta = .06, p < .05$). Additionally, Persuasion response strategies were negatively related to Successful Resolution of the Criticism ($\beta = -.08, p < .05$). One would expect Collaboration responses to be related to more positive outcomes, but it was somewhat surprising that Confrontation response strategies would be related to Successful Resolution of the Criticism. However, this corroborates the finding by Schütz (1998) that focused attacks on an opponent were associated with competence. More research is needed to tease apart precisely what is driving the resolution of the criticism event as it would appear to be more than merely the response strategy. For example, in this analysis one of the leader appraisal variables, Appraised as Helpful was also significant ($\beta = .07, p < .05$). When there was an Unsuccessful Resolution of the Criticism there was a significant relationship with Appraised with Emotionality ($\beta = .09, p < .05$). Perhaps if a leader allows emotion to enter into his or her decision making process when determining a response strategy, the results will generally be more unsuccessful versus when the leader views the criticism as an attempt to be helpful. Similarly, there is a positive relationship between Appraised with Emotionality and Others Unsupportive ($\beta = .12, p \leq .05$).

Interesting, although not hypothesized, was the finding that Others Supportive reactions to the leader response was related to Successful Resolution of the Criticism with the final model explaining a significant amount of variance ($\Delta R^2 = .30, p < .001$) with Supportive reactions to response positively related to Successful Resolution of the criticism event ($\beta = .67, p \leq .001$). Similarly, Others Unsupportive reactions to the leader response was related to Unsuccessful Resolution of the Criticism with the final model explaining a significant amount of variance ($\Delta R^2 = .16, p < .001$) with Others Unsupportive reactions to the response positively related to Unsuccessful Resolution of the Criticism ($\beta = .38, p \leq .001$). Similarly, there was a negative relationship between Others Supportive reaction to the response and Unsuccessful Resolution of the Criticism Event ($\beta = -.16, p = .001$).

Discussion

General Findings

The results of the current effort have important implications for understanding leadership. Most generally, it appears that the nature of the hostile criticism is may not matter as much as one might expect, with the noteworthy exception of Logical Criticisms and their negative relationship to Others Supportive reactions to response. While this surprising result is somewhat difficult to explain, additional research may clarify this finding. This will be discussed in further detail.

According to the present findings, the type of response strategy does make a difference to the perceptions of others. The response strategies Collaboration and Persuasion were positively related and Diverting Attention negatively related to Others Supportive reactions, while Confrontation response strategies were positively related and Collaboration response strategies negatively related to Others Unsupportive reactions. Response strategy also makes a difference

to the ultimate conclusion of the criticism event. Once again, Collaboration appears to be an important response strategy in that it is also related to a Successful Resolution of Criticism Event. This relationship is one that would be expected. However, Confrontation is also a response strategy that is positively related to a Successful Resolution of Criticism. Upon reviewing the items within these factors, the interpretation of this finding becomes clear. For example, one of the items included in the Confrontation factor is “Leader attempts to remove the critic by firing, reassigning, or other means”. If the critic was a person that was not performing in line with a particular aspect of the leader’s agenda, this may be a very necessary, although somewhat dramatic, step. This response strategy did relate to Others Unsupportive reaction meaning that followers and others around the leader did not agree with this type of reaction from the leader. However, the Confrontation response strategy was positively related to a Successful Resolution of the Criticism meaning that the leader was able to continue forward with his or her agenda or goals. It is entirely possible that while others may disagree with the particular response strategy used, the leader is able to maintain his/her agenda and once positive outcomes are observed, others may be able to unite once again behind the leader. Response strategies related to Unsuccessful Resolution of Criticism, were Avoidance and Persuasion both indicating a positive relationship. This is an important finding for leaders as they determine an appropriate response strategy to address a hostile criticism. However, leaders may also need to consider previous influencing factors on their response strategies such as the nature of the criticism and their appraisal of the criticism.

Theoretical Implications

The theoretical contributions of this study are threefold. First, this study has helped to address a gap in the literature relating to one challenging aspect of leadership. This initial

glimpse into challenging aspects of leadership provides a beginning for gaining a greater understanding of leader behavior. In sum, investigating leadership behaviors in difficult situations provides a more complete picture of leadership as a whole. Second, a framework was developed describing hostile criticism events. In the past there has been no framework for criticism, including the areas of criticism delivered with more positive intentions. The current research effort provides a framework within which to work and possibly test a model. Third, concrete factors involved in criticism events have been identified, enabling researchers to further test these factors and study how they interact. This preliminary examination has provided useful information about various common response strategies used by leaders when faced with a criticism. As previously stated, while literature on constructive criticism is more common, research on hostile criticisms is nearly non-existent. The present research effort has made significant headway into this topic.

Although generalizability issues were considered in the design of this study and distinctions in personalized and socialized power orientations were captured as well as populations of Western and Non-Western leaders, there were no significant findings in these areas. It is somewhat surprising that there were no differences found between personalized and socialized leaders in terms of criticism events. It appears that the unique characteristics of the criticism event have more influence than the power orientation of the leader, therefore eliminating any differences that usually appear between these leaders. Additionally, there were no apparent differences between Western and Non-Western leaders. Once again, the conclusion can be drawn that because of the high-level influence of these leaders, generally at international levels, otherwise observed differences were absent in the present effort. Therefore, we believe there were no distinctions found for Western and Non-Western leaders due to the widespread

extent of their influence. Generally, the leaders included in this study, although originating in a Western or Non-Western country, operated in an international capacity. Additionally, Non-Western leaders may have been educated in a Western environment. Thus, these differences were diminished. Along similar lines, to achieve an international level of power, one may need to change his or her previously held Western or Non-Western thought orientation to a more global thought orientation.

In addressing the finding that the nature of the criticism indicated no difference in terms of unsupportive reaction from others and unsuccessful resolution of the criticism event, it may be that there are other nuances present in a criticism that were not accounted for in the present study. Another explanation could be that followers are able to more easily disregard emotional criticisms of the leader rather than logical criticisms and thus they do not affect others' opinions and resolution of the criticism events. This same explanation might be used to interpret the negative relationship between logical criticisms and supportive reaction to response.

Practical Implications

There are several applied contributions that leaders and researchers may consider. First, there is value in applying collaborative response strategies when faced with a criticism which supports previous research by Delerue (2005), Hanson (2006), and Malici (2005). Engaging in collaboration can lead not only to supportive reactions from others, but a successful resolution of the criticism event. Knowing the importance of collaboration, this factor should be observed more closely to identify what specific variables are most influential.

Next, the finding that the Confrontation response strategy was related to unsupportive reactions of others; and Avoidance and Persuasion response strategies were related to an Unsuccessful Resolution of the Criticism is noteworthy. These results indicate that there are far

more response strategies that are related to Others Unsupportive reactions and Unsuccessful Resolution of the Criticism than to Others Supportive reactions and a Successful Resolution of the Criticism.

Limitations

Although there are many contributions of this study, there are some limitations that must be considered. First, there may be some interdependence between stages. Although items were written for each distinct phase, there may be some reliance on previous stages. The step-wise analysis as it was conducted should take these relationships between stages into consideration.

Next, the fact that the material used in this study was derived from an historical sample of leaders was restrictive in the sense that the only information available was that which was provided in the biography. Because of this, attention becomes focused on behaviors that are consistently recorded. Considering the limitations in using historical documents in our study, it is noteworthy that a selection plan was developed to address the level of generality. Bearing these biasing factors in mind, we believe there is still a valuable contribution about criticism events available through this study.

Also, there was one set of expert judges that both formed a framework for the variables of interest in this study and conducted the ratings. Therefore there is a potential for single source bias. Attempts were made to reduce this potential bias by having discussions about the variables of interest between all judges and providing rater training. Additionally the team selected for the current effort varied in experience levels and political perspectives.

Additionally, only outstanding leaders were considered in this study. Although this is the most obvious population to observe when discussing hostile criticisms because of their highly visible nature, there is a question of how this may generalize to populations. Nonetheless, the

current effort has answered initial questions about criticism events that may now be expanded upon investigating other levels of leadership.

Another limitation is that the leader's appraisal of the other's response was not considered. This phase originally appeared in the framework, but upon initial review of the biographies, this phase was not consistently found in the criticism events. Therefore, although this may be an important phase to consider, it was not considered here.

Finally, it should be noted that there were some leaders selected for this study that could not be used because of a lack of criticism passages found for those leaders. Some of the leaders we were unable to find criticisms for included: Reinhard Heydrich, Rudolf Hess, Ferdinand Foch, and Mustafa Ataturk. As for Heydrich, it is understandable why it would be unwise to criticize the chief of the Gestapo and Hitler's potential successor. Rudolf Hess suffered from mental instability and was eventually disowned by the Nazi Party. Once again, supporters of such a violent movement were generally difficult to criticize. By contrast, Ferdinand Foch was well respected and well liked. As general of the French Army in WWI, he was credited with preventing the advancement of the German military. Perhaps this accomplishment in war made it difficult to criticize him. Finally, Mustafa Ataturk, founder of the Turkish Republic was a towering presence in history and much admired. One can presume it would be difficult to criticize a founding father. Although two of these leaders were destructive and two worked for good, the theme that is present among these leaders is that they were in power during extremely turbulent times. Perhaps turbulence of the nation reflects the amount of criticisms that are directed at the leader.

Future Research Directions

Future directions for research may include an investigation of how responses to criticisms change over the life cycle of the leader's career rather than only his or her time in power. In addition, it may be of interest to determine how these findings of outstanding leaders generalize to leaders of lower stature. Particularly, it would be interesting to observe whether the findings from this effort hold across lower-level Western versus Non-Western leaders. Finally, a more in-depth look at criticism, what types of criticism a leader should attend to, and what criticisms should be ignored may be warranted given the intense and vast amounts of criticism that leaders encounter on a daily basis.

Additionally, the flip side of this framework may provide a worthy area of research. Specifically an investigation of leader praise and what types of actions typically receive praise, how the leader responds to being praised and how others surrounding the leader respond to the leader receiving such praise. One could also investigate whether pursuit of an issue was intensified after praise of a leader.

In sum, while the challenges leaders face and criticisms endured will not likely disappear, the successful or unsuccessful resolution of these events may be somewhat controlled. Response strategies do make a difference to not only the perceptions of others, but the way a criticism is resolved. This is noteworthy for leaders as they seek positive relations with others and advance their agendas.

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Figure 1. *Phases in Criticism Event*

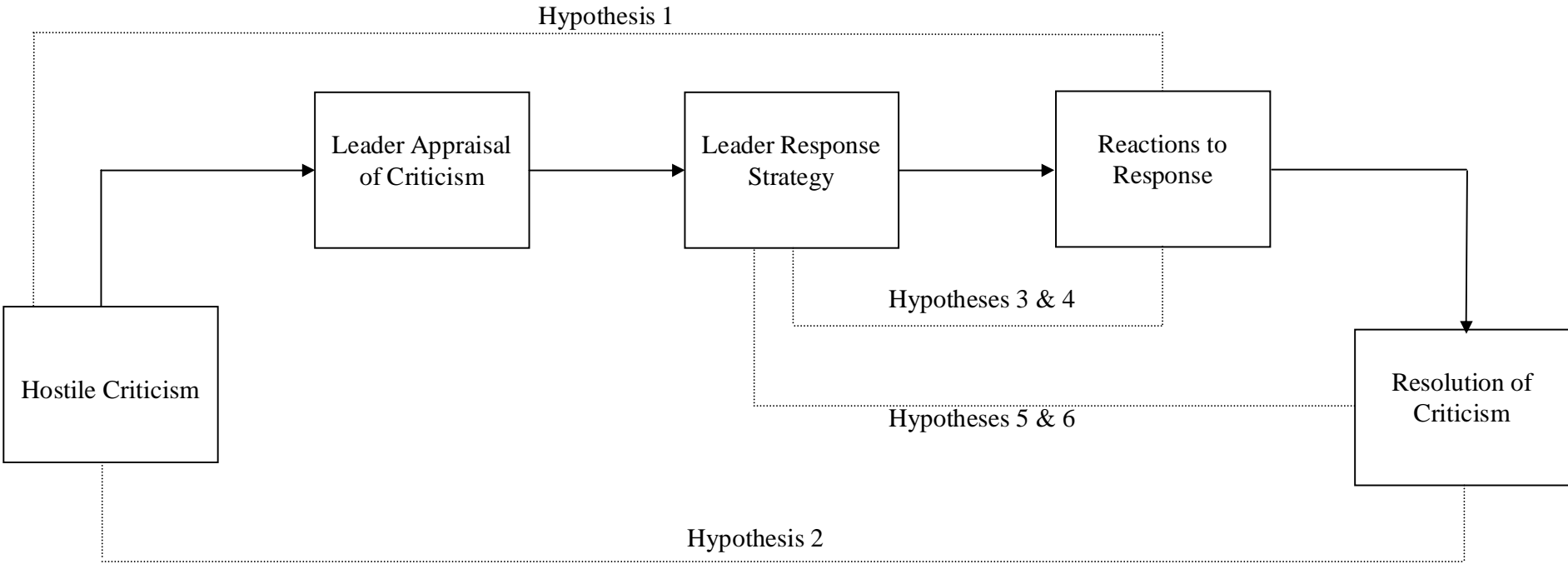


Table 1. *Classification of Leader by Power Orientation*

Socialized		Personalized	
Alfonso XIII	Masayoshi Ohira	Konrad Adenaur	Eion O'Duffy
Al-Hajj Amin Al-Husayni	Shimon Peres	Spiro Agnew	Patrick Pearce
Mohammad Ali Jinnah	Raymond Poincare	Idi Amin	Juan Peron
Liaquat Ali Khan	Enoch Powell	Yuri Andropov	Henri Petain
Clement Attlee	Yitzhak Rabin	Yasser Arafat	Augusto Pinochet
Gordon Brown	Sam Rayburn	Menachem Begin	Pol Pot
Ralph Bunche	Ronald Reagan	Zulfi Bhutto	Adam Powell
George H. W. Bush	Franklin Roosevelt	Fidel Castro	Nelson Rockefeller
James Callaghan	Theodore Roosevelt	Neville Chamberlain	Dan Rostenkowski
Juan Carlos	Anwar Sadat	Chiang Ching-kuo	Mobutu Sese Seko
Jimmy Carter	Yuan Shi-k'ai	Georges Clemenceau	Hun Sen
Winston Churchill	Soekarno	Calvin Coolidge	Ariel Sharon
Bill Clinton	Adlai Stevenson	Francois Duvalier	Joseph Stalin
Michael Collins	Huseyn Shaheed Suhrawardy	Francisco Franco	Haji Mohammad Suharto
James Connolly	William Taft	Juan Vicente Gomez	Kakuei Tanaka
Charles de Gaulle	Margaret Thatcher	Warren G. Harding	Strom Thurman
Eamon DeValera	Josip Tito	Edward Heath	Hideki Tojo
Alec Douglas-Home	Harry S Truman	Adolf Hitler	Leon Trotsky
Dwight Eisenhower	H. J. van Mook	Herbert Hoover	Vajiravudh
Gerald Ford	Abdurrahman Wahid	Saddam Hussein	Pancho Villa
J. William Fulbright	Woodrow Wilson	Kay Bailey Hutchinson	Jim Wright
Indira Gandhi	Boris Yeltsin	Lyndon B. Johnson	Deng Xiaoping
Mohandas Gandhi		Ali Khomeini	Sun Yat-sen
Lloyd George		Nikita Khrushchev	Emiliano Zapata
Rudy Giuliani		Lyndon LaRouche	Mao Ze-dong
Mikail Gorbechev		Vladimir Lenin	Vladimir Zhirinovsky
Hubert Humphery		Huey Long	
Chiang Kai-Shek		Joseph McCarthy	
John F. Kennedy		Slobodan Milosevic	
Jomo Kenyatta		Ho Chi Minh	
Harold Macmillan		Rafael Trujillo Molina	
Nestor Makhno		Vyacheslav Molotov	
Nelson Mandela		Hosni Mubarak	
Robert Mugabe		Richard Mulcahy	
Gamal Abdel Nasser		Benito Mussolini	
Jawaharlal Nehru		Richard Nixon	

Table 2.

Example Control Items

Situational Characteristics

1. Strength of leader support
2. Degree to which leader took responsibility for actions or events
3. Leadership position seized versus elected/appointed
4. General stability of nation during time of power

Biographical Characteristics

1. Amount of detail available
2. Strength of documentation
3. Book contains others' interpretation versus actual leader material
4. Degree of author bias

Leader Characteristics

1. Leader is personalized versus socialized
2. Leader in Western versus Non-western nation
3. Leader in industrialized country
4. Leader exhibits openness to new ideas

Criticism Controls

1. Frequency of criticism towards this leader
2. Severity of criticism
3. Frequency of criticism in this society
4. Consequences for leader criticism in this society

Table 3.

Factor Analysis Results

Logical criticism (26.34%; $\alpha = .89$)	FL
1. Criticism used strong logic	.82
2. Criticism seems to incorporate consideration of all pertinent information/sides of issue	.90
3. Criticism seems to incorporate consideration of likely consequences/outcomes	.88
4. Criticism was not hasty	.59
5. Criticism is unbiased	.68
Emotional criticism (22.91%; $\alpha = .83$)	
1. Criticism contains a threat	.55
2. Criticism is emotionally laden	.85
3. Criticism is characterized by upset, anger, and temper	.91
4. Language used in the criticism is powerful	.64
Appraised as a threat to the future (29.78%; $\alpha = .92$)	
1. Leader appraises the criticism to be a threat to his/her agenda	.89
2. Leader appraises the criticism to be a threat to his/her goals	.91
3. Leader appraises the criticism as having the potential to diminish his/her power	.76
4. Leader appraises the criticism as impacting many people	.71
5. Leader appraises the criticism to be a threat to his coalition/ability to work with followers in the future	.65
6. Leader appraises the criticism as having negative future consequences	.70
Appraised with emotionality (15.71%; $\alpha = .90$)	
1. Leader upset with the criticism	.82
2. Leader's appraisal make him/her angry	.77
3. Leader's appraisal makes him/her tense	.66
Appraised as helpful (15.31%; $\alpha = .81$)	
1. Leader appraises the criticism to be fair	.91
2. Leader appraises the criticism to be useful	.51
3. Leader appraises the criticism to be valid	.87

Note. % = % of variance explained; α = Cronbach's α ; FL = Factor Loadings

Table 3 (continued).

Factor Analysis Results

Confrontation (15.86%; $\alpha = .92$)		FL	Persuasive (11.51%; $\alpha = .84$)		FL
1.	Leader makes personal comments about the critic	.93	1.	Leader provides a rationale for the behaviors, beliefs, or ideas that are being criticized	.71
2.	Leader attempts to compromise the credibility of the critic	.93	2.	Leader uses logical and factual arguments to show importance or validity of behaviors, policies, or ideas	.80
3.	Leader attempts to remove the critic by firing, reassigning, or other means	.56	3.	Leader explains how others' acceptance will be personally beneficial	.75
4.	Leader attempts to intimidate the critic through physical, written, or verbal means	.77	4.	Leader appeals to emotions, values, or ideals to influence others	.61
5.	Leader encourages further criticism by being antagonistic	.74	5.	Leader makes reference to rules, policies, or laws to support actions	.48
Collaborative (10.50%; $\alpha = .77$)		FL	Diverting Attention (9.89%; $\alpha = .74$)		FL
1.	Leader changes their policy to address the criticism	.51	1.	Leader removes oneself from accountability by passing the problem off to someone else	.42
2.	Leader seeks support from trusted allies	.43	2.	Leader orients others' attention to a different situation, issue, or topic	.48
3.	Leader asks others what they would suggest to make improvements and/or changes	.76	3.	Leader tries to cover up the source of the criticism	.75
4.	Leader offers to work with others to find a solution	.84	4.	Leader creates a false story to account for criticism	.72
5.	Leader offers mutually appealing course of action	.58	5.	Leader addresses the issue in an ambiguous way	.48
Avoidance (8.69%; $\alpha = .82$)		FL			
1.	Leader delays or resists a response or refuses to address the issue	.80			
2.	Leader recognizes the situation but decides not to address it	.90			
3.	Leader fails to recognize that the criticism occurred or fails to accept what was stated in the criticism	.51			

Note. % = % of variance explained; α = Cronbach's α ; FL = Factor Loadings

Table 3 (continued).

Factor Analysis Results

Others Supportive (44.25%; $\alpha = .98$)		FL	Others Unsupportive (40.13%; $\alpha = .98$)		FL
1.	Other thinks the leader's response was legitimate	.75	1.	Other thinks the leader's response was illegitimate	.79
2.	Other has an increased commitment to the leader's vision	.87	2.	Other has a decreased commitment to the leader's vision	.87
3.	Other bolsters support for the leader	.90	3.	Other discourages support for the leader	.88
4.	Other defends the leader's response	.85	4.	Others experience a decrease in the level of trust in the leader	.86
5.	Others experience an increased level of trust for the leader	.87	5.	Others display a decreased level of respect for the leader	.86
6.	Others display an increased level of respect for the leader	.86	6.	Others withdraw support from the leader and/or group	.87
7.	Others build stronger alliance to the leader and/or group	.88	7.	Others retaliate with a harsher criticism, attack, or threat	.78
8.	Others empathize with the leader	.70			
9.	Others offer to work together to find a solution	.55			
Successful Resolution of Criticism (33.67%; $\alpha = .88$)		FL	Unsuccessful Resolution of Criticism (30.66%; $\alpha = .88$)		FL
1.	Preservation of leader agenda with regard to issue being criticized is discussed	.65	1.	Negative future relations with critic are discussed	.51
2.	Future ability to garner support of followers is discussed	.85	2.	Future inability to garner the support of followers is discussed	.80
3.	Leader likeability following criticism is discussed	.81	3.	Leader dislike following criticism is discussed	.80
4.	Positive future relations are discussed	.75	4.	Colleagues or followers unwillingness to work with the leader after criticism is discussed	.86
			5.	Future criticisms about the same issue are discussed	.64

Note. % = % of variance explained; α = Cronbach's α ; FL = Factor Loadings

Table 4.

Correlation Matrix Nature of Criticism Variables

Variable name	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9
1.Consider all sides of issue	2.57	.72	--								
2.Incorporate consequences or outcomes	2.68	.75	.82***	--							
3.Used strong logic	2.82	.75	.74***	.71***	--						
4.Is unbiased	2.66	.68	.57***	.59***	.62***	--					
5.Seems to be hasty	3.45	.75	.51***	.52***	.49***	.56***	--				
6.Contains threat	2.34	.94	-.05	-.07	-.08*	-.21***	-.28***	--			
7.Emotionally laden	3.10	.86	-.16***	-.20***	-.21***	-.38***	-.29***	.46***	--		
8.Characterized by upset, anger, and temper	3.47	.82	-.11**	-.14***	-.13**	-.32***	-.34***	.50***	.81***	--	
9.Powerful language used	3.09	.76	-.06	-.05	-.07	-.22***	-.26***	.41***	.55***	.57***	--

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 5.

Correlation Matrix Leader Appraisal Variables

Variable name	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12
1.Threat to agenda	3.47	.73	--											
2.Threat to goals	3.47	.78	.89***	--										
3.Potential to diminish power	3.13	.84	.73***	.75***	--									
4.Impacting many people	3.22	.74	.65***	.64***	.58***	--								
5.Threat to coalition	3.15	.72	.63***	.62***	.66***	.57***	--							
6.Negative future consequences	3.54	.62	.70***	.70***	.64***	.68***	.67***	--						
7.Upset with criticism	3.48	.87	.52***	.49***	.46***	.37***	.49***	.55***	--					
8.Angry with criticism	3.16	.98	.48***	.46***	.45***	.32***	.45***	.54***	.82***	--				
9.Tense	3.57	.78	.62***	.59***	.58***	.50***	.57***	.66***	.74***	.69***	--			
10.Fair	1.43	.56	-.21***	-.19***	-.21***	-.06	-.16***	-.24***	-.31***	-.47***	-.21***	--		
11.Useful	1.27	.42	-.10*	-.09*	-.11**	.00	-.13**	-.12***	-.18***	-.29***	-.19***	.48***	--	
12.Valid	1.52	.63	-.17***	-.19***	-.22***	-.07	-.17***	-.23***	-.27***	-.43***	-.18***	.81***	.44***	--

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 6.

Correlation Matrix Response Strategy Variables

Variable name	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12
1.Personal comments	2.02	1.05	--											
2.Compromise credibility	2.14	1.08	.91***	--										
3.Firing /reassigning	1.72	1.14	.50***	.57***	--									
4.Intimidation	2.10	1.17	.73***	.77***	.76***	--								
5.Encourages further criticism	2.16	1.00	.71***	.72***	.45***	.76***	--							
6.Changes policy	1.77	.83	-.19***	-.23***	-.16***	-.19***	-.21***	--						
7.Seeks support	2.90	.84	.07	.07	.13**	.06	.02	.15***	--					
8.Suggestions	1.73	.68	-.23***	-.27***	-.24***	-.31***	-.28***	.39***		--				
9.Work with others to find solution	2.10	.83	-.26***	-.29***	-.27***	-.33***	-.30***	.44***	.37***		--			
10.Praise or flattery	1.34	.52	-.11**	-.14***	-.06	-.12**	-.13***	.20***	.21***	.17***	.26***	--		
11.Asks for favors	1.45	.55	.00	-.00	.01	-.01	-.05	.07	.36***	.17***	.23***	.47***	--	
12.Mutually appealing course	1.90	.69	-.28***	-.32***	-.29***	-.31***	-.28***	.53***	.21***	.51***	.61***	.29***	.16***	--
13.Rationale	2.80	.97	-.07	-.09*	-.31***	-.20***	-.09*	.10**	.16***	.31***	.33***	.03	.02	.32***
14.Logic and facts	2.70	.92	-.12**	-.12**	-.29***	-.23***	-.12**	.06	.17***	.36***	.37***	.01	.03	.34***
15.Benefits of acceptance	2.44	.82	-.06	-.06	-.11**	-.06	-.01	.10**	.25***	.35***	.37***	.18***	.16***	.40***
16.Emotional appeal	2.49	.87	.11**	.11**	-.05	.08*	.13**	.04	.19***	.12***	.14***	.16***	.09*	.21***
17.Rules & policies	2.04	.67	.15***	.14***	.14***	.20***	.17***	.12**	.21***	.17***	.20***	.08*	.11**	.27***
18.Pass off problem	1.39	.59	.14***	.15***	.19***	.24***	.17***	.15***	.14***	.05	.01	.03	.10*	-.01
19.Different issue	1.66	.66	.18***	.19***	.11**	.16***	.15***	.01	-.06	-.19***	-.18***	.11**	.03	-.11**
20.Cover up	1.29	.57	.27***	.31***	.45***	.40***	.25***	-.04	-.03	-.22***	-.24***	.01	.07	-.21***
21.False story	1.33	.66	.25***	.27***	.26***	.27***	.19***	.01	-.06	-.20***	-.23***	-.01	-.02	-.21***
22.Ambiguity	1.89	.65	.09*	.09*	.08	.08*	.12**	.04	-.10**	-.15***	-.16***	.08	-.04	-.10*
23.Delay response	1.80	.82	-.18***	-.18***	-.10*	-.20***	-.18***	-.11**	-.11**	-.10**	-.11**	-.01	-.08*	-.18***
24.Does not address	1.56	.77	-.22***	-.25***	-.15***	-.24***	-.22***	-.20***	-.13**	-.14***	-.16***	-.01	-.06	-.19***
25.Fails to accept	1.45	.57	-.09*	-.12**	-.03	-.06	-.02	-.24***	-.17***	-.21***	-.27***	-.05	-.09*	-.25***

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 6 (continued).

Correlation Matrix Response Strategy Variables

Variable name	13	14	15	16	17	18	19	20	21	22	23	24	25
13.Rationale	--												
14.Logic and facts	.75***	--											
15.Benefits of acceptance	.58***	.69***	--										
16.Emotional appeal	.48***	.50***	.61***	--									
17.Rules & policies	.30***	.34***	.43***	.32***	--								
18.Pass off problem	-.14***	-.19***	-.14***	-.11**	.17***	--							
19.Different issue	-.20***	-.23***	-.15***	-.09*	.01	.17***	--						
20.Cover up	-.33***	-.32***	-.22***	-.18***	.04	.29***	.34***	--					
21.False story	-.26***	-.29***	-.25***	-.20***	-.02	.33***	.41***	.64***	--				
22.Ambiguity	-.24***	-.30***	-.26***	-.21***	-.02	.23***	.49***	.33***	.37***	--			
23.Delay response	-.35***	-.29***	-.30***	-.33***	-.10*	.13***	.15***	.07	.12**	.25***	--		
24.Does not address	-.36***	-.30***	-.29***	-.33***	-.16***	.05	.14***	-.01	.04	.20***	.81***	--	
25.Fails to accept	-.33***	-.28***	-.25***	-.21***	-.17***	-.05	.12**	.00	.04	.10**	.46***	.55***	--

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 7.

Correlation Matrix Follower Reactions Variables

Variable name	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.Commit to vision	2.16	1.01	--														
2.Bolster support for leader	2.03	.97	.95***	--													
3.Defends leader response	2.11	.98	.89***	.91***	--												
4.Increased trust	1.97	.92	.92***	.91***	.89***	--											
5.Increased respect	2.05	.97	.91***	.90***	.89***	.93***	--										
6.Stronger alliance	2.06	.98	.93***	.94***	.90***	.92***	.92***	--									
7.Empathize with leader	1.97	.80	.76***	.77***	.78***	.76***	.74***	.76***	--								
8.Work together	1.94	.79	.57***	.60***	.64***	.59***	.56***	.59***	.65***	--							
9.Thinks response was illegitimate	2.24	1.01	-.74***	-.71***	-.72***	-.71***	-.71***	-.70***	-.61***	-.47***	--						
10.Decrease commitment to vision	2.13	.98	-.73***	-.69***	-.71***	-.69***	-.70***	-.70***	-.62***	-.47***	.90***	--					
11.Discourage support	2.10	.97	-.73***	-.69***	-.69***	-.68***	-.68***	-.70***	-.61***	-.47***	.88***	.95***	--				
12.Decrease trust	2.08	.97	-.70***	-.66***	-.68***	-.68***	-.69***	-.68***	-.59***	-.47***	.86***	.91***	.90***	--			
13.Decreased respect	2.13	1.01	-.72***	-.68***	-.70***	-.70***	-.71***	-.70***	-.62***	-.49***	.87***	.92***	.91***	.94***	--		
14.Withdraw support	2.12	1.00	-.72***	-.68***	-.70***	-.69***	-.69***	-.71***	-.61***	-.50***	.86***	.92***	.94***	.90***	.92***	--	
15.Harsher attack	1.80	.87	-.60***	-.58***	-.58***	-.55***	-.56***	-.58***	-.53***	-.38***	.76***	.80***	.83***	.77***	.79***	.81***	--

Note. *N* = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 8.

Correlation Matrix Resolution of Criticism Event Variables

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9
1.Negative future relations discussed	2.24	.79	--								
2.Future inability to garner support discussed	1.71	.74	.47***	--							
3.Leader dislike discussed	1.87	.75	.45***	.70***	--						
4.Unwillingness to work with leader discussed	1.86	.75	.46***	.78***	.77***	--					
5.Future criticisms about same issue discussed	2.10	.68	.61***	.61***	.59***	.61***	--				
6.Positive future relations discussed	1.99	.68	-.42***	-.44***	-.41***	-.44***	-.53***	--			
7.Preservation of leader agenda regarding criticism issue discussed	2.83	.95	-.25***	-.49***	-.34***	-.47***	-.45***	.67***	--		
8.Future ability to garner support is discussed	2.28	.93	-.31***	-.55***	-.46***	-.54***	-.44***	.70***	.66***	--	
9.Leader likeability discussed	1.86	.84	-.33***	-.43***	-.44***	-.47***	-.39***	.68***	.53***	.79***	--

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 9.

Correlation Matrix Criticism Event Factors

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.Logical criticism	2.83	.61	--													
2.Emotional criticism	3.00	.69	-.27***	--												
3.Appraised as damaging to future	3.33	.63	-.02	.43***	--											
4.Become emotional about criticism	3.41	.80	-.03	.41***	.64***	--										
5.Appraised as helpful	1.41	.46	.31***	-.13***	-.21***	-.37***	--									
6.Response strategy – Confrontation	2.03	.94	.04	.34***	.26***	.55***	-.32***	--								
7.Response strategy - Collaboration	2.08	.57	.02	.01	.06	-.21***	.44***	-.30***	--							
8.Response strategy – Persuasion	2.49	.67	-.07	.05	.04	-.06	.13***	-.07	.39***	--						
9.Response strategy – Diversion of attention	1.51	.44	.22***	.09*	.08*	.20***	.05	.33***	-.16***	-.32***	--					
10.Response strategy – Avoidance	1.60	.62	.01	-.04	-.15***	-.14***	-.12**	-.21***	-.26***	-.41***	.16***	--				
11.Others supportive - reaction to response	2.08	.86	-.20***	-.01	-.08*	-.20***	.14***	-.09*	.34***	.34***	-.20***	-.16***	--			
12.Others unsupportive - reaction to response	2.08	.92	.17***	.17***	.20***	.29***	-.13***	.23***	-.24***	-.19***	.22***	.13**	-.77***	--		
13.Unsuccessful resolution to criticism	1.96	.61	.28***	.21***	.24***	.30***	-.06	.20***	-.08*	-.06	.17***	.10*	-.56***	.67***	--	
14.Successful resolution to criticism	2.24	.74	-.13**	-.02	-.11**	-.19***	.19***	-.00	.31***	.24***	-.07***	-.18***	.79***	-.63***	-.60***	--

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 10.

Correlation Matrix Stages

Variable name	<i>M</i>	<i>SD</i>	1	2	3	4	5
1.Hostile criticism	2.92	.39	--				
2.Leader appraisal of criticism	2.69	.39	.49***	--			
3.Leader response strategy	1.90	2.39	.33***	.41***	--		
4.Reactions to response	2.08	3.04	.20***	.24***	.32***	--	
5.Resolution of criticism	2.10	3.09	.26***	.28***	.38***	.42***	--

Note. N = 596. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 11.

Stepwise Regression
Others Unsupportive

Step 1	Variable	β	p	R^2	ΔR^2	Step 2	Variable	β	p	R^2	ΔR^2
				.24	.24***					.27	.04***
	Leader discusses taking responsibility for action or events	.17	.00				Leader discusses taking responsibility for action or events	-.17	.00		
	Strong support for the leader	-.43	.00				Strong support for the leader	-.39	.00		
							Logical criticism	.17	.00		
							Emotional criticism	.16	.00		
Step 3	Variable	β	p	R^2	ΔR^2	Step 4	Variable	β	p	R^2	ΔR^2
				.31	.04***					.33	.03***
	Leader discusses taking responsibility for action or events	-.14	.00				Leader discusses taking responsibility for action or events	-.07	.10		
	Strong support for the leader	-.39	.00				Strong support for the leader	-.41	.00		
	Logical criticism	.18	.00				Logical criticism	.13	.00		
	Emotional criticism	.11	.01				Emotional criticism	.07	.11		
	Appraised as helpful	-.07	.09				Appraised as helpful	-.00	.95		
	Appraised as a threat to the future	-.08	.08				Appraised as a threat to the future	-.03	.59		
	Appraised with emotionality	.21	.00				Appraised with emotionality	.12	.02		
							Confrontation	.13	.01		
							Collaboration	-.10	.02		
							Persuasion	.03	.54		
							Diversion of attention	.07	.11		
							Avoidance	.08	.05		

Note. β = standardized beta, p = p -value, R^2 = R -squared for step, ΔR^2 = change in R -squared when predictor is added, * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$.

Table 12.

Stepwise Regression
Others Supportive

Step	Variable	β	p	R^2	ΔR^2	Step	Variable	β	p	R^2	ΔR^2	
Step 1				.24	.25***	Step 2				.26	.02***	
	Leader discusses taking responsibility for action or events	.21	.00				Leader discusses taking responsibility for action or events	.22	.00			
	Strong support for the leader	.41	.00				Strong support for the leader	.39	.00			
Step 3				.30	.04***	Step 4				.35	.05***	
	Leader discusses taking responsibility for action or events	.18	.00				Leader discusses taking responsibility for action or events	.08	.06			
	Strong support for the leader	.41	.00				Strong support for the leader	.38	.00			
	Logical criticism	-.18	.00				Logical criticism	-.15	.00			
	Emotional criticism	.03	.43				Emotional criticism	.01	.81			
	Appraised as helpful	.10	.01				Appraised as helpful	.03	.46			
	Appraised as a threat to the future	.15	.00				Appraised as a threat to the future	.09	.06			
	Appraised with emotionality	-.20	.00				Appraised with emotionality	-.16	.00			
					Confrontation	.05	.26					
					Collaboration	.20	.00					
					Persuasion	.13	.00					
					Diversion of attention	-.07	.10					
					Avoidance	.02	.56					

Note. β = standardized beta, p = p -value, R^2 = R -squared for step, ΔR^2 = change in R -squared when predictor is added, * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$.

Table 13.

Stepwise Regression
Unsuccessful Resolution of Criticism

Step	Variable	β	p	R^2	ΔR^2	Step	Variable	β	p	R^2	ΔR^2
Step 1	Takes responsibility for action/events	-.10	.01	.25	.26***	Step 4	Takes responsibility for action/events	-.08	.05	.40	.03***
	Strong support for the leader	-.48	.00				Strong support for the leader	-.46	.00		
Step 2	Variable	β	p	R^2	ΔR^2		Logical criticism	.27	.00		
	Takes responsibility for action/events	-.09	.01	.35	.10***		Emotional criticism	.12	.00		
	Strong support for the leader	-.42	.00				Appraised as helpful	-.02	.67		
	Logical criticism	.29	.00				Appraised as a threat to the future	-.05	.31		
	Emotional criticism	.23	.00				Appraised with emotionality	.16	.00		
Step 3	Variable	β	p	R^2	ΔR^2		Confrontation	.15	.00		
	Takes responsibility for action/events	-.07	.03	.38	.03***		Collaboration	.05	.22		
	Strong support for the leader	-.42	.00				Persuasion	.14	.00		
	Logical criticism	.29	.00				Diversion of attention	.03	.51		
	Emotional criticism	.18	.00			Avoidance	.14	.00			
	Appraised as helpful	-.03	.42			Variable	β	p	R^2	ΔR^2	
	Appraised as a threat to the future	-.06	.20			Step 5			.57	.16***	
Appraised with emotionality	.19	.00			Takes responsibility for action/events		-.04	.24			
					Strong support for the leader		-.24	.00			
					Logical criticism		.19	.00			
					Emotional criticism		.10	.00			
					Appraised as helpful		-.01	.75			
					Appraised as a threat to the future		-.02	.56			
					Appraised with emotionality		.09	.05			
					Confrontation		.11	.01			
					Collaboration		.12	.00			
					Persuasion	.15	.00				
					Diversion of attention	-.01	.76				
					Avoidance	.11	.00				
					Others unsupportive	.38	.00				
					Others supportive	-.16	.00				

Note. β = standardized beta, p = p -value, R^2 = R -squared for step, ΔR^2 = change in R -squared when predictor is added, * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$.

Table 14.

Stepwise Regression
Successful Resolution of Criticism

Step	Variable	β	p	R^2	ΔR^2	Step	Variable	β	p	R^2	ΔR^2	
Step 1				.31	.31***	Step 4				.38	.04***	
	Takes responsibility for action/events	-.17	.00				Takes responsibility for action/events	.10	.01			
	Strong support for the leader	.50	.00			Strong support for the leader	.46	.00				
						Logical criticism	-.12	.00				
						Emotional criticism	.02	.67				
						Appraised as helpful	.09	.03				
						Appraised as a threat to the future	.06	.17				
						Appraised with emotionality	-.17	.00				
						Confrontation	.12	.01				
						Collaboration	.20	.00				
						Persuasion	.01	.82				
						Diversion of attention	.01	.71				
						Avoidance	-.02	.62				
Step 2				.31	.01*	Step 5				.68	.30***	
	Takes responsibility for action/events	.18	.00				Takes responsibility for action/events	.05	.08			
	Strong support for the leader	.50	.00				Strong support for the leader	.20	.00			
	Logical criticism	-.07	.06				Logical criticism	-.01	.61			
Emotional criticism	.03	.36			Emotional criticism	.01	.69					
						Appraised as helpful	.07	.02				
						Appraised as a threat to the future	.00	.90				
						Appraised with emotionality	-.06	.11				
						Confrontation	.09	.01				
						Collaboration	.06	.03				
						Persuasion	-.08	.01				
						Diversion of attention	.06	.03				
						Avoidance	-.03	.23				
						Others supportive	-.01	.72				
						Others unsupportive	.67	.00				
Step 3				.35	.04***							
	Takes responsibility for action/events	.13	.00									
	Strong support for the leader	.50	.00									
	Logical criticism	-.11	.00									
	Emotional criticism	.05	.18									
	Appraised as helpful	.16	.00									
Appraised as a threat to the future	.11	.02										
Appraised with emotionality	-.14	.00										

Note. β = standardized beta, p = p -value, R^2 = R -squared for step, ΔR^2 = change in R -squared when predictor is added, * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$.