Regulatory Orientations and Leadership Styles: A Regulatory Fit Perspective

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Abstract

This paper examines the implications of a regulatory fit between two regulatory orientations namely assessment (orientation toward evaluation of alternatives) and locomotion (orientation with regards to the goal of movement) and two leadership styles, namely advisory (represented by "counselling" influences) and forceful (represented by "directive" influences). Using a word anagram task, we proposed that the higher the regulatory fit (including variables such as effectiveness and satisfaction of the participants), the more a locomotor will feel related to a forceful leader and the more an assessor will feel in accordance with an advisory leader, leading to greater satisfaction, respectively. We also hypothesized that assessors would dedicate more effort to the task. Two conditions, specifically the advisory and the forceful conditions, were constructed with scripts and instructions with the aim of getting a regulatory fit. Based on a sample of 99 participants, we did not find any significant results regarding our hypotheses. However, supplementary analysis reveals that scoring high on locomotion and spending more time on the task increased regulatory fit (satisfaction, effectiveness, etc.). Additionally, participants assigned to the forceful condition spent less time on the task. Also, participants assigned to the advisory condition scored significantly higher on assessment. We are not able to support other findings discovered regarding whether leaderships styles match individuals' regulatory orientations and we discuss limitations and suggest further investigation.

Keywords: leadership styles, regulatory orientations, regulatory fit

Regulatory Orientations and Leadership Styles: A Regulatory Fit Perspective

Regulatory fit, which is the match between a goal and the goal's pursuit manner leading to beneficial impact, has been extensively assessed in order to understand people's motivations. When an individual perceives a fit, it was shown that many positive effects can appear, such as increase in motivation or positive evaluations (Benjamin & Flynn, 2006). In this study, our aim was to assess the effect of regulatory fit by investigating whether a leadership style matches individuals' regulatory orientations. Two distinct motivational orientations involved in self-regulation are well known namely the *assessment* orientation described as the evaluators of states and alternatives in relation to a goal and the *locomotion* orientation described as the people that like to move on from a state to another (Benjamin et al., 2006). It is interesting to study this regulatory fit due to the fact that it allows to explore the domain of work setting and job satisfaction and perhaps finding tools in order to enhance the well-being of workers. For example, Pierro and colleagues (2012) explored the locomotion and assessment regulatory orientations of leader and exemplified the importance of having high scores on both of these attributes for the good performance of their team members. Finally, in this study, we investigated this regulatory fit and its effects on satisfaction and level of effectiveness on a word anagram task.

Regulatory Mode Theory

The regulatory mode theory includes two distinct orientations to explain two main approaches to situations: locomotion and assessment (Benjamin et al., 2006). Kruglanski et al. (2013) describe the *locomotion mode* as "[…] a craving for movement and an impatience with barriers, blockages, and delays. When in a heightened state of locomotion, the individual is ''simply itching'' to get going; preserving the status quo seems loathsome, and any opportunity for change is readily embraced. […]" (p.3). People scoring high on locomotion do

not like to wait and would rather do something, anything even, in order to move on. Kruglanski et al. (2013) report the *assessment regulatory orientation* as "[…] the desire for perfection, often accompanied by anxiety about possible errors and/or worry about missing out on attractive opportunities. In a state of heightened assessment, the individual is occupied with making comparisons between options aimed to find the ''right'' option, whether these be current choice alternatives, counterfactual ''might have beens,'' or imagined futures […]" (p.3). They are more likely to wait and consider the options before acting.

With all of this in mind, we can claim that people scoring high on assessment may prefer having an opportunity to make a choice whereas it represents a less important point for people scoring high on locomotion. Therefore, investigating this difference in the work setting and leadership style preferences makes sense. Interestingly, in the part suggesting possible ideas for further research of the study conducted by Kruglanski et al. (2000), they mentioned the interesting point that people scoring high on locomotion, due to their need of moving on, would associate themselves more with authoritarian leaders compared to people scoring high on assessment, due to their preference for comparing and assessing, would relate perhaps more to democratic leaders. Leadership preferences and regulatory fit will be introduced.

Regulatory Modes & Leadership Styles

Leadership styles have been linked to regulatory modes before. Many studies were conducted in order to associate leadership styles with regulatory orientations. Li et al. (2018) found that leader locomotion orientation was positively related to directive leadership whereas leader assessment orientation was positively related to participative leadership. They made use of employees with projects teams involving team leaders and therefore, researchers invited project team leaders to participate in the study. Team members answered a survey on their perception of their leader and their leadership style and assessment and locomotion

regulatory orientations were measured with the Regulatory Mode Questionnaire by Kruglanski et al. (2000). The results confirmed some of the hypotheses but mainly, that leader locomotion orientation was positively related to directive leadership and leader assessment orientation was positively related to participative leadership. Another study investigating leadership styles and cognitive styles was conducted by Hamstra et al. (2014) who explored employee's performance based on their regulatory orientations and leadership styles. They incorporated the idea of complementarity and stated that, as an example, in order for people scoring high on locomotion to improve their job performance, they should be supervised by a leader's expert power (critical evaluation of their work). Therefore, the goal was to associate a distinct leader compared to an employee's regulatory orientation in order to improve performance. Scales and collection of the problems successfully fixed were gathered. The results demonstrated the hypotheses that "[…] performance of locomotors was complemented when their leader held the ability to exert expert power. In contrast, performance of assessors was complemented when their leader held the ability to exert coercive power. […]" (p.4). Another study showed that people scoring high on locomotion preferred a "forceful" leadership style whereas people scoring high on assessment preferred a "advisory" leadership style (Kruglanski et al., 2007). Another work explored the locomotion and assessment regulatory orientations of leader and exemplified the importance of having high scores on both of these attributes for the good performance of their team members (Pierro et al., 2012). Finally, Benjamin and Flynn (2006) found a relationship between transformational leadership style and locomotion regulatory orientation in terms of motivation of the team worker. It is important to emphasize the fact that these studies focused mainly on work settings and not many studies expand these findings to different domains. With all of these studies in mind, it is clear that when leadership styles and regulatory orientations are put together, regulatory fit has the potential to appear, in case of a match. The creation of this regulatory fit emerges

because people feel supported or understood by the leader. People then feel, consciously or not, related to the leader and this signal has positive effects. Positive effects can be translated as an increase in performance or even motivation.

Before moving on to the explanation of our study, it is important to also highlight the consequences of non-regulatory fit, in case it emerges in our results. As we could hypothesize, non-regulatory fit could lead to negative consequences such as a decrease in satisfaction, opposite to the effects of the emergence of a regulatory fit. However, it has been shown that under certain circumstances, non-fit can be convenient such as generating more creative ideas, compared to a regulatory fit (Kira et al., 2016). This study concerned brainstorming. Additionally, Strauman and colleagues (2015) also found that, under specific circumstance, a non-regulatory fit can increase public health. These findings suggest that a non-regulatory fit is not always a disadvantage and perhaps, a mismatch between a regulatory orientation and a leadership style, under certain circumstances, does not necessarily lead to negative consequences.

The Present Study

We base our hypotheses on the assumption that a leadership style can interact with the chronic regulatory orientation of an individual. If leadership style and regulatory orientation match, it creates regulatory fit. This regulatory fit might enhance participant's satisfaction and effectiveness. Indeed, as mentioned above, due to the regulatory fit emerging, people scoring high on locomotion would rather prefer being directed by or associate themselves more with a forceful leadership style compared to people scoring high on assessment who would rather prefer being directed by or associate themselves more with an advisory leadership style. We used the terms "forceful" and "advisory" based on Kruglanski et al. (2007) paper. Our goal was therefore to replicate these findings in terms of regulatory fit. We decided to make use of

a word anagram task and interestingly, investigating the influence of leaders' instructions outside the work setting. The word anagram task only represented "something to do"; we did not explicitly expect differences in performance on the task. Indeed, two conditions emerged in terms of instructions of the anagram task and in terms of leader directives: the "forceful" condition and the "advisory" condition. The "forceful" condition is in accordance with the regulatory orientation of locomotion and the "advisory" condition is in accordance with the regulatory orientation of assessment. After the task, the participants filled in some questionnaires, also including the measurement of locomotion and assessment. Therefore, our hypothesis is related to regulatory fit. First of all, we hypothesized that people scoring high on locomotion will feel more satisfied, effective and related to the "forceful" condition whereas people scoring high on assessment will feel more satisfied, effective and related to the "advisory" condition. Finally, the time spent on an anagram and the number of words created will also be assessed. We hypothesized that locomotion would be negatively and assessment would be positively related to performance on the task (effort put on the task).

Method

Participants

We recruited 99 (female = 79; male = 19; non-binary = 1) international students of the University of Groningen. The participants were first-year psychology students and were between 18 and 33 years old (*M*=19.82; *SD*= 2.33). The only prerequisite for participating was that people were asked to show up awake and alert. Participating was voluntary and in exchange for 0.5 course credits.

Procedure

We invited the participants to come to the laboratory for psychological research at the faculty of Psychology in Groningen. We used a laboratory with five rooms, each of them had a computer. The participants were randomly assigned to one of two conditions - forceful leader condition or advisory leader condition. Two rooms on the left were meant for condition 1 and two rooms on the right - for condition 2. The middle room was used by the researcher. There were 49 participants in condition 1 and 51 participants in condition 2. The study was administered by four different researchers (all female, aged 21-22). The one present at the laboratory at a given time played the role of both the forceful and advisory leader in the specific condition and handled every participant on an individual basis. The difference between the two conditions is characterized by either making choices yourself or choices that are being made for you. To create this distinction in reality there were multiple steps to the manipulation in both conditions. Scripts for different condition manipulations were created based on keywords that guided the leaders for instructing the participants about the task (see appendix).

Condition 1 was the forceful condition. The leader followed the forceful script. In this condition there were multiple components to the manipulation. The first component was the

leader choosing the room the participant was going to be in. The second component was choosing the condition for the participant on the computer, while the participant watched the leader make the choice for them. The leader chose between the numbers 1,3,4,5 and 6. The numbers represented a different version of the task. In reality, all those numbers led to the same task, the participant only thought they were getting a certain version. The leader told the participants about their task and told them they could receive points for each correct answer, and if they ended among our top performers, they would receive extra course credits. They were also told that the items varied in difficulty. Both statements were untrue and part of the manipulation. Encouragement of keeping the time in mind was expressed.

Condition 2 was the advisory condition. The leader, in this condition, used the advisory script. First, the leader on the forehand chose task number 2, so the participant would not see that a choice was made for them when entering the room. The participants in this condition were also allowed to choose their room themselves after the leader told them so. The next component is another choice: the leader explained the task, telling them that they could make a choice between hard or easy anagrams. The easy anagrams would give them 1 point per correct answer while the hard anagrams would give them two. In truth, there was no difference between the easy or hard choice. They were also told they would receive extra course credits if they made it to the top performers, which was also a manipulation. Encouragement of choosing wisely was expressed.

The goal of both conditions was for the participants to complete a word anagram task. The word anagram task consists of six items in total. After this task, the participants completed a short questionnaire about their feelings of satisfaction, effectiveness, enjoyment, the difficulty of the task, an evaluation of the leader and their personal importance of a good performance. Finally, participants filled in the Regulatory Mode Questionnaire (RMQ;

Kruglanski et al. 2000) to assess individual differences in locomotion and assessment. On average, the participants spent 17,9 minutes in the room to complete the whole study.

Design and materials

Our study was an experimental study, manipulating the conditions assigned to the participants. We used a between-subjects design. We manipulated two conditions for the type of leadership (forceful vs advisory) and measured two orientations (locomotion vs assessment). The independent variables were the types of leadership condition and the orientations. The dependent variables were the level of satisfaction and effectiveness of the participants.

Results

Preliminary analysis

The assumptions of normality, linearity and homoscedasticity were assessed. Concerning the assumption of normality, we examined the variables of locomotion, assessment and time spent on the task. The variable "LogTimeAverage" represents the average amount of time spent on the task because raw time was skewed (not normal). This is a useful variable for our second hypothesis and it represents the time spent on the task. A Shapiro Wilk test showed that locomotion scores were not normally distributed with $W(99)= 0.973$, $p= 0.041$. Additionally, the Shapiro-Wilk test indicated that assessment scores were normally distributed ($W(99)= 0.986$, $p=0.40$). Nevertheless, we reported evidence of non-normality for the "time spent" scores ($W(99)= 0.932$, $p<0.001$). We also examined the assumption of homoscedasticity by using the Levene's test. For the Assessment scores ($F=0.062$, $p=0.804$) and the Locomotion scores ($F=0.160$, $p=0.690$), we concluded that the homoscedasticity assumption was met. The assumption of homogeneity of variances was met both for the assessment and locomotion variables ($p>0.05$), as well as the linearity assumption which was checked with the Q-Q plots.

Our dependent variables involved the level of satisfaction, effectiveness, enjoyment and importance regarding the task. They represent measures that relate to regulatory fit. Cronbach's alpha was high enough to summarize the measures as one "regulatory fit" ($\alpha=0.759$). One important point is that for all the results found, we controlled the variables of gender and condition.

We also performed Cronbach's alpha for the locomotion and assessment scales. Based on Kruglanski and colleagues (2000) paper, the alpha reliability coefficients were high enough for the locomotion scale ($\alpha=0.745$) and the assessment scale ($\alpha=0.703$).

Finally, table 1 provides the different correlations between the variables. We examined the condition of the participants and the assessment scores. Participants allocated to the advisory condition scored significantly higher on assessment scores compared to locomotors scores ($F(1, 97)=6.924$, $p<0.05$). Figure 1 and table 3 illustrates this. It can be said that being assigned to the advisory condition might have elicited an assessment orientation. Therefore, there exists a correlation between condition and assessment. Assessment seems influenced by the variable condition and cannot be defined as stable. Further results based on assessment should be interpreted with caution.

Hypothesis testing

The first hypothesis was that people scoring high on locomotion would relate themselves more with the "forceful" leadership style whereas people scoring high on assessment would relate themselves more with the "advisory" leadership style. In other words, if this hypothesis is found in the results, there is a regulatory fit. Another hypothesis concerned the level of satisfaction and effectiveness. Indeed, if there is a regulatory fit, people scoring high on locomotion will feel more satisfied and effective with an "forceful" leadership style whereas people scoring high on assessment will feel more satisfied and effective with an "advisory" leadership style.

Concerning this hypothesis, no significant results were discovered. Indeed, we speculated that participants categorized as assessment oriented would feel more satisfied with an advisory leader. Our results suggest that no difference exists between the level of satisfaction of a participant scoring high on assessment in condition 1 or 2 ($F(1, 88)=2.110$, $p=0.150$). Table 2 and figure 3 highlight these results. Additionally, we found the same result regarding the variable locomotion ($F(1, 88)=0.0245$, $p=0.876$). Figure 2 highlights the interaction. It was not statistically significant, thus there exists no statistical difference

between the level of satisfaction of a participant who is locomotion oriented in the advisory or the forceful condition. We conclude that taking into account these regulatory fit scores, no difference was found between the regulatory orientations and the leadership style. However, one interesting finding emerged: we found evidence that a higher score on variable locomotion increased the variable of Regulatory Fit significantly ($F(1)=7.306$, $p<0.05$). The task might have been more suited to people scoring high on locomotion overall, in any of the condition. Additionally, other interpretations will be discussed in the discussion part.

Finally, the second hypothesis was that people scoring high on assessment will write down more words and spend more time on the whole task whereas people categorized as locomotion oriented will write down less words and spend less time on the task (effort spent on the task). We found no results that were statistically significant between the number of words written by participants high in locomotion or assessment regulatory mode ($F(1)=1.317$, $p=0.254$). Table 4 and figure 4 show these results. We also posited that people scoring high on assessment, due to their high involvement, will spend more time on the tasks compared to people scoring high on locomotion. Contrary to our speculation, the data suggests that there exists no evidence of a difference between locomotion and assessment in terms of the amount of time spent on a task ($F(1)=1.072$, $p=0.303$). Table 5 and figure 5 show these results. However, we observed something different. Indeed, we focused on the variable “time spent” and identified that it is positively associated with the Regulatory Fit Index. The results were significant ($F(1)=4.121$, $p<0.05$). In other words, the more time a participant spent on the word anagram task, the higher the Regulatory Fit. This represents additional evidence of a regulatory fit; people who genuinely enjoyed the task simply spent more time on it.

Exploratory analyses

In general, we did not find any significant results supporting our hypotheses. Therefore, we decided to look into more details at our data set and additional findings were

discovered. Indeed, we manipulated the variable “condition” (advisory VS forceful) and found that this manipulation had an influence on the participants. We looked at the condition of the participants and the time spent on the word anagram task. Interestingly, participants assigned to the “forceful” condition spent significantly less time on the task (M = 4.25, SD = 0.253) compared to participants allocated to the “advisory” condition (M = 4.54, SD = 0.244). In other words, the difference between the two conditions is significant regarding the average time spent ($F(1)=4.138$, $p<0.05$). Table 5 and figure 6 illustrate it.

Discussion

The purpose of this research project was to explore the relationship between participant's regulatory orientations and leadership style. Indeed, we focused on the goal pursuit theory of regulatory fit. On the one hand, we concentrated on whether the combination of advisory leadership style and assessment would lead to a regulatory fit, more precisely, an increase in participants' effectiveness and satisfaction. On the other hand, we were interested in whether the combination of forceful leadership style and locomotion would lead to a regulatory fit, more precisely, an increase in participants' effectiveness and satisfaction. Additionally, we also hypothesized that participants that were more assessment oriented would put more effort into the task (spend more time and write more words). The results did not support our hypotheses. In the following, we discuss the findings and results from the study and answer the question whether a leadership style matches individuals' regulatory orientations.

As mentioned above, the main first hypothesis concerned, on the one hand, the match between advisory leadership and assessment orientation, predicting regulatory fit. On the other hand, the association between forceful leadership and locomotion orientation, predicting regulatory fit. Our results could not support this hypothesis. Therefore, we cannot infer that there exists a regulatory fit between these variables. One reason to explain this unsignificant result could be related to the strength of the presence of the "leader". Indeed, in our study, the leaders simply read either the advisory either the forceful script to the participants. This lasted only a few minutes therefore the effect might not have been strong enough. Furthermore, the leader did not stay in the room with the participant during the word anagram task by giving additional instructions. If the presence and the influence of the leader would have been more obvious, perhaps significant results would have emerged. Our results are not in accordance with other studies, presenting significant results regarding this regulatory fit. Kruglanski et al.

(2007) showed that people scoring high on locomotion preferred a “forceful” leadership style whereas people scoring high on assessment preferred an “advisory” leadership style. In the same direction, Li et al. (2018) also found that leader locomotion orientation was positively related to directive leadership and leader assessment orientation was positively related to participative leadership. Thus, we cannot support these different discoveries. However, we performed additional analyses and focused on locomotion. We found significant results regarding one point: participants’ scoring high on locomotion had higher regulatory fit scores (involving satisfaction, effectiveness, importance of the task, etc.). This may suggest that the word anagram task was more suited for participants categorized as locomotion oriented. However, we can also interpret these results through another perspective. Indeed, this finding goes in the same direction of a study conducted by Lo Destro et al. (2021) where locomotion positively predicted positivity and job satisfaction. Furthermore, Pierro et al. (2009) integrated these regulatory modes in the educational setting and found that students scoring high on locomotion, when put in an “autonomy-supportive” classroom, scored high on satisfaction. Other findings discovered that locomotion was positively associated with work engagement whereas assessment was positively associated with burnout (De Carlo et al., 2014). These are interesting findings regarding employees’ health. Satisfaction on the word anagram task was also one of our variables measured, the study conducted by Lo Destro et al. (2021) included the variable of job satisfaction and Pierro et al. (2009) also measured satisfaction. Their findings were discovered in the work setting and educational setting, thus we could expand their results to our simple word anagram task, outside the work and educational settings. We can conclude that scoring high on locomotion brings positive benefits such as increase in effectiveness, positivity, satisfaction and work engagement.

A second hypothesis we focused on was related to the participants scoring high on assessment and we proposed that they would put more effort in performing the word anagram

task such as spending more time and writing more words compared to participants scoring high on locomotion. We were not able to support this hypothesis. The reason why we came up with this hypothesis was because people that are more assessment oriented are seen as more devoted to “find the right solution”. They tend to assess all the alternatives before moving on. Therefore, this high devotion could be translated as spending more time on choices, tasks or anything else. However, we were not able to find these results. One reason of these unsignificant findings could be related to the anagram definition. Indeed, the main definition of an anagram is to form one word or a sentence by rearranging letters. However, for the study, we had in mind that participants were able to write as many words as possible. At the beginning of the task, we clearly gave examples of multiple words of varying length. Nevertheless, using an imprecise name for the task is a limitation. It might have led to this unsignificant result. Also, some participants came to us after the study and argued about the fact that they were not sure about how many words they were allowed to write, even though the task instructions did mention it. We can hypothesize that participants did not pay enough attention.

Other additional findings were found concerning assessment. Indeed, being assigned to the advisory condition led to significant higher scores on assessment. These results means that attributing participants to the advisory condition provoked an assessment orientation. These results can also be explained due to the script and the fact that participants put in the advisory condition had a series of choices compared to participants put in the forceful condition that did not. For example, participants could choose their room or the difficulty of the anagram task. The script read by the researcher was also “recommending” oriented. Therefore, this influence might have led participants to describe themselves as more assessment oriented. Finally, initially assessment is supposed to be a stable orientation,

however, regarding this result it seems that it is not stable but rather influenced by the condition.

Our second hypothesis was not significant, however, concerning the time spent on the task, we found another result. Indeed, the more the participants spent time on the task, the higher the regulatory fit variable. Therefore, when participants spent more time on the task, they felt significantly more satisfied and effective. We can translate this result by inferring that it exists individual differences regarding things liked or not. This task may have just suited more to some participants than others. Therefore, investigating different tasks in general may lead to different results. The word anagram task may not have been "neutral" enough. Indeed, if we had used another type of task such as a puzzle, there would also be individual differences regarding who likes making puzzles or not.

Throughout the statistical analysis, we encountered other additional findings. Participants assigned to the forceful condition spent significantly less time on the task compared to participants assigned to the advisory condition. These results can be explained. Indeed, the script created for the forceful condition specifically asked participants to "watch out about the time limit they have". Even though the influence of the script on the participant was not very strong, it means that participants listened carefully to the instructions, especially the ones assigned to the forceful condition. Additionally, participants might have been quite conscientious when it comes to the word anagram task; thus, in the advisory condition, by allowing them more choice, they may have felt more of a personal commitment to do well.

Finally, as mentioned in the introduction, it is also important to control for any consequences of a non-regulatory fit. Our results do not suggest any findings concerning that part. Indeed, the fact that we did not find any match between people's regulatory orientations and leadership does not mean that it affected negatively our participant's satisfaction or

effectiveness. We could conclude that the consequences were more or less neutral on the participants.

Practical implications

All our hypotheses were unsignificant therefore translating them to practical implications is difficult. However, we ended with some other interesting significant results that might be useful in terms of practical value. On the one hand, as mentioned above, a few studies like ours found that scoring high on locomotion can lead to positive benefits such as satisfaction at work, positivity, work engagement or burnout avoidance. Therefore, in the workplace, people should be careful with and put more attention on followers scoring high on assessment, an orientation causing people to feel more stressed for example (Bélanger et al., 2015). Their results were also found with athletes (Lucidi et al., 2016). Indeed, they can experience more stress (due to their high level of devotion), less satisfaction or positivity. Suggesting coaching exercises or watch out their level of satisfaction might be useful in order to avoid negative consequences; this suggestion is useful for people working in the human resources. On the other hand, our results suggest a significant correlation between assessment and condition. As mentioned before, it seems that assessment does not represent a stable measure, therefore, future research using assessment should be cautious. Furthermore, there also exists the open question whether locomotion scores were also affected, perhaps not in the same way as assessment scores, but rather through another influence. Indeed, this idea cannot be left out.

Limitations

It is clear that our study has some limitations and some positive aspects. Indeed, we decided to identify whether a leadership style matches individuals' regulatory orientations outside the work or educational setting by using a simple word anagram task. This idea was

therefore original and interesting. However, as mentioned above, the "strength" of the presence of the leader was probably not high enough. The part of the manipulation of the condition did not last for a long time, thus, for further investigation it can be interesting to increase the presence and the obviousness of the leader. Furthermore, we used only four female leaders for the study; no men leaders were present. The impact of gender of the leader on the participants was not controlled, therefore it is difficult to know whether different results would have emerged if male leaders were also part of the study. Moreover, the four female leaders had different personalities. The impact they had on the participants also probably differed depending on which leader acted when. For example, if one of the leaders was more extraverted than another, perhaps it was easier for her to act as a forceful leader, therefore, leading to higher impact of the condition on the participants. Additionally, 99 first year psychology students participated in our study. Thus, it is hard to generalize our findings to people other than students or students studying something different than psychology. Indeed, a problem of generalization emerges with this small sample.

Further research

We can suggest possible ideas for further research. Indeed, most of the studies analyzing whether a leadership style matches individuals' regulatory orientations were conducted in the work or educational setting. In order to go further, it could be interesting to investigate this relationship in the political domain as well, citizens in countries liking or not their leaders. The political domain is full of leadership and influences or match. For the well-being of a country, it can be interesting to investigate this regulatory fit. Additionally, studying the relationship between regulatory orientations and leadership styles in the work setting but by including more leadership styles such as the "six domains of leadership: personal, relational, contextual, inspirational, supportive and responsive" could be interesting (Sitkin et al., 2009). It could enhance the level of knowledge we can acquire regarding this

topic by analysing regulatory fit with a wider range of leadership styles. For example, relational leadership is related to leaders being concerned about the interests of their team. People scoring high on assessment might prefer that kind of leadership compared to people scoring high on locomotion. Finally, one of our limitations concerned the gender of the leaders. Indeed, we made use of four female leaders that were also part of the researchers. One suggestion for further research would be to use both female and male leaders in order to be able to control for possible gender differences in terms of influence on the participants.

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Table 1

Table 1

Basic Correlation Table

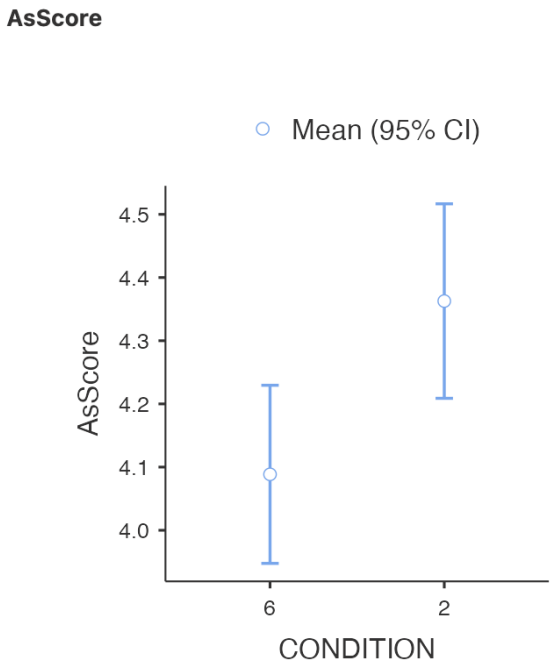
Variables		LogTimeAvg	AsScore	LocScore	Sex	Condition
LogTimeAvg	Pearson's r	-				
	p-value	-				
AsScore	Pearson's r	0.092	-			
	p-value	0.365	-			
LocScore	Pearson's r	-0.061	0.199	-		
	p-value	0.547	0.049	-		
Gender	Pearson's r	0.072	0.041	-0.036	-	
	p-value	0.480	0.690	0.723	-	
Condition	Pearson's r	0.219	0.258	0.072	0.008	-
	p-value	0.029	0.01	0.482	0.934	-

Note. This table demonstrates the correlations between the following variables.

Figure 1

Figure 1

Assessment score difference between forceful and advisory conditions



Note. Condition 6 represents the forceful condition, condition 2 represents the advisory condition

Table 2

Table 2

ANOVA Omnibus tests

	SS	df	F	p	η²p
Model	228.7713	10	2.65059	0.007	0.231
LogTimeAvg	51.5427	1	4.12054	0.045	0.046
AsScore	30.0912	1	2.40561	0.124	0.054
LocScore	91.3874	1	7.30589	0.008	0.075
CONDITION	-4.55e−13	0	NaN	NaN	0.002
Gender	28.6726	1	2.29221	0.134	0.080
AsScore ✻ CONDITION	26.3971	1	2.11029	0.150	0.024
LocScore ✻ CONDITION	0.3065	1	0.02450	0.876	0.000
AsScore ✻ LocScore	0.0158	1	0.00126	0.972	0.000
Residuals	1100.7681	88			
Total	1329.5394	96			

Note. All these results are based on the dependent variable of “Regulatory Fit”

Table 3

Table 3

One-Way ANOVA (Fisher's)

	F	df1	df2	p
LocScore	0.499	1	97	0.482
AsScore	6.924	1	97	0.010
LogTimeAvg	4.888	1	97	0.029
RegFit	0.363	1	97	0.548
WordsTot	1.041	1	97	0.310

Note. Grouping variable = Condition

Table 4

Table 4

ANOVA Omnibus tests

	SS	df	F	p	η^2p
Model	1798.1	6	0.672	0.672	0.042
LocScore	392.3	1	0.717	0.399	0.006
AsScore	78.9	1	0.144	0.705	0.010
CONDITION	405.0	1	0.741	0.392	0.008
Gender	201.6	2	0.184	0.832	0.005
LocScore ✻ AsScore	720.3	1	1.317	0.254	0.014
Residuals	50306.9	92			
Total	69400.3	99			

Note. These results are based on the dependent variable of the total number of words written.

Table 5

Table 5

ANOVA Omnibus tests

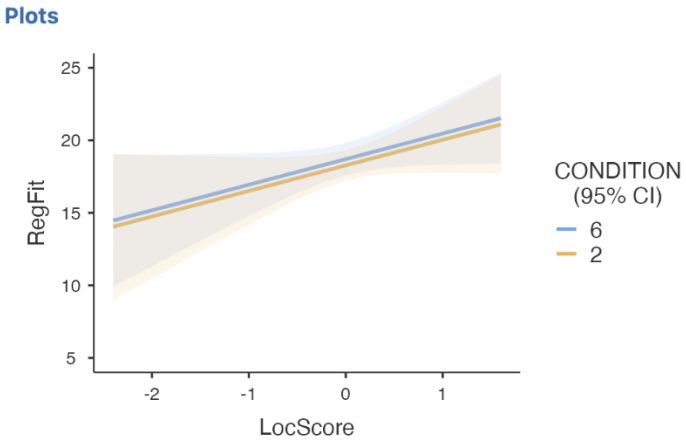
	SS	df	F	p	η^2p
Model	2.9685	6	1.2686	0.280	0.076
LocScore	0.2383	1	0.5311	0.468	0.004
AsScore	0.0127	1	0.0282	0.867	0.012
CONDITION	1.8570	1	4.1383	0.045	0.043
Gender	0.3795	2	0.4229	0.656	0.010
LocScore ✻ AsScore	0.4811	1	1.0720	0.303	0.012
Residuals	41.2830	92			
Total	205.3804	99			

Note. These results are based on the dependent variable of the average time spent on the task

Figure 2

Figure 2

Interaction between the locomotion and condition predicting the regulatory fit index

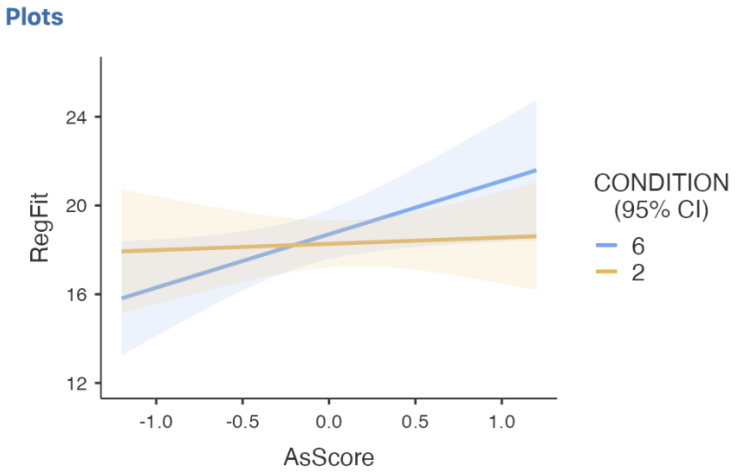


Note. Condition 6 represents the forceful condition, condition 2 represents the advisory condition.

Figure 3

Figure 3

Interaction between assessment and condition predicting the regulatory fit index



Note. Condition 6 represents the forceful condition, condition 2 represents the advisory condition.

Figure 4

Figure 4

Interaction between assessment and condition predicting the total number of words written

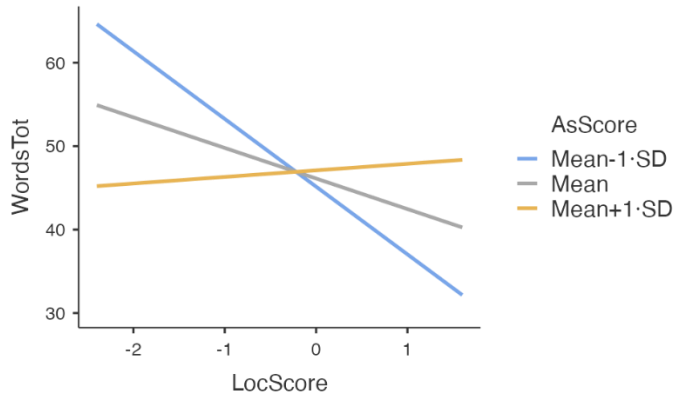


Figure 5

Figure 5

Interaction between assessment and condition predicting the average time spent on the task

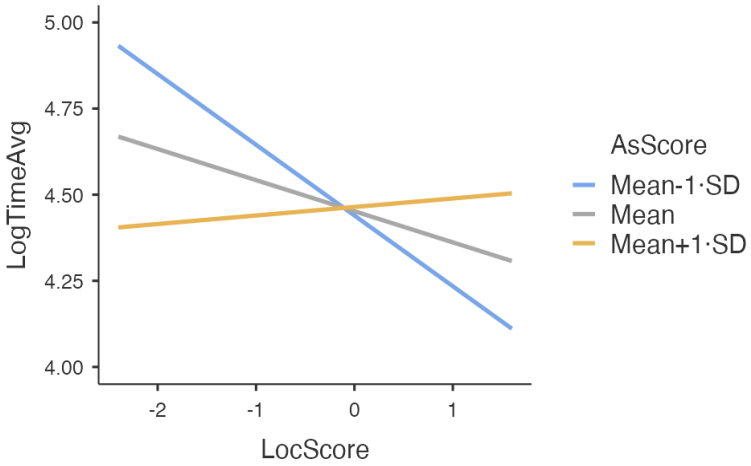
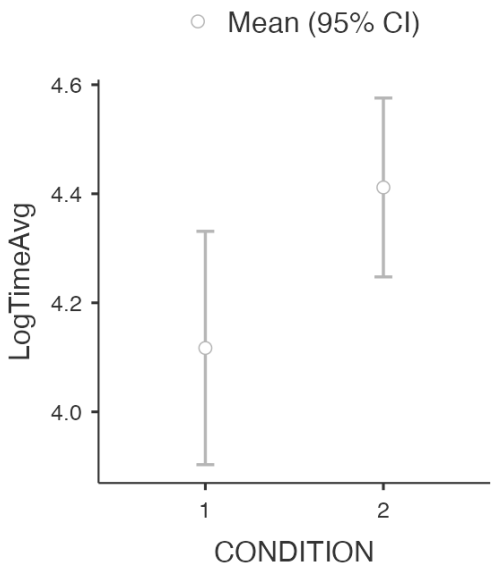


Figure 6

Figure 6

Average time spent on the task difference between forceful and advisory conditions



Note. Condition 1 represents the forceful condition, condition 2 represents the advisory condition

Appendix

Scripts

Advisory

"Welcome! Thanks for participating in this study. You will get a seat in one of the rooms here. Your goal is to complete a word anagram task. **You may choose between two different tasks: 1) an easier one that earns one point** for every correct solution and 2) **a harder one that earns two points for every correct solution.** You will receive a bonus of 0.3 additional SONA credits if you are among the top performers, so **choose** your task wisely.

Finally, when you are done with the tasks, two more questionnaires will follow on the screen. After that, you are done and you can call me. Good luck!"

Forceful

"Welcome! Thanks for participating in this study. **I would want you to take place in this room.** Your goal is to complete a word anagram from **a list of different versions. I am going to choose your version when we enter the room.** For every correct solution you find, you will receive one point. The items vary in difficulty - **you will start with easier ones and then move on to more difficult ones.** You will receive a bonus of 0.3 additional SONA credits if you are among the top performers, **so don't forget about the time limit you have**.

Finally, when you are done with the tasks, two more questionnaires will follow on the screen. After that, you are done and you can call me. Good luck!"