

Single representations (SR)

At this level, leaders are described as individuals who are literally in front of other people or who get to go first. The game, follow-the-leader, may be mentioned. The tasks of leadership are not mentioned. The role and the person are not distinguished.

Representational mappings (RM)

At this level, leaders are described as individuals who are in charge of other people. Leaders are seen to have certain concrete responsibilities (things they should do or get to do, or ways they should act), which are elaborated in lists of simple behaviors: being nice, being smart, being strong, sharing, being liked by the teacher, etc. These behaviors are described in terms of specific occurrences that are observed (and preferred) by the respondent.

Representational systems (RS)

At this level, leaders are described as individuals who are in charge of other people and whose responsibilities (things they should do or ways they should act) depend upon the situation and those involved in it. For example, a respondent performing at this level may assert that a leader should be brave because a given situation is dangerous and the followers won't be so scared if the leader is brave; or that a leader should be nice in order to keep the followers' happy so they don't stop following or fail in their task. Explanations remain tied to specific instances and situations, typically those observed (and preferred) in the life of the respondent.

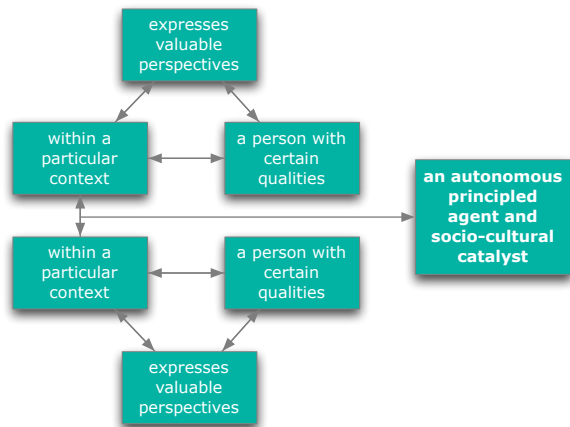
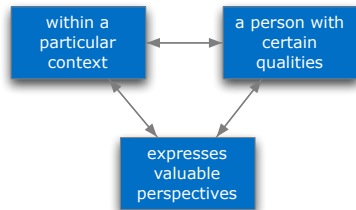
Single abstractions (SA)

At this level, leaders are often described as good persons. Good leaders are expected to do what *should* be done (what is right or appropriate). *Goodness* is an abstract personal trait that subsumes a variety of particular behaviors. Good leaders are viewed as having the ability to do the right thing in general. Goodness is not a situation-bound concrete behavior but a general quality or behavioral trait that is expressed in different specific behaviors depending upon circumstance.

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Developmental logic

Domain structure



Abstract mappings (AM)

Leaders are described as individuals who possess a set of traits, qualities, or capabilities. These are presented in linear arguments or as lists. Respondents performing at this level are likely to assert that leaders should be personable, moral, level-headed, fair-minded, or able to lead by example. These assertions are justified in linear arguments that relate the qualities of the leader to the demands of leadership, including the psychological needs of followers.

Abstract systems (AS)

A good leader may be described as an individual whose personal qualities, skills, and perspectives are applied flexibly in particular contexts. For example, a personality trait like *confidence* may no longer be regarded as an absolute good, given the reality that confidence is inappropriate in some contexts—such as situations in which the information required to make a given choice is indeterminate. In other words, respondents performing at this level may argue the leaders should sometimes doubt their ability to know. Because specific qualities are now justified relative to contexts, traits may be seen as valuable in one context and detrimental in another. In this way, the validity of an individual leader's perspective, insight, and capability is constrained. Being sensitive to context (having the flexibility to adjust to cultural, personal, and political factors) is stressed as primary.

Single principles (SP)

A good leader may be described as an individual who maintains his or her integrity as an autonomous principled agent in a variety of contexts. Leaders orient their actions around highly abstract principles that can be employed to coordinate multiple perspectives. This coordination of perspectives makes it possible to integrate the demands of different contexts within a common framework. Such a framework, because it emerges from the evaluation of local norms in light of universalizable normative processes and guidelines, may transcend current standards.

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