

**LEADERSHIP DEVELOPMENT IN AN ACADEMIC SETTING**  
**(Exploring the influences of Nature and Nurture)**

*Notes were taken from 2 days workshop at Royal Guest House, Kota Bharu, Kelantan*

Workshop Objectives:

- To understand how personality, gender and culture influence leadership styles.
- To explore the concepts of charisma personality and natural style in leadership.
- To define roles of academic leadership in a globalized world
- To apply the concept of training, mentoring and coaching in relationship to leadership development.

***Topic 1: Influence of nature on leadership behavior***

“You cannot be anything you want to be but... it is possible to be all you can be.”

- Hamer & Copeland – “Living With Our Genes”

1. Personality Profiling:

- One study identified over 2000 test.
- Another study found around 18000 words to describe personality traits.
- Even after reduction analysis there were still between 150 to 200 trait descriptions.
- These can be conveniently grouped into several clusters.
- Many popular or widely used profiling tools use similar cluster groups.
- The one we have selected is called CPP (CREDO Personality Profile). We will learn more about personality traits through an abbreviated survey form.
- The CPP clusters:
  - These include around 120 traits grouped into six clusters.
  - They are all worded in positive terms so that all differences are positive.
  - A high score would denote those traits as being strong in a person and a low score denoting they are less strong.

- There are no 'right' or 'wrong' or 'good' or 'bad' traits.
- But there maybe strong preferences between people (personality clash) or a mismatch between person and job.

## 2. Personality definition:

- Personality is the combination of various qualities and traits that are reflected in the person's interaction with the environment to make them unique.
- Personality can be defined as “The sum total of our mental, emotional, social and physical characteristics that distinguishes us from others, the core of which is those traits that remain stable for life, and that make us the unique person we are”.
  - It includes **innate drives**, **temperament** and **talents/intelligences** and **natural preferences** to think, feel and behave according to this genetic make-up – more than our environment.
- Personality traits was defined as:
  - “Long term predisposition to behave in ways that satisfy our basic and innate or natural self”.
  - “A trait is a characteristic of a person that is enduring and generally remains stable after the age 25 to 30. Often described as consistent or repetitive patterns of behaviour”.
- Just imagine you are totally invisible and no one can influence or judge you, how would you actually behave to satisfy your inner self?

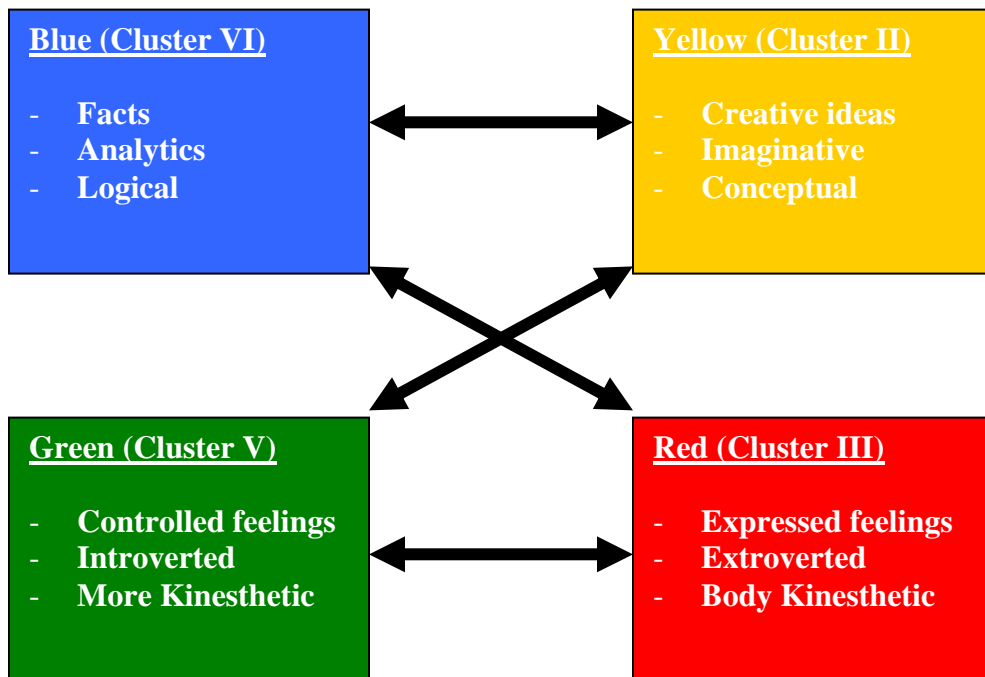
## 3. Outcomes from personality profiling (CPP)

- By knowing our strong traits, we can then discover which are:
  - Aptitudes, Talents and Intelligence.
  - Temperaments.
  - Drives and Motivational Preferences.
- From this, we can:
  - Better understand what motivates us.
  - Better appreciate why others maybe more similar or different to us.

4. Can personality change?

- The answer is both ‘yes’ – in some aspects – and ‘no’ in others. As many of our traits have a strong genetic influence, many of those that are very strong, will be difficult, and, in some cases – like physical traits – impossible to change. Weaker traits will be easier to modify.
- The core of personality is temperament, which occurs at the same strength as instinct. This unlikely to change much, unless a person wants very much to change – and such change is usually then – only to a slight degree.
- Character, which is the more flexible component of temperament, and formed partly by experience, and therefore learned, can be nurtured more.
- However, once our brain structure has matured and hormones sterilized – by around age 25 personality tends to remain stable and predictable for the rest of our life.

**Opposing Styles Preferences**



### Striving For Balance



#### 5. Aptitudes

- Sometimes called Talents
- Also called Gifts
- All intelligences are Aptitudes or Talents
- They are more 'Natural', innate or inborn

#### 6. Drives

- Typical traits under 'Drives' includes:
  - Achievement motivation
  - Need for affiliation
  - Desire for 'dominance' or being in control
  - Sexual orientation
- Social traits as Drives:
  - Sociable & Companionable
  - Achievement – the need to succeed at any cost

- Teaching and empathizing
- To move about/ to sit still/ to explore
- Sensitivity
- Likes to share feeling
- More traits under Drives:
  - Easy to get along with
  - Co-operative ness/ helpfulness
  - Affiliation
  - To be in control (dominance)
  - Caring and supportive
  - Spiritual and religious
  - Pleasing/ agreeableness
  - Is a good listener

#### 7. Temperament

- Typical or common traits under temperament include:
  - Activity and energy level
  - Curiousness or inquisitiveness
  - Novelty seeking or variety
  - Risk taking, venturesome ness
  - Violence, aggression
  - Calm and short tempered
  - Talkativeness or quietness or passivity
  - Boldness or shyness, reserve, cautiousness
  - Stress absorption/tolerance
  - Optimism or pessimism
  - Spontaneity of behaviour
  - Sadness or brightness ('happiness')

#### 8. Trait strengths or weaknesses

- Traits can be intensified, modified or weakened but will rarely disappear or completely change
- Some drives, values and behaviours may change, if needs change, but traits are unlikely to.

#### 9. Trait strengths and behaviour

- Deeply held religious values may take a friendly person become dogmatic and judgmental and intolerant of others.
- Musical rhythmic or kinesthetic people may increase their openness to explore and experiment.

#### 10. Interaction of traits

- A trait must exist for a competence to exist. A trait can be a competence or several traits can equal a competency, but not all competencies are traits.
  - Example: an analytical, creative or strategic thinker
  - Each is different 'Thinking' trait and style. Each can be a Talent and Competency on their own or interact together.

#### 11. The biology basis of personality

- Traits tend to reflect the physiology activity of our brains neurological (chemical) arousal systems (Nature/Biology/Genes)
- Nature requires nurture:
  - A trait (more nature) that is exhibited by behaviour (trait manifestation) first requires a stimulus or trigger from the external environment (more nurture).
  - It is not 'Nature vs. Nurture' but 'Nature via Nurture'.

#### 12. Traits & Behaviour

- A trait can equally exert influence on our behaviour.
- Traits like intelligence, calmness, flexibility, openness, etc, can strongly influence our behaviour.

### 13. Chemical produce behaviour

- For example:
  - “External stressors can produce a brain chemical called “Cortisol”, but this still requires genes to switch it on, to release it into our brain. If we are genetically ‘built’ to be calm and with a high tolerance to stress, less Cortisol will be released and we are less prone to stress”.

### 14. Genes and behavioral traits

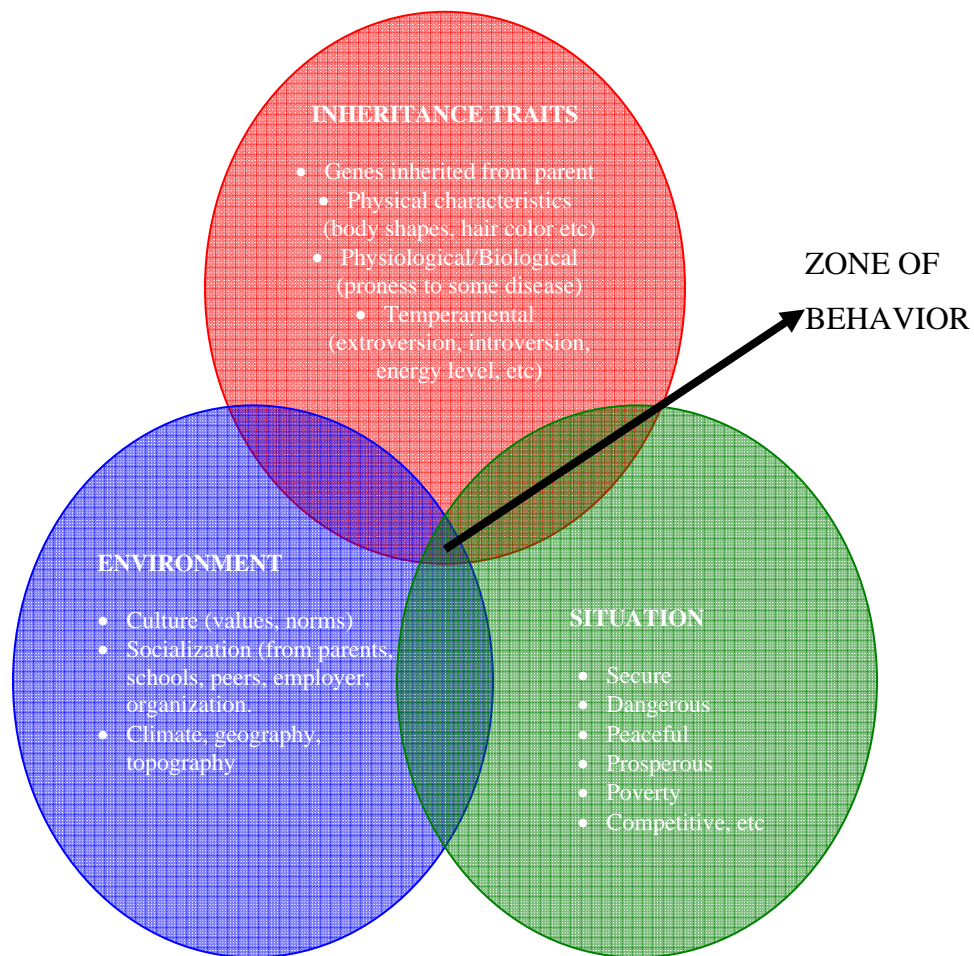
- Genes are ‘contributors’ to traits rather than ‘dictator’.
- Genes themselves don’t cause the behaviour, but are like ‘switches’ that control the production and release of hormones (chemicals). It is the flow and interaction of these chemicals that influence much of our behaviour.
- Genes influence on traits:
  - Physical traits (like eye or hair colour) are 100% genetic.
  - Some personality traits may be as high as 80% genetic
  - Other may range from 10% to 70%
  - Some genes mutate (change)
  - Some remain dormant and recessive
  - Some skip one or more generations
- Average genetic inheritance
  - Genetic influence on behaviour is probably around 40-60% on average
  - Less than 10% is due to a shared environment
  - 25% is due to unique environmental differences
  - 25% is due to chance or random factors
  - On average we inherit about 50% from each parent
- Degrees of genetic influence
  - IQ (also a Talent) – like all intelligences – overall may be around 60% to 70%
  - Genius of gifted are very strong intelligence or talent in specific areas possessed areas (like Da Vinci, Einstein, Michaelangelo, Mozart or Picasso) are more likely to be a genetic mutation in that small part of the brain, responsible for that type of behaviour (i.e. music, painting, physics, etc...).

- Behavioral Genetics (sometime called Socio-Biology)
  - Strong genetic predisposition traits
    - Introversion/extroversion
    - Venturesomeness/ risk taking
    - Imaginativeness/ curiosity
    - Energy level/ exuberance
    - Stress aversion
    - Workaholic
    - Achievement needs
    - Intellectual intelligence (IQ)
    - Affiliation needs
    - Depression/ anxiety
    - Health, metabolic rate
    - Most other intelligences/talents – such as numeracy, musical, rhythmic, artistic, etc...
  - Moderate genetic predisposition traits
    - Optimism/pessimism
    - Cautiousness/conservativeness
    - Spirituality/ religiosity
    - Sexual orientation (hetero/homosexuality)
    - Cognitive (thinking) styles
    - Alcoholism
    - Shyness/timidity
    - Loneliness
    - Emotional intelligence (EQ)
    - Social disorder/intimacy problems
    - Autism/ADHD
    - Compassion/warmth or coldness
  - Plus biological traits of longevity, obesity and probably over 4000 disease

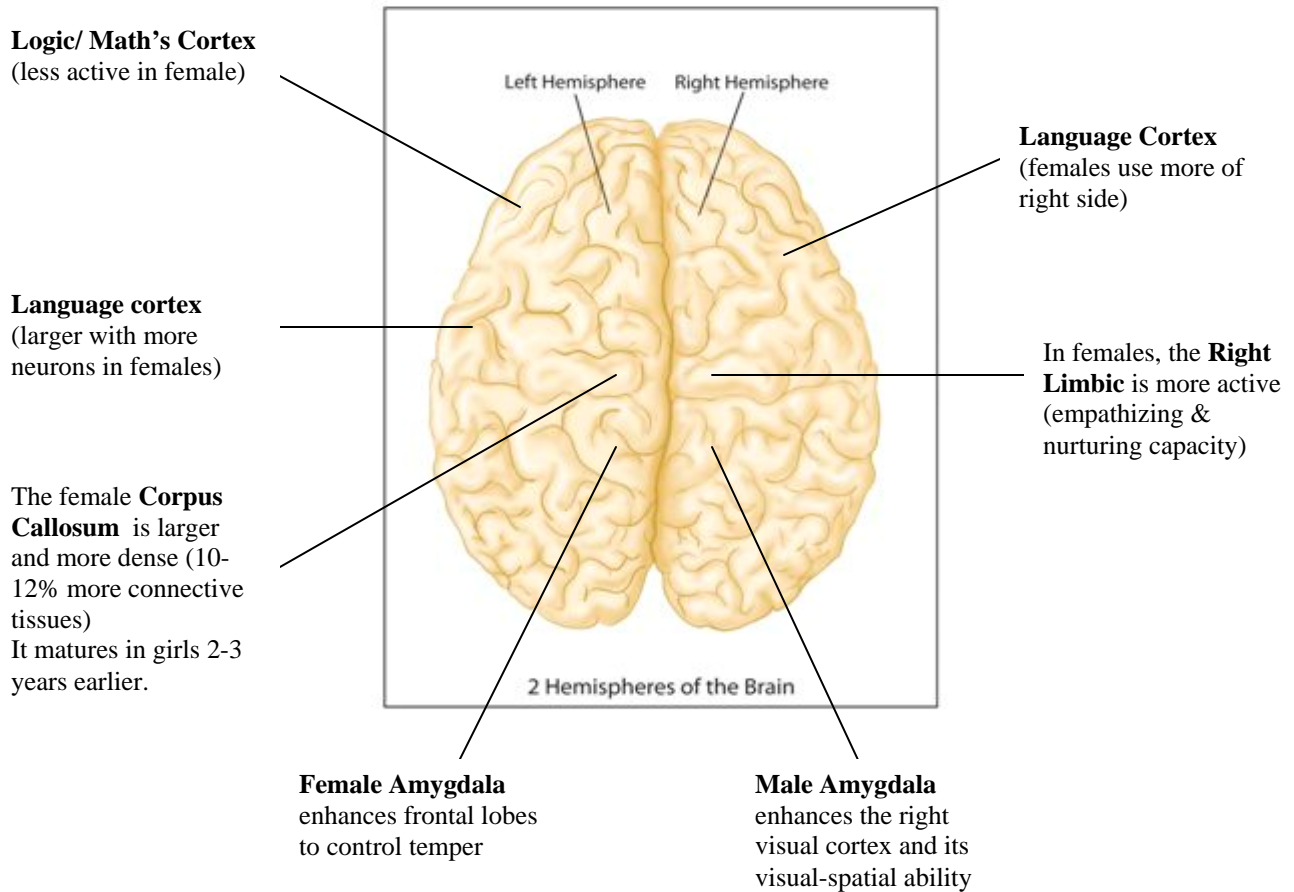
15. The power of the emotional brain

- “Emotional hooks” buried in people’s experiences determine their future action. While “emotion” is still thought by some to be anathema in business, recent neuroscience discoveries revealing the biochemistry of the brain are stimulating a new appreciation for the role “emotion” plays in all aspects of our lives, especially business. → Main part of limbic system.

**Determinants of Personality**



## 16. Male-Female Brain Physiology



## 17. Gender differences in personality and learning

When learning, males generally tend to:

- Be less likely to ask or share
- Be less interested in detailed work
- Be more easily distracted, especially by opposite sex
- Not immediately complete tasks in favour of doing things that 'interest' them – like playing sport (they will often

When learning, females generally tend to:

- Talk and relate more than others
- Be better with detailed work
- Be less easily distracted
- Complete tasks or projects
- Spend more hours studying or doing homework
- Tend to be better in languages

- come back to complete tasks or projects later)
- Be better in math, science and work requiring visual-spatial ability.

- Empathize more with fellow students or even teachers/trainers
- Conform more with social or cultural norms – and rarely argue aggressively or bully others



*“It is not the strongest of the species that survive, not the most intelligent, but the one most responsive to change” – Charles Darwin –*

**Topic 2: ‘Whole Brain’ Leadership and the ‘Glocal’ Leader**

1. Leadership is both science & art

<b>Science</b>	<b>Art</b>
<ul style="list-style-type: none"> <li>• Theories of how to lead &amp; motivate people</li> <li>• Based on motivational theories/hypothesis. E.g. if leadership is more ‘inborn’ (personality) or more ‘learned’ (culture).</li> </ul>	<ul style="list-style-type: none"> <li>• Personal qualities of the leaders</li> <li>• Getting to know employee needs/drives/wants</li> <li>• Selecting appropriate behavioral styles</li> </ul>

Leadership Defined

“Articulating shared values, vision & goals, which are aligned, meaningful & inspirational, so employees feel empowered & motivated to achieve them”

2. Managing & Leading

<b>Managing</b>	<b>Leading</b>
<ul style="list-style-type: none"> <li>- Transactional</li> <li>- System &amp; structure</li> <li>- Mission &amp; goals</li> <li>- Dealing with complexity</li> <li>- More directive</li> <li>- More authoritarian</li> <li>- More rational</li> <li>- Tactical</li> <li>- IQ</li> </ul>	<ul style="list-style-type: none"> <li>- Transformational</li> <li>- Inspirational</li> <li>- Vision &amp; values</li> <li>- Dealing with change</li> <li>- More consultative</li> <li>- More participative</li> <li>- More emotional</li> <li>- Strategic</li> <li>- EQ</li> </ul>

3. Leaders: Born or Made?

<p><b>More ‘Born’ (Innate)</b> (more strongly predisposed in the genetic make-up of a personality)</p>	<p><b>More ‘Made’ (Learned)</b> (more likely to be developed or acquired given natural potential)</p>
<p style="text-align: center;">- <b>Needs/Drives</b></p> <ul style="list-style-type: none"> <li>○ Power, influence &amp; domination                             <ul style="list-style-type: none"> <li>○ Achievement</li> </ul> </li> </ul> <p style="text-align: center;">- <b>Temperament</b></p> <ul style="list-style-type: none"> <li>○ Energy &amp; stamina</li> <li>○ Stress tolerance &amp; calmness</li> <li>○ Adaptability, flexibility &amp; tolerance for ambiguity</li> </ul> <p style="text-align: center;">- <b>Talent</b></p> <ul style="list-style-type: none"> <li>○ Intelligence (IQ &amp; EQ)</li> <li>○ Conceptualization</li> <li>○ imaginative (creativity)</li> </ul> <p style="text-align: center;">- <b>skills/process</b></p> <ul style="list-style-type: none"> <li>○ use of positive power &amp; influence</li> <li>○ set challenging yet achievable goals</li> <li>○ manage own stress, exercise, diet, sleep &amp; relaxation                             <ul style="list-style-type: none"> <li>○ develop a higher level of flexibility over time</li> </ul> </li> <li>○ EQ can be strengthened but IQ less so Creative Thinking</li> </ul> <p style="text-align: center;"><i>“Trying to learn skills in areas of no natural talent, can be a waste effort, money and time.”</i></p>	

#### 4. Leadership & Personality

##### **Leadership role demands**

- Be a visionary
- Lead change & innovation
- Ethical & of high integrity
- Insight into people's values/needs
- Be goal oriented
- Manage self & stress
- Be an influencer
- Cope with diversity
- Be a developer
- Work 'hard & smart'
- Have high mental & stamina

##### *requires these* **Personality Traits**

- To visualize & conceive a vision
- Imaginativeness & creativity
- Risk taking/venturesome ness
- Emotional stability, EQ & empathy
- Achievement drives
- High stress tolerance, calmness
- Assertiveness, power needs
- Warmth/cooperativeness
- Tolerance for ambiguity
- Flexibility, openness
- Mental energy & conscientiousness

#### 5. Leadership & Culture: Asian vs. Western

##### **Asian Culture**

1. More Collectivistic ('We')
2. Larger Power Distance
3. More Holistic
4. Taller Hierarchy

##### **Western Culture**

1. More Individualistic ('I')
2. Smaller Power Distance
3. More Compartmental
4. Flatter Hierarchy

##### Communication Patterns (tend to be more)

5. Indirect
6. Non specific

5. Direct & Frank
6. Specific

##### Core values

7. Relationships
8. Face Saving
9. Harmony

7. Task Achievement
8. Competitive
9. Control

6. Leadership & Gender

Differences	Female Leaders	Male Leaders
Brain anatomy & physiology	<ul style="list-style-type: none"> <li>- Corpus Callosum larger</li> <li>- Right Limbic more active (expressed emotional)</li> <li>- Use both language Cortices (more linguistic)</li> </ul>	<ul style="list-style-type: none"> <li>- Visual Spatial &amp; Gross Motor Skills superior</li> <li>- Left Cerebral more active (logic-maths-facts)</li> <li>- Left Language Cortex only</li> </ul>
Hormonal	<ul style="list-style-type: none"> <li>- More Estrogen (more collaborative)</li> <li>- Less Testosterone (less aggressive)</li> </ul>	<ul style="list-style-type: none"> <li>- Less Estrogen (more competitive)</li> <li>- More Testosterone (more aggressive)</li> </ul>
Behavioral	<ul style="list-style-type: none"> <li>- More empathic/sensitive</li> <li>- Relationship/ Networking</li> <li>- More ethical (socially)</li> <li>- Less easily bored by detail (will complete tasks earlier &amp; better in detail)</li> <li>- Leadership style more transformational</li> </ul>	<ul style="list-style-type: none"> <li>- More confrontational</li> <li>- More task/problem focused</li> <li>- More self-oriented (alone)</li> <li>- More easily bored, wants variety (may not complete some tasks sometimes)</li> <li>- Leadership style more transactional</li> </ul>

7. Leadership: some key dimensions

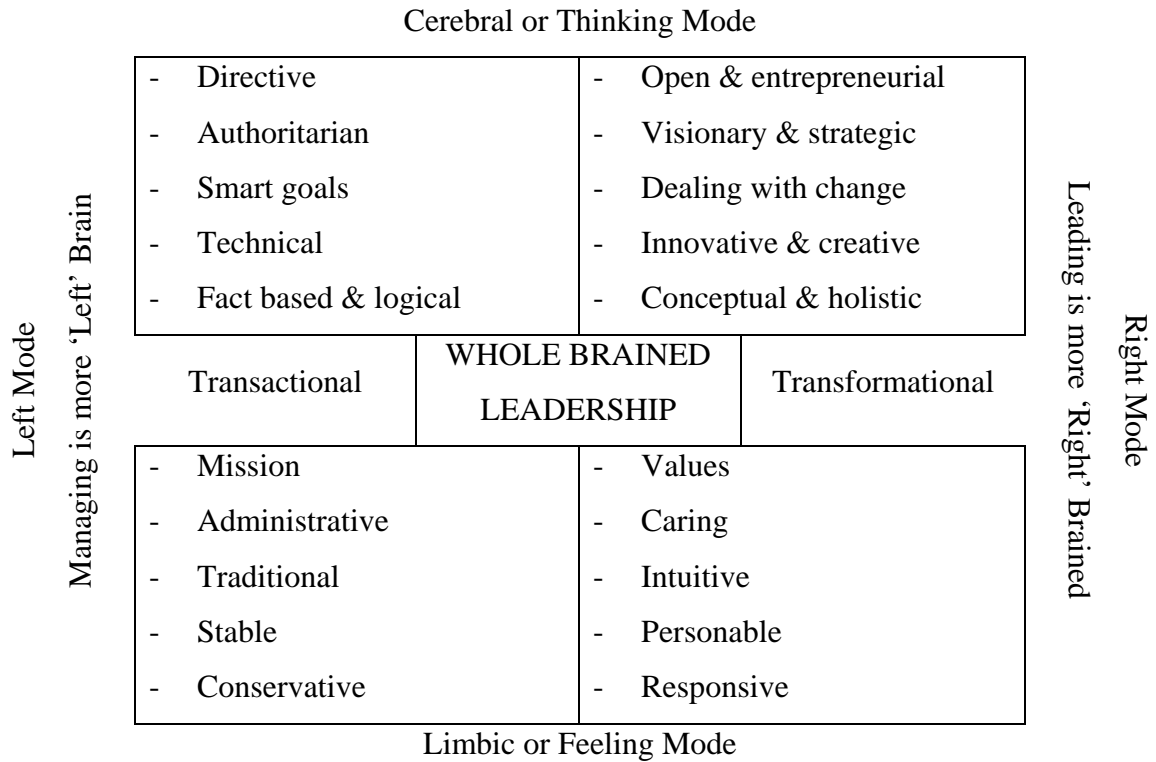
- Leadership is both science & art
  - There is theories and practice
- Leadership is whole brained
  - Both rational (cerebral) & emotional (limbic)
- Leadership & motivation are inseparable
  - Great leader develop highly motivated teams & individuals
- Leading & managing differ

- Managing is more left brained & leading is more right brained
- Leadership is about
  - People & shared values
  - Shared vision and goals
  - Alignment & empowerment
  - Making sense & painting a meaning

8. Leadership values & ethics: the 888 model

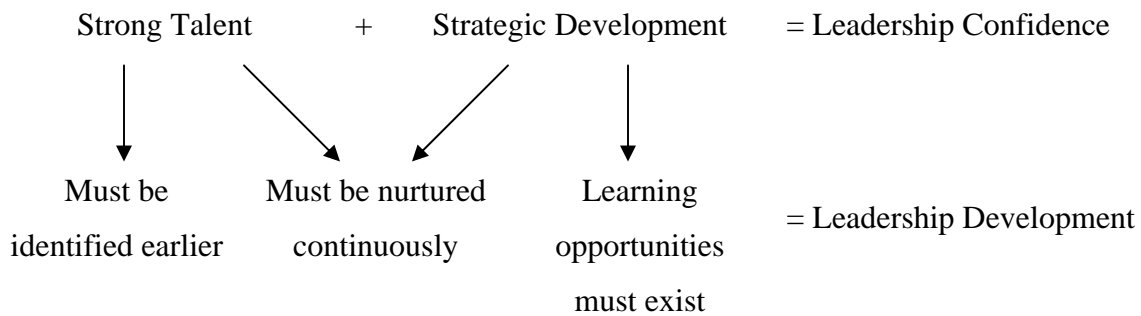
<b>Asian</b>	<b>Western</b>
1. Integrity (implied) 2. Justice/fairness 3. Hard work/ discipline 4. Caring culture (compassion) 5. Respect elders/authority 6. Knowledge/wisdom 7. Harmonious relationship 8. Respect for dignity	1. Integrity (visible) 2. Justice/fairness 3. Hard work/ discipline 4. Respect for people 5. Egalitarian/ consensual 6. Competence/ ability 7. Task achievement 8. Gender equity
<b>Global/Universal</b>	
1. Quality products, process & services 2. Customer delight & responsiveness 3. innovation & 'Kaizen' 4. Creativity	5. Prosperity & profit (wealth creation) 6. Safe & clean environment 7. Continuous learning & development 8. Efficiency/ resources conservation

9. Leading versus Managing

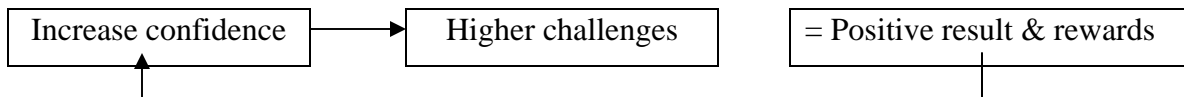


10. Developing Leadership Effectiveness

Leadership Talent	+	Leadership Experience	= Leadership Effectiveness
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Clear development experience & career path provided → Challenges overcome = Increased Confidence



**Topic 3: Influence of nurture on leadership behavior**

1. Key attributes of the Global Leader

Communicates a global vision and facilitates organizational change toward this vision	
Builds and manages relationships and strategic alliances through communication and collaboration	
Leverages technology to support a global workplace	
Demonstrates versatility, flexibility, and adaptability	
Creates and promotes learning systems – including coaching and mentoring – to develop and enhance competencies in oneself and others	
Recognizes complex systems and business processes and applies a systems thinking approach to resolve issues and conflicts	
Understands and values cultures and cultural differences; exhibits culturally-appropriate behaviors	Leads cross-cultural and virtual teams; promotes diversity in the workplace and derives benefits from diversity

Sources: Dalton. M, Ernst. C, Deal. J, and Leslie. L, (2002). Success for the New Global Manager, How to Work Across Distances, Countries and Culture. John Wiley & Sons. Inc

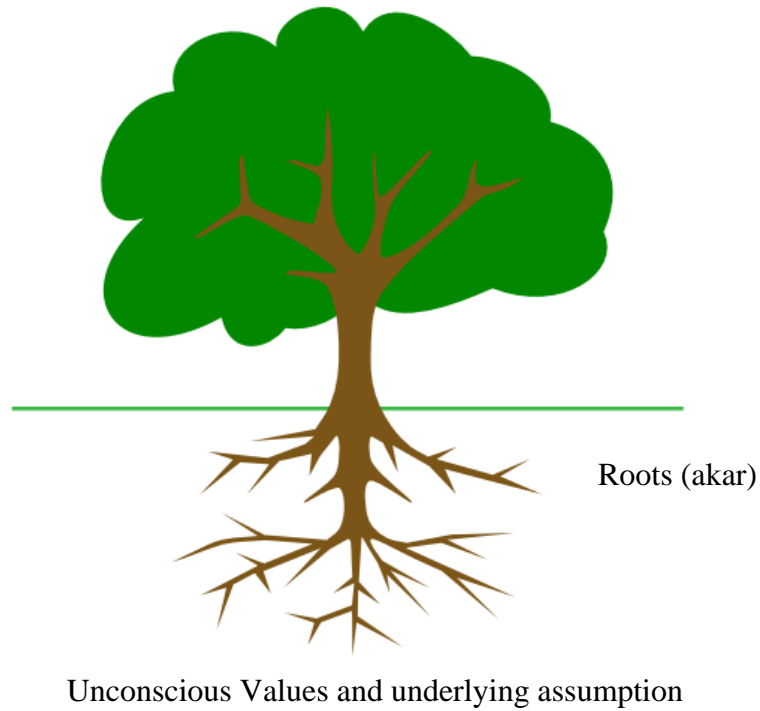
2. Why study culture?

- Culture controls our lives and defines reality for each of us, with or without our permission and/or intentional awareness.

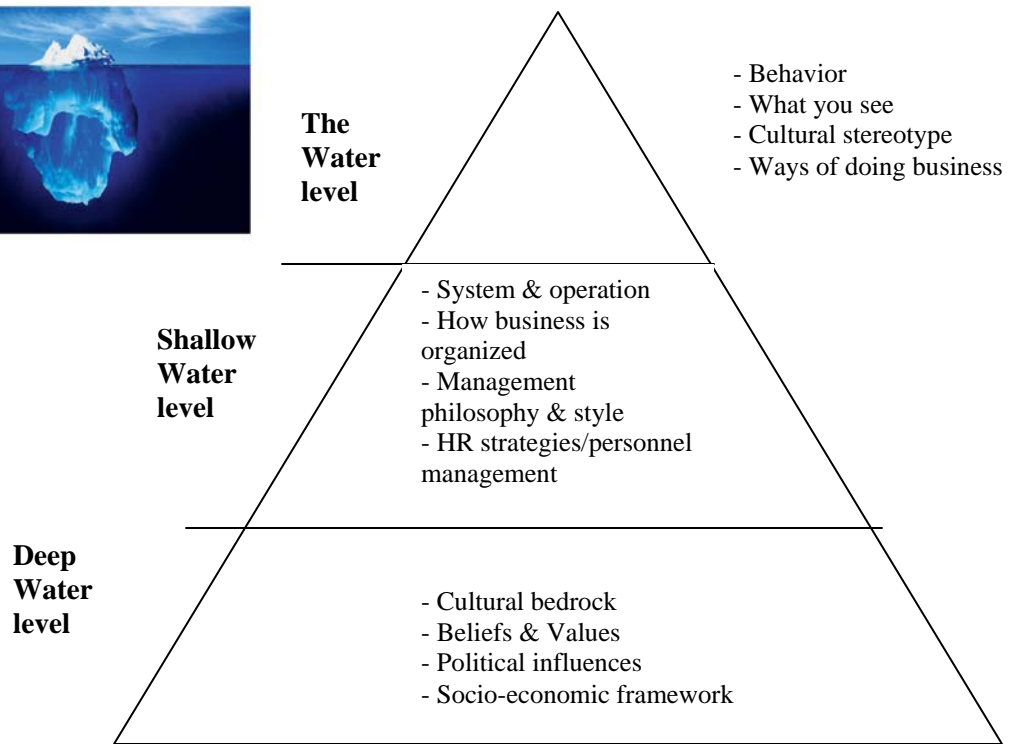
3. Understand culture

- In studying culture we can use the analogies of the tree and iceberg
- At the conscious level we see the symbols, ritual and role models while at the unconscious level we focus on values and underlying assumptions.

Conscious Symbols, rituals and role models

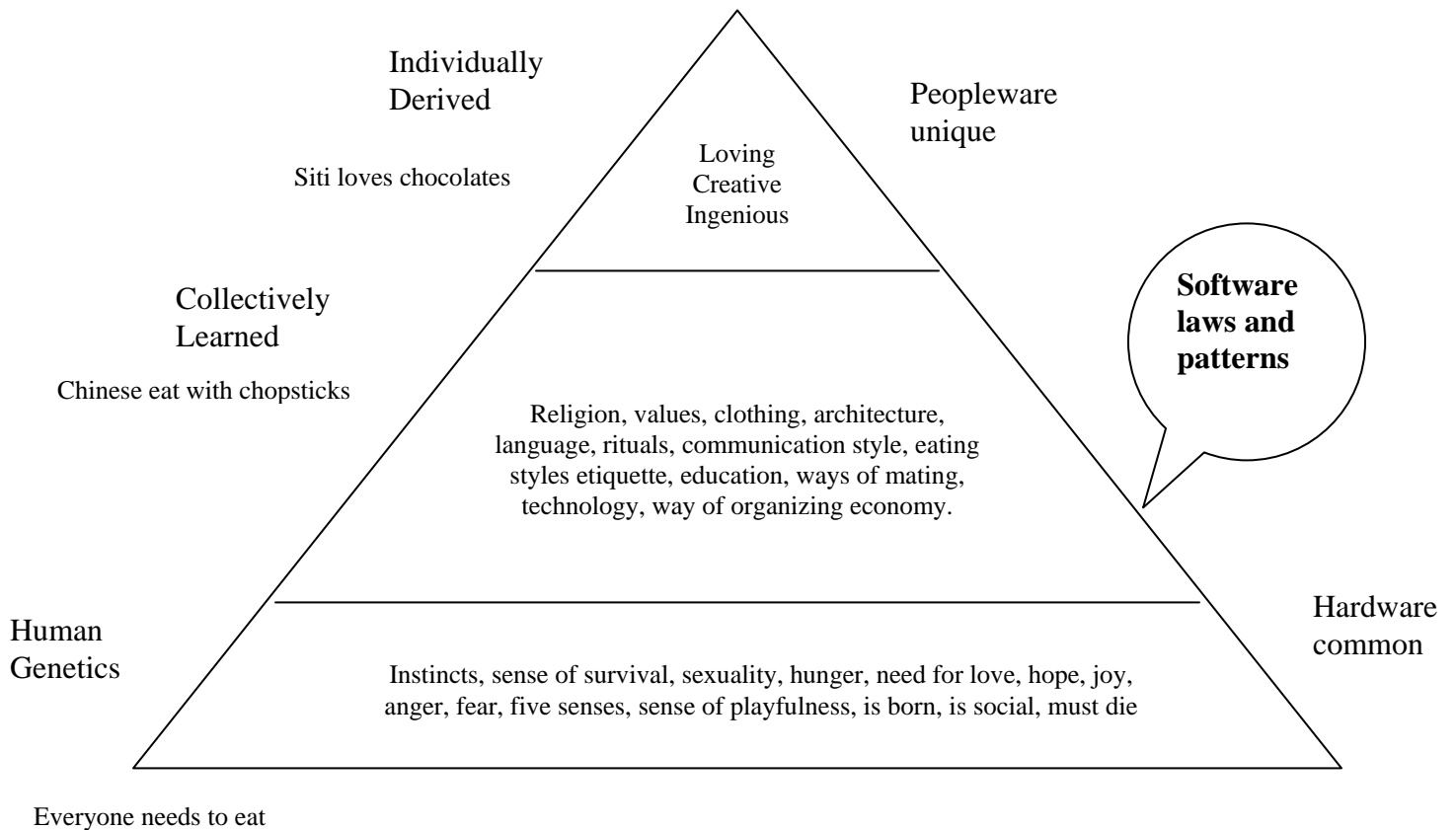


- The 3 layers of Cultural analysis (imagine as iceberg)



- You learn culture by:
  - Being born into a particular setting
  - Assimilating its values and practices
  - Immersing in a particular setting for period of time while at the same time retaining your own values

#### 4. Patterns of Behavior



C. Kluckhorn & H.A.Murray. (eds). 1984. Personality in nature, culture and society. New York: Knopf

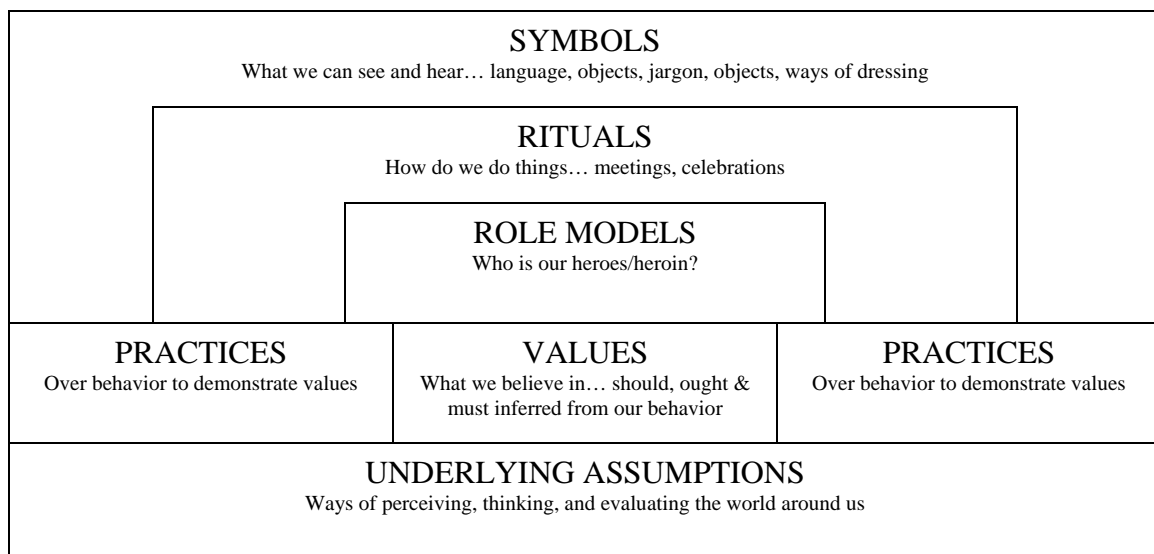
### 5. Defining culture

- Generic
  - The **collective programming** of the body, mind and spirit which distinguishes members of one group (nation, ethnic group, company or category) of people from another. (born into, assimilation, acculturation, immersion)
- Organization/Corporation
  - That complex interrelated whole of standardized, institutionalized and habitualized behavior that characterizes the firm and that firm only (internalization, institutionalization, externalization)

- James O Toole, 1985 –

- Other definition of culture
  - The values, beliefs and behaviors of a group of people forming a Bell Curve, or general tendencies
  - Determines how we make decisions, who and what we listen to and believe we act
  - Our mental models, ways of looking at the world
  - Comprised of observable words and actions and deeper, often hidden or subconscious values and beliefs.
- Our “culture sense” determine what we believe is the right or only way to behave; assume others share.

### 6. Key Elements of Culture



- We need to know the symbols
  - What we can see: buildings, artifacts, objects we use, dance, logos, costumes, dressing
  - What we can hear: the languages we speak, jargon and terms used, songs
- We need to know the rites and rituals
  - The way things are done in a particular culture – like the way we pray, speak, eat, greet others, celebrate special events, etc.
- We need to know the role models specific to the culture
  - Individuals who have contributed to the growth and development of members in a particular culture and personify its values
- We need to know the values
  - Which are the ‘should’, ‘ought’ and ‘must’ of thinking and feeling given to us early in life to guide our day to day behavior.
  - Values act as an informal control system
  - Defining values
    - Values are standards which people try to uphold or stand by and influence the way people behave.
    - Values are learnt. They are copied early in life from one’s family, school or religious.
    - They are collectively expressed, upheld and protected through family structure and organization
    - Values also form the basis for all cultural activities, practices which with the passing of time may become traditions
    - They are actualized via ceremonies. If we know a person’s values we can predict that person’s behavioral implications.
- Underlying assumption
  - Are the internalized beliefs of members in a particular society at the unconscious level which are often hidden and implicit to shape the way they perceive the environment, believe, think and evaluate the world, self and other and determine the values considered critical to pass on to succeeding generations.

7. 16 cultural dimensions

HARMONY	Gauges the individuals relationship with nature	CONTROL
RELATIONSHIP	Measures the importance placed on relationships with others vs. tasks accomplishments	TASK
HIERARCHY	Gauges the emphasis placed on rank, status and other ascribed attributes over equality issues	EQUALITY
SHAME (outer driven)	Verifies if shame (outer driven) or guilt (inner driven) is the principle that guide behavior	GUILT (inner driven)
HIGH CONTEXT	Measures the extend to which cultures depend on the external environment, situation, non-verbal signs to communicate	LOW CONTEXT
POLYCHRONIC	Verifies is the principle that guides behavior is circular or sequential	MONOCHRONIC
COLLECTIVISM	Measures the preference for interdependence with other people	INDIVIDUALISM
RELIGIOUS	Verifies the degree in which religiosity, as opposed to secularity, is considered in work related issues	SECULAR

- An understanding of the hidden dimensions of culture is a starting point for learning more about ourselves and others as individuals are influenced by multiple cultures.
- Values and assumptions do not allow us to predict behavior; they are starting points for observation, dialogue and cultural exchange

8. Malaysian Ethnic Values

<p><b><u>Malays:</u></b> Deference for elder, harmony, cooperation, being non-confrontational, indirectness, faith in God, humility, being apologetic &amp;</p>	<p><b><u>Chinese:</u></b> Food, education, achievement, hard work, success, perseverance, diligence, gambling, risk taking, entrepreneurship drive, wealth, prosperity, thrift, family, filial petty, respect, hierarchy, position, status,</p>
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compliant, tact politeness, courtesy, friendliness, generosity, caring, being accommodating, tacit system of reciprocal obligation, loyalty, family orientation, trustworthiness, fairness, sincerity, honesty, self-respect (hormat diri), discipline, patience.

harmony, face, modesty, being pragmatic/practical.

**Indian:**

Loyalty, sense of belonging, participation, brotherhood, harmony, respect, family, filial petty, fear of God, karma, hard work, security, face, modesty, being champion of cause

*Source: Asma Abdullah, Understanding the Malaysian Workforce, Malaysian Institute of Management, 2000*

- Malaysian concept of self
  - Malay
    - A related concept as described in “anak siapa tu?”
    - Focus more on affective relations rather than cognitive skills
    - A member has to function in a cooperative framework where patron-client relationships are still important
  - Chinese
    - The concept of jen which translate as a person who believe in transactions with fellow human beings to enhance interpersonal adjustment.
    - Focus is on practical ethics “situation centered” and socially controlled.
    - There is mutual dependence n family members rather than self-reliance and independence
    - Filial petty is mutually exchanged in a cycle of reciprocity
  - Indian
    - The concept of KARMA means that the personality of a particular individual extends before birth till after death.
    - The process of identity extends beyond many generations.
    - The focus is on discipline of a spiritual religious character.

- Goal of maturity is achievement of a satisfying and continuous dependency of “*bandha, sambandha, bandharya*” bond, kindship and bondship.
- Types of cultural interface at the Malaysian workplace

<b>Intra Cultural</b>	<b>Inter Culture</b>	<b>Cross Culture</b>
Within one ethnic group	With difference ethnic group within a country e.g. Malays, Chinese, Indian, and others	Between two difference cultures e.g. Malaysian and America/Australia/Germans/Canadians/British

- Malaysian themes effecting business relationship
  - Preserving face (*jaga maruah*)
  - Language of character (*jaga bahasa*)
  - Consensus-seeking and cooperation (*mesyuarah & gotong-royong*)
  - Member system (*kawan*)
  - To help one another (*tolong-menolong antara satu sama lain*)

9. Qualities of successful leaders (sources: The Economist as quoted in the Australia, Nov 12, 2003)

- A sound ethical compass... they must be anchored in strong values
- The ability to take unpleasant decisions... risk making enemies and make up minds without data
- Clarity and focus... able to screen out unnecessary noise and focus on what matters
- Ambition... create something that outlast them
- Effective communication skills... can talk convincingly with media, analyst, shareholders... the ability to judge people... who will work best in which slot
- A knack for developing talent... learn from a good mentor
- Emotional self-confidence... allows people to admit to weaknesses
- Adaptability will prove invaluable when things go wrong
- Charm... not taught in business school

## 6 LOCAL CULTURAL DIMENSIONS

