

Lecture Notes

Chapter 2: Recognizing Your Traits

Chapter Summary

I. Leadership Traits Explained

- A. Intelligence
- B. Confidence
- C. Charisma
- D. Determination
- E. Sociability
- F. Integrity

II. Leadership Traits in Practice

- A. George Washington
- B. Winston Churchill
- C. Mother Teresa
- D. Bill Gates
- E. Oprah Winfrey

III. Leadership Snapshot: Nelson Mandela

IV. Case Study: An Emerging Leader

Chapter Objectives

1. Understand the six key leadership traits.
2. Reviewing traits and characteristics of famous leaders.

Lecture Notes

- Why are some people leaders and others not?
 - What makes people become leaders?
 - Do leaders have certain traits?
- I. Leadership Traits Explained
- A. Extensive trait research conducted by social scientists
 - B. Very long list identified of important leadership traits

- C. House et al (2004) study of 17,000 managers in 62 different cultures identified 22 universally valued traits
- D. Six specific traits leaders need to be successful
 - 1. Intelligence
 - a. Definition – Having good language skills, perceptual skills and reasoning ability
 - b. Intelligence can be improved by being well-informed, learning as much as possible about our positions
 - c. Example of Chris, coaching his daughter’s middle school soccer team
 - d. Becoming more knowledgeable about our leadership position gives us the information we need to become better leaders
 - 2. Confidence
 - a. Definition – Feeling self-assured and believing one can accomplish one’s goals, not second-guessing
 - b. Confidence can be improved by understanding what is required of you, from having a mentor, and from practice
 - c. Awareness and understanding build confidence
 - d. Example of Michael Phelps whose 28 Olympic medals were earned through rigorous swim practice as well as his natural athleticism
 - 3. Charisma
 - a. Definition – Special magnetic charm and appeal, giving the leader exceptional powers of influence
 - b. Charismatic leaders serve as strong role models, show competence in every aspect of leadership, articulate clear goals and strong values, have high expectations for followers and inspire others.
 - c. Example of John F. Kennedy who motivated Americans by eloquent public speaking ability.
 - 4. Determination
 - a. Definition - Being very focused and attentive to tasks; know where they are going and how to get there.
 - b. Determination can be acquired through perseverance, staying focused on the task, clarifying goals, and encouraging others to stay the course
 - c. Example of Nelson Mandela, whose single goal was to eradicate apartheid in South Africa.
 - 5. Sociability
 - a. Definition – Leader’s capacity to establish pleasant social relationships.
 - b. Sociability can be developed by being friendly, kind and thoughtful, as well as talking freely with others and giving them support.
 - c. Example of student Anne Fox, who learned everyone’s name in class and created an atmosphere of inclusion
 - 6. Integrity
 - a. Definition – Honesty and trustworthiness; taking responsibility for one’s actions; authenticity

- b. Developing integrity involves being open and candid, yet self-monitoring for appropriateness.

Negative example of former president Bill Clinton, lying during a televised speech about his relationship with Monica Lewinski

II. Historical Leadership

A. George Washington (1732-1799)

1. Biography

- a. Born into a prosperous Virginia family; grew up on a plantation.
- b. 7 years of formal schooling; worked as a surveyor
- c. Entered the military at age 20
- d. Commander in chief of the Continental Army from 1775-1783
- e. Experienced both victory and defeat in battles
- f. Instrumental leader during Revolutionary War
- g. Chosen to preside over Constitutional Convention in 1787, held in Philadelphia
- h. Elected as first president of the United States; served two terms
- i. Retired to Mt. Vernon in 1797; died at age 67.

2. Traits and Characteristics

- a. Modesty, moral character
- b. Demonstrated integrity, virtuousness, and wisdom
- c. Neither highly educated, nor brilliant
- d. Tall, careful about appearance
- e. Integrity – Rather than use power for his own ends, he gave up his position as commander in chief after the Revolutionary War
- f. Even-tempered, stable personality – kept a daily record of his work, predictable behavior made him trustworthy
- g. Sound judgment
- h. He “was great because he was good.”

B. Winston Churchill (1874-1965)

1. Biography

- a. One of the greatest statesman and orators of the 20th century
- b. Served in the British military during WWI
- c. Became Prime Minister of Great Britain in May 1940 and served throughout WWII.
- d. Stood strong during German invasion of Great Britain
- e. Many famous speeches that lifted nation’s morale
- f. Social reformer
- g. Gifted writer and painter; received Nobel Prize for Literature in 1953

2. Traits and Characteristics

- a. Average student
- b. Loner; not many friends
- c. Bouts of depression throughout his life
- d. Voracious reader
- e. Plain-speaking, decisive, detail oriented, informed
- f. Ambitious, not for self but for the best for Great Britain

- g. Masterful public speaker
- h. Ability to build hope and inspire others to rise to the challenge
- i. Stoicism and optimism

C. Mother Teresa (1920-1997)

1. Biography
 - a. Born in Macedonia
 - b. Joined the Catholic Sisters of Loreto at age 18; worked as high school teacher in Calcutta for 18 years
 - c. Left the convent in 1948 to devote herself to working full time with the poorest of the poor in the slums of the city
 - d. In 1950 she founded a new religious order, the Missionaries of Charity, to care for the hungry, homeless and unwanted
 - e. Received the Nobel Peace Prize in 1979
 - f. Today more than 1 million workers are affiliated with the Missionaries of Charity
 - g. Received many awards for her humanitarian efforts
 - h. Canonized as a saint in 2016 by Pope Francis
2. Traits and Characteristics
 - a. Simple woman; chose to live in poverty
 - b. Focused on goal of caring for the poorest
 - c. True civil servant: Determined, fearless, humble, and spiritual
 - d. Never wavered in her pro-life values
 - e. Role model; practiced what she preached

D. Bill Gates (1954-)

1. Biography
 - a. Interest in computers began at age 13; developed his first software program
 - b. Attended Harvard but left before graduating
 - c. Co-founded Microsoft in 1975
 - d. Developed MS_DOS system and Internet Explorer browser
 - e. Was the wealthiest person in the world for many years (\$70 billion)
 - f. Established Bill & Melinda Gates Foundation in 2000 to improve lives around the world
 - g. Foundation promotes education, health initiatives (HIV/AIDS, TB), libraries, and housing
 - h. Stepped down as CEO in 2006 to serve as chairman of the board
 - i. In 2014 stepped down as board chairman to be “Technology Advisor” and mentor to the new CEO
2. Traits and Characteristics
 - a. Intelligent and visionary
 - b. Task oriented and diligent -12+ hour workdays
 - c. Focused and aggressive
 - d. Relentless – “There is never a finish line”
 - e. Personally unpretentious, straightforward, altruistic

- f. Strong concern for the poor and underserved

E. Oprah Winfrey.(1954-)

1. Biography

- a. One of the most powerful and influential woman in the world
- b. Born in rural Mississippi; dysfunctional family; raised by grandmother
- c. Learned to read very early; skipped two grades in school
- d. Difficult high school years; molested by family member
- e. Honors student in high school; national recognition for public speaking ability
- f. Full scholarship to college where she studied communication and worked at a local radio station
- g. Eventually became host of the *Oprah Winfrey* show
- h. She's also an actor, film producer, book critic and magazine publisher
- i. Highest paid entertainer in television (\$260 million/year)
- j. Left her successful TV show in 2011 to concentrate on her TV network, OWN
- k. Long-lived interest in health issues and dieting programs.
- l. In 2015 became a stockholder and board member of Weight Watchers
- m. Total wealth over \$3.1.billion
- n. Philanthropy focused on making a difference in the lives of the underprivileged and poor
- o. Established a leadership academy in South Africa

2. Traits and Characteristics

- a. Excellent communicator
- b. Comfortable in front of an audience
- c. Intelligent and well-read
- d. Strong business sense
- e. Sincere, determined, inspirational
- f. Charismatic
- g. Spontaneous, expressive, self-disclosing
- h. Role model – shares her personal struggles publicly
- i. Message of hope

F. Summary

- 1. Each of these leaders is unique
- 2. These leaders share many common characteristics
- 3. Can learn from them how our own traits affect our leadership

III. Leadership Snapshot: Nelson Mandela.(1932-)

Born in 1918 in a small African village
Grew up in South Africa during apartheid

Studied law, opened first black law partnership in 1942
Became a leader in African National Congress, resisting South Africa's apartheid policies
Influenced by Gandhi's ideal of nonviolent resistance, but came to support violent tactics of opposition to apartheid government.
Sent to prison in 1964; served 27 years.
Refused a chance to leave prison early in exchange for denouncing violent tactics
In prison Mandela learned to control his temper and strong will, instead using persuasion and emphasis to convince others
Became a natural leader in prison
In 1990 President de Klerk released Mandela
When released in 1990, Mandela was not angry or vindictive, but worked to unite his country of South Africa
In 1992, the South African government instituted a new constitution
Became president of South Africa in 1994
Received Nobel Peace Prize for his role in abolishing apartheid
Continues to be an advocate for peace and justice throughout the world

IV. Case Study

Case Notes

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Case 2.1: An Emerging Leader

Case Summary

The life story of “Tim T.” is presented in this case study as an example of an individual who possesses innate charisma and dynamic values. Tim has confidence in his abilities, considerable sociability, and apparent integrity. Tim has a myriad of experiences thus far in his career, participating in an after-school program focused on building elementary school children’s self-esteem, working at a bank part-time while in college, and managing a private, nonprofit, inner-city agency for youth development, education, healthy living, and leadership.

Through different leadership training experiences, Tim would eventually leave his community center position for a different leadership experience, this time working as an associate vice president for a regional agency focused on economic growth and job creation. The consistent message across all of Tim’s experiences is that he is an individual that wants to empower others to better themselves and their lives.

Case Analysis

This case integrates all six of the key specific leadership traits into the life of one person. Tim displays characteristics of *intelligence*, *confidence*, *charisma*, *determination*, *sociability*, and *integrity*. **Intelligence** is demonstrated through Tim’s collegiate experience at both the graduate level and in additional trainings. **Confidence** is displayed by Tim’s desire to lead a purpose-driven life in his work. Tim displays **charismatic** traits in his interactions with others and also in his ability to use the power of persuasion to help others find ways to empower themselves. It could be argued that Tim is **determined**, as he has transitioned in multiple leadership roles, all of which allow him to continue acting on his innate and ingrained abilities. Tim has demonstrated **sociable** characteristics since his early childhood, which has continued throughout his adulthood. Finally, Tim displays high levels of **integrity** through the values that were instilled by him from his adoptive family, which he still embraces to this day.

Readers of this case should focus on any and all of the six specific leadership traits as defined by our text. Readers could also call upon some of the other traits such as achievement, persistence, insight, initiative, self-confidence, responsibility, cooperativeness, tolerance, influence, sociability, drive, motivation, integrity, confidence, cognitive ability, task knowledge, extroversion, conscientiousness, and openness (Judge, Bono, Ilies, & Gerhardt, 2002; Kirkpatrick & Locke, 1991; Stogdill, 1974) to answer their questions.

Sample Answers to Case Questions

1. What is your reaction to Tim's story?

Tim appears to display leadership traits representative of an effective leader. Tim has transitioned through many industries and assumed leadership roles in all of them. He displays confidence in his abilities and a natural desire to help others. Tim believes in the empowerment of others through motivation and dedication.

2. Nature and nurture play a significant role in Tim's leadership journey. From your perspective, which has the greatest impact on Tim? Discuss your answer.

Under the trait theory of leadership, Tim's nature would have had the strongest impact on his development. Tim displays innate abilities including extroversion, charisma, and sociability. According to Tim, he didn't develop these abilities, he was born with them.

3. Of the six major traits described in the chapter (i.e., intelligence, confidence, charisma, determination, sociability, and integrity), which traits are Tim's strongest, and which traits are his weakest?

The case narrative directly addresses Tim's integrity, sociability, confidence, and determination. Examples are provided which students could pull from that target each of these leadership traits. It is also assumed in the context of the case that Tim exhibits strong charisma, as he could serve as a strong role model for others, and articulates strong values. Intelligence is not explicitly addressed in the case, although it is noted that Tim has earned his master's degree. It could be argued, however, that Tim's lack of perceptual skills at his executive director position at Douglass Community Association caused him not to understand the internal human resources aspect of his position.

4. What characteristics of Tim's leadership would you like to incorporate into your own style of leadership?

This answer will vary from student-to-student. A possible response would be that a student would want to have Tim's self-esteem and determination to accomplish everything they set their mind to. Another possible response would be that students would want to have Tim's charismatic approach to leadership. Students may also consider Tim's integrity and altruism as appropriate characteristics to incorporate into their leadership style.

Discussion Questions

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1. Why do you think Washington chose not to serve a third term? What does this say about his leadership? Use terms from the text.
2. What trait would you say is the most important of the six discussed in the chapter? The least important?
3. What would you add to the list of six traits that is missing? What trait is important to the way *you* view leadership?
4. What are the limitations of seeing leadership as traits?
5. Do you believe that leaders are born with these traits or can they develop them over time?
6. Several of the leaders profiled in this chapter came to be leaders through adversity (slavery, war, imprisonment). What role does hardship play in bringing out or developing leadership traits?
7. Several of the leaders profiled in this chapter were skilled in public speaking and motivating others through their use of language. How important are good communication skills to effective leadership? How do communication skills relate to leadership *traits*?
8. Several of the leaders profiled in this chapter have addressed, or are addressing, serious social problems throughout the world. How do you think they developed this concern for others? Is it an inborn trait?
9. Select one of the leaders discussed in the chapter and consider what traits (if any) appear to be absent. Does this suggest that leaders need not possess all six traits in order to be effective?
10. Which trait would be the most challenging for new leaders to develop?

11. Consider Bill Gates' various roles at Microsoft through the years: founder, CEO, board chairman, technology advisor, mentor, and foundation director. How do his traits allow him to be effective in each role he takes on?
12. How can determination be learned?
13. Regarding integrity, where is the line between being open and candid and limiting what one should disclose to others?