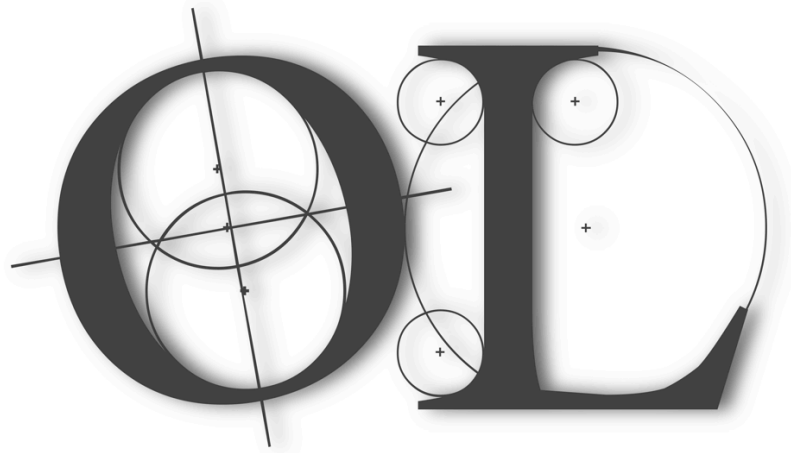
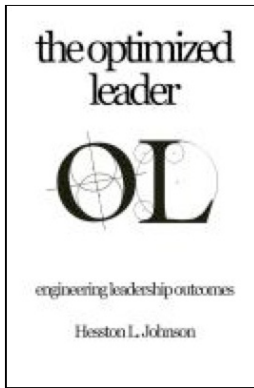


the optimized leader



engineering leadership outcomes

Hesston L. Johnson



The Optimized Leader introduces a pragmatic approach to leadership theory by developing alignment models based on behavioral characteristics, trait theory, and leadership research. Through this approach, leaders find the best fit for their personal characteristics while gaining expanded views of leadership styles. Even more, *The Optimized Leader* stretches beyond the standard approach to leadership by introducing a leader-follower match; no matter how gifted a leader may be, their efforts are stifled without the right followers.

The Optimized Leader

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The Optimized Leader

Engineering Leadership Outcomes

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First Edition

Introduction

Foundations for Optimization

Leadership, as this book will reveal in the pages to follow, carries more definitions, traits, characteristics and expectations than any other area within the field of business. Though the subject is littered with theories, models, assessments and literature, it seems as though the only other subject possessing such a far-reaching area of grey is the subject of Philosophy.

As a starting point, this book will begin by peeking into a foundation of what a leader is composed of. No matter where we have been in life, we have found ourselves as a leader, a follower or both. We have all been in an interview and hopefully hired into an occupation, accepted into an academic program, granted membership to a club or otherwise. So, it is upon this approach that a foundation will be constructed for both the areas of the leader *and* the follower.

Having Something to Say

Roughly a year ago, I started my first steps towards earning a doctoral degree in strategic leadership. Within the first semester of study, I was faced with an ideological challenge as I was stretched and required to produce articles and literature for publication. Conceptually speaking, the most difficult part, to me, was the idea that in order to write, you had to have something to say. That seems to be simple enough, right?

Well.....*kind of.*

I wrote several articles and began a research-based dialogue to get a head start on my dissertation (now in your hands), though unfortunately for my education, after spending a semester with the university, I took a promotion and transfer with my career and put my education on hold. As a result, roughly 100 pages into my dialogue, I put the brakes on school and moved from southwest Missouri to western North Carolina. As I began to settle into my new role and community I returned again to what would become this book. Challenged by the mental block of significance in a message, I pondered on the dialogue for a time that seemed to have no end.

What is it that I have to say? I had (and maintain) a strong drive for training and development with an attraction to doctoral and PhD

studies for the purpose of organizational development on a corporate level, or, to open and operate my own consulting firm.

I spent some time (several months, actually) researching and building a foundation for a consulting business to strike out on my own. The model was solid, the services were solid, the market was prepped, opportunity was surfacing, and I had solutions accompanied by a solid financial plan.

But, it didn't happen. The issue: I had ZERO credibility, ZERO battle scars and (basically) ZERO experience relevant to the business model I had created. Though academia dictated a requirement for consulting and publishing, I quickly realized that I had ideas and I had something to say.

The next challenge: What are you saying? During the time of my academic study, I realized I had a lot of 'stuff' that I knew and I believed this 'stuff' would have a positive influence and impact on the leadership and development of others. But, what was it? Meaning, what was the substance and the significance of what I had to say?

Having *something to say* while saying *something* is a relative mindset. It took me more than a year to overcome the mindset and to restructure my approach. Consider this oversimplified example: a physician provides information to another physician explaining aspirin with its multiple benefits, including heart health, headache relief and pain relief. We can all say that if you're a physician and this is news to you, then you should probably go practice in a third-world country with your newfound groundbreaking discovery.

The point is that information is relative. What you have to say – to someone – carries relative value with varying perceptions of influence and usefulness. One of the things I continued to run into was that the 'stuff I had to say' was not news to me. I already knew about aspirin, and everyone around me already knew about aspirin. But, I wanted everyone else in the world to know about aspirin.

Well, in a metaphorical way, I discovered that aspirin was not as valuable to 'me' because I had been swimming in aspirin for more than a decade. My newly identified opportunity was that those around me had access to the aspirin, but they didn't know how to use it. In this way, I discovered that just because you don't have 'news' to those around you doesn't mean you don't have news for the rest of the world.

Bottom line: we *all* have something to say.

Now that you've been introduced to the history of my internal competing mindsets, I'll dive into the world of leadership and all of its wonderful conundrums.

As the dialogue continues into the various elements of leadership, I'll present to you a background of leadership history, some trait research history as well as some behavioral dimensions. Once these items are removed from our 'to do' list, I will begin lining these items up into leadership styles; because the skills you possess, along with your traits and characteristics, are valuable in and of themselves. People are innately born with traits and behaviors that contribute to success, especially when they are harnessed and used properly. That's what this book is about. Starting with what *you have inside of you now*, the dialogue will progress forward into the most-fitting direction for *your* professional growth. After this, I will show you how to develop individuals to support *your leadership abilities* for continued, sustained success.

* * *

Engineering Leadership Outcomes: Peeking into an Innovative Approach to Leadership Optimization

This book, *The Optimized Leader* (previously titled *The Leadership Alignment Theory*), is primarily – but not exclusively – built upon a research-based approach to the behavioral side of individuals within leader roles over subordinate employees. The model first outlines the various traits, characteristics and behaviors of those leaders and develops a dictating direction towards the most applicable leadership styles and practices. By maximizing and profiting most on the existing elements of the individual's behavior, the most direct route to a successful leader can be discovered, understood, developed and practiced. The outcome will produce leaders that are far more informed, understanding, educated and effective. Moving forward, these leaders will be further enhanced and supported by understanding the type of employee their leadership style demands. As such, the second element of the model is centered on the acquisition and development of subordinates through the alignment of the leadership perspective. Proper behaviors and characteristics are needed to support the success of a leader. Conversely, leaders must be keenly aware of their required leadership abilities for their differing subordinates. This aspect of the model identifies the qualities and characteristics surrounding subordinates and works to align the existing leadership alignment to that of the strategy of follower development.

The third item of *The Optimized Leader* is application in the workplace. This involves approaches and practices required to properly identify the opportunities of the leader, organization, strategy and employees. There are, countless ways of handling individual situations. Due to this critical variable, situational approaches will be reviewed, as the subject is a significant cornerstone in the field of leadership and management.

Purpose

Subject matter based on behavioral dimensions, leadership styles and trait theory can be far-reaching by design. Therefore, it is critically important that you understand the significance and opportunity of optimizing your leadership abilities and harnessing them in a way that drives development and success.

Regardless of economic conditions, market sizes, industry or globalization, organizations are facing challenges in a multitude of both anticipated and unforeseen areas. The success of the future of an existing organization is not necessarily the typical traditional focus required for products and services. All things being equal, relatively speaking, successful existing contemporary organizations have generally found their niche, expertise, service lines and product lines to generate a sustainable flow of revenue. From a consultative approach, there are many items within process development that would lend hand to improving organizational performance on many levels. However, in regard to the existing organization, the strongest element, which requires the most attention, is the internal leadership and staff members. Short of innovative products and strategic services, this human capital component is the element that precedes all other things. Without the proper leadership, all other things fail and begin to crumble.

Engineered Outcomes

The alignment of the traits, characteristics, styles and behaviors among leaders will positively influence the leader's ability to manage, lead and build subordinate teams and employees. This alignment results in increased organizational performance and improved outcomes. And, again, an absolutely critical key piece is the development of a follower profile to support a given leader's leadership style. Think for a moment of how many people you have had difficulty managing because they didn't respond well to your leadership style. We have all had them and we will continue to have

them (it seems like they're never going to retire or leave!); but we will only acquire more if we do not understand our needs as a leader. To support this development, there are assessments, guides, diagrams and models included for guidance and recording personal characteristics and behaviors.

Method

The development of *The Optimized Leader* is based on areas of behavioral research, including behaviors, traits and characteristics as well as their inter-related characteristics within dimension models. The following step in the journey focuses on the leadership styles with a behavioral contrast to provide an alignment to individual behaviors with leadership behaviors and outcomes. Next, the follower perspective will be heavily analyzed, including the kinds of existing followers, the types of followers needed for your leadership style to thrive, and the ways to identify and acquire the right people.

Beyond these critical elements, models will be massed together to produce a defined, articulated approach that consistently flows from your existing traits and behaviors into a model of leadership development and follower development.

Stepping forward, as you can see, there are a lot of elements in the making and development of an *Optimized Leader*. Be prepared to look at leadership in an unorthodox manner as we dive into some incredible stuff about leadership. So, let's talk about aspirin. And by aspirin, I mean, leadership.

* * *

Chapter 1

A Brief Introduction to Trait Theory

Something to Give

Before diving in, if you didn't read the opening introduction, please take a moment to do this now. Secondly, if you *did* read the introduction (welcome back!), be prepared to look into the looking glass of leadership with a new lens.

In the last two years following the passing of Steve Jobs, a great number of articles, books, documentaries and stories have risen to the surface regarding his charisma, tenacity and determination. One that is particularly of interest in the field of leadership comes from the documentary, *One Last Thing*. This eye-opening documentary is emotionally moving, highly informative and motivating from the perspective of the entrepreneurial spirit of a great man. But, here's where he brings his life to the table ^[20]:

When you grow up, you tend to get told the world 'is the way it is' and you're life is just to live your life inside the world; try[ing] not to bash into the walls too much; try[ing] to have a nice family, have fun, [and] save a little money.

That's a very limited life. Life can be much broader once you discover one simple fact: Everything around you that you call 'life' was made up by people that were no smarter than you, and you can change it, you can influence it, you can build your own things that other people can use.

Once you learn that, you'll never be the same again.

- Steve Jobs (1955-2011)

This quote carries a great amount of value in many, many ways as we observe the limitations that seem to be inherently given to us in life while also seeing the desired outcomes from those same limitations. Additionally, we discover from Jobs that someone who is, frankly, no more or less capable than you or I, created everything we know. That's very profound. Look at the development of information over the past three centuries. Imagine yourself as an originator of thought, a bearer of an invention or a father to a nation; an inventor of the automobile,

a researcher that made a breakthrough in medicine, and so on. These things that ‘make up the life around you’ were taken a step further. To Jobs, creating something for others to use was the key to life. Thus, in this book, discovering the abilities you possess as well as the opportunities for growth you independently possess can be harnessed, directed and driven in a direction that provides opportunity for those around you. Isn’t that what life is about? A life of giving, growing, leaving a mark and creating a supporting succession when you’re gone would be a great feeling to accomplish, right? We all have the ability to give, the skills and characteristics to grow, and we are all born with the desire to leave a mark in our wake for others to expand on in the future before our days come to an end. Just as the example with Steve Jobs, his devices and leadership will affect the world both directly and indirectly for the rest of time. As the introduction read, *we all have something to say*. We all also have *something to give*.

A Self-Assessment Pre-Requisite

Appendix 1.1

Before diving into this chapter, a shift in focus must begin to take shape. In order to do this, you must consider the immense amount of traits and characteristics that go into the behavioral aspects of a leader and of followers. In order to bring these to the surface up front, I have designed an assessment for you to take in the appendix. As you take the assessment, try to critically evaluate those traits and characteristics really and truly represent you and your behaviors. This assessment will introduce you to a concept and effort of accurately assessing yourself to see beyond *what is desired* to, instead see, *what is likely most true*, specifically in your case. Later in the chapter, a second assessment is introduced to begin developing a dictating direction towards a behavioral dimension based on a ‘*this*’ (*most like*) – or – ‘*that*’ (*least like*) approach. This is critical because while most options look desirable, only half can be chosen. The assessment includes a scoring guide to give you a starting point to shed light on how broad or how narrow your perception may be and is located in the appendix as Appendix 1.1.

A Brief History of Leadership

First off, if you didn't read the opening introduction, do it now. Secondly, if you *did* read the introduction (welcome back!), be prepared to look into the looking glass of leadership with a new lens.

Aside from being a diehard Apple fan, the quote by Steve Jobs has not only a bit of value for each of us individually, but it has a deeper value in multiple ways. One way this can be viewed is through the perspective of leadership. Leaders are often expected to follow a particular format for leading those around them with an expected leadership type, expected reaction and other expected behaviors, all contributing to the life of a leader. As such, there are, no doubt, unlimited expectations for leaders. But, when did you go with your leadership ways – instead of following a cookie-cutter expectation?

Trait Theory

In order to establish the multiple constructs in leadership theory, a foundation and consistency must be established to serve the purpose of a type of baseline. The primary basis for the research surrounding the model I will be outlining in the coming pages is the discovery and analysis of human traits, characteristics and behaviors. This prerequisite of Trait Theory will establish the starting point and connection to the following sections.

Trait Theory is built upon a set of assumptions. While not all of the examples correlate directly to that of leadership, they are all necessary for understanding. The assumptions, as they relate to leadership, for Trait Theory are (1) that people are born with inherited traits; (2) some traits are particularly suited to leadership; and, (3) people who make good leaders have the *right* - or *sufficient* - combination of traits.^[11]

To add a point of clarification, when *trait* is mentioned, what is referred to is a characteristic or a set of characteristics that is relatively permanent to an individual. This is not to be confused with personality *states*. Personality *states* are temporary and may include fear, anxiety, distress, anger and sadness. The concept of *trait* - versus - *state* is a challenge at times to differentiate due to the lack of contact and depth in a relationship or interaction with someone. The personality *trait* can be seen as a *state*, while a personality *state* can be seen as a *trait*. However, to keep things relatively simple, the following pages deal with the relatively permanent characteristics of an individual that are generally referred to as *traits*.^[13]

The Five Basic Goals

The driver for studying personality traits comes through the five basic goals of psychology. These five goals are:

1. Describe: The first goal is to observe behavior and describe, often in minute detail, what was observed as objectively as possible.
2. Explain: While descriptions come from observable data, psychologists must go beyond what is obvious and explain their observations.
3. Predict: Once we know what happens, and why it happens, we can begin to speculate on what will happen in the future.
4. Control: Once we know what happens, why it happens and what is likely to happen in the future, we can exert control over it.
5. Improve: Not only do psychologists attempt to control behavior, but they want to do so in a positive manner to improve an individual's life.

While the five goals presented cross into the grey area of clinical psychology, it is necessary in fundamental evaluation of human traits. The leadership focus deviates a bit from the clinical aspect by transforming each of the five goals of psychology into five areas of discovery. Returning back to the prior-mentioned five goals, the perspective of discovery within leadership is applied.

- (1)Describe: To observe and describe. In the describe area of discovery, the goal is to be able to identify the traits in ourselves as well as those around us. Leaders, mentors, consultants, followers and individuals must be able to recognize personal behaviors as well as those around them. As a leader and/or mentor, this is a most critical ability. Through observation and identification, all others naturally follow.
- (2)Explain: In this area of discovery, the focus is on what reasons a person would exhibit such traits and behaviors. This can also be a point of introduction to potential traits to create awareness to others for development.
- (3)Predict: The goal of the predict area of discovery is to understand why something happens from a behavioral perspective. At this point however, the goal of discovery is to understand what behaviors are created out of specific

characteristics. When contrasted in a leadership perspective, this will become clearer.

- (4)Control: The psychological perspective differs slightly in that the goal of discovery is not only to exercise control over behaviors, but rather the control is intended to develop positive outcomes leadership practice.
- (5)Improve: From a psychological perspective of improving one's life, the transition is instead moved to the improvement of our own behaviors and abilities. This is done to advance subordinates and ourselves. This is where the five areas of discovery come together to create improvements for the future.

The outcome of the five goals in psychology is to improve the quality of life. However, the goal in the leadership perspective is to improve leadership efficiency by maximizing existing traits and behaviors and exercising those abilities to the greatest understanding and extent.

Without immediately diving into leadership, Trait Theory is the major focus of personality theorists. Traits are what make people who they are; they are relatively permanent aspects of each person that is observable by the consistency of interactions. Trait Theory is not focused on development of the traits, but is an approach that attempts to discover and correlate without regard to the prediction of a person's behavior in order to compare aspects and degrees of traits.^[12]

Human Traits

When looking further into human trait research, many studies come to the surface of such an abstract subject from several notable psychologists and researchers. In 1936, Gordon Allport undertook a major project in trait research. He, and his colleagues, scoured through the dictionary to identify and compile a list of human traits. After extensive research they came up with a total of roughly 18,000. After discovering such a vast range of possibilities, synonyms were removed to pare down the 18,000 to roughly 200. Later, in 1950, Raymond Cattell compacted the way traits are defined and described. This was a major step forward for trait theory and application from the former 200 identified traits.^[14] As an employer interviewing an employee from a behavioral perspective, how is one to truly grasp the various types of traits an individual has? With the economic conditions of the 2000-teens, organizations are facing *values* as a competitor over all other things. As a result, this strategy is becoming

more and more critical to organizational success. This strategy must be focused on people. People expect a great product coupled with exceptional service. However, the ‘warm and fuzzy’ feelings and actual ‘customer service’ is where the differences are being identified.

Cattell defined two different types of traits, namely *surface traits* and *source traits*. He defined *surface traits* as similar to those discovered by Allport, represented as personality characteristics, which are seen by other people. *Source traits* are described as more basic traits that underlie *surface traits*. Shyness, quietness and disliking social situations would be a set of *surface traits* to the source trait of *introversion*.^[14]

Taking this one more step further, Cattell used a technique of grouping and commonalities in numerical data called *factor analysis*. This led to the discovery of 16 *source traits*. Though later he found there might be seven additional *source traits*, totaling 23, Cattell developed *The Sixteen Personality Factor Questionnaire* based on just those 16 source traits. The sixteen traits are seen as trait dimensions or *continuums*, in which there are two opposite traits at each end with many possible degrees of the traits possible along the dimension. The example provided says that someone scoring near the reserved end of the reserved-outgoing dimension would likely be more introverted than someone scoring in the middle or on the opposing end. Cattell’s Self-Report Inventory Questionnaire model is outlined on the next page.^[14] When reviewing the assessment, consider the trait continuum of each line. Select the box where you feel as though you fall within that continuum.

Cattell's Self-Report Inventory
Part One:

Reserved	(1)	Outgoing
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Concrete Thinker	(2)	Abstract Thinker
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Easily Upset	(3)	Emotionally Stable; Calm
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Submissive	(4)	Dominant
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Serious; Sober	(5)	Happy-Go-Lucky; Enthusiastic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Rule-Defying	(6)	Conscientious
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Cattell's Self-Report Inventory
Part Two:**

Shy	(7)	Bold
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Tough-Minded	(8)	Sensitive; Tender-Minded
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Trusting	(9)	Suspicious
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Practical	(10)	Imaginative
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Forthright	(11)	Shrewd; Worldly
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Self-Assured	(12)	Apprehensive; Insecure
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Cattell's Self-Report Inventory Part Three:

Conservative	(13)	Experimenting
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<hr/>		
Group-Dependent	(14)	Self-Sufficient
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<hr/>		
Undisciplined	(15)	Self-Controlled
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<hr/>		
Relaxed	(16)	Tense
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<hr/>		

While Cattell's 16 personality factors inventory questionnaire is certainly of value in introducing you to a consideration of 'degrees', a new model emerged in 1989 by researchers that limited the number of trait dimensions further. Ultimately, several trait researchers were arriving at the same five dimensions. These five dimensions have become known as the *Five-Factor Model*, or *The Big Five*. The "Big Five" are: Openness (O); Conscientiousness (C); Extraversion (E); Agreeableness (A); and Neuroticism (N).^[14]

The Five-Dimension Acronym of OCEAN

Openness: Openness is described by a person's willingness to try new things and be open to new experiences. People who try to maintain the status quo and who don't like change are examples of those who would score low on openness.

In a leadership role, I have seen those who build teams for staff leadership and departmental leadership only to stalemate their development for their own balance. The individuals scoring low enjoy order, dominance and compliance to maintain the status quo, while individuals scoring high on the other hand will like to try new things and seek ways to improve or learn from ideas and mistakes. These individuals will be the drivers of change in any team, department and

organization. Additional characteristics associated with openness include aesthetics, feelings, actions, ideas and values.

Conscientiousness: Conscientiousness refers to a person's organization and motivations. Individuals scoring high in this dimension are those who are careful about arriving to places on time and careful with belongings as well. Someone scoring low in this dimension, for example, might often (or habitually) be late to important social events or borrow something and fail to return them (at all, or on time) or return them in poor condition. Those who score high will act with thoughtfulness for others in their team as well as those they interact with due to a high level of self-accountability. The thought of someone being let down by their actions causes them to diligently work towards meeting all of their expectations and demands without fail. Someone who scores low on this may have underlying issues with self-motivation, genuine care or concern. At times, this may be indicative of burn out or being 'checked out.' Conscientiousness also includes traits and characteristics surrounding competence, order, dutifulness, achievement striving, self-discipline and deliberation.

Extraversion: The term *Extraversion* was first used by Carl Jung in 1933 with the belief that people can be divided into two groups: *Introverts* and *Extroverts*. The *Extrovert* is outgoing and sociable, whereas *Introverts* are more solitary and dislike being the center of attention.

In my career I have seen conflicts of opinion regarding the extroverted leader and charisma. Oftentimes, middle and upper-level leaders believe (and even measure) subordinate leaders who are introverted lack the abilities to be charismatic. When receiving an annual evaluation from my superior, he commented on my lacking abilities to engage with my staff. Food for thought; he was right, but I felt he was wrong, initially.

When considering introversion, someone who scores low on extroversion would likely be close, confidential and strongly perceived as trustworthy. While these characteristics are not necessarily innate to introversion, the image and perception of others would lend the suggestion. At times, introverts are also said to work with their 'cards close to their chest' or 'work inside their head.'

Extroversion, like charisma, can drive a great deal of motivation simply through the speaking behavior, positive attitude and warmth associated with extroverts. Other traits associated with extraversion

include warmth, gregariousness, assertiveness, activity and positive emotion.

Agreeableness: The Agreeableness dimension refers to the basic emotional style of a person, who may be easygoing, friendly and pleasant (at the high end of the scale) or grumpy, irritable and hard to get along with (at the low end of the scale). High agreeableness can be associated with the prior mentioned charismatic characteristic. While both charisma and agreeableness certainly have a dark side, they can be highly motivating for peers and followers. Low scores of agreeableness could suggest someone who is hard-lined or believes they hold a higher level of understanding or intelligence, whether they truly do or do not. This can be clearly illustrated by, for example, the differences in behavior between a physician and a nurse assistant. The physician holds a high level of information power and will actively use it against others, even if it is not relevant or even altogether unnecessary. For those who *are relatively more educated*, this can be very difficult not to fall into. Additional traits surrounding agreeableness include trust, straightforwardness, altruism, compliance, modesty and tender-mindedness.

Neuroticism: Neuroticism refers to emotional instability. People who are excessive worriers, overanxious and moody would score high on this dimension, whereas those who are more even-tempered and calm would score low. Other areas of behaviors and traits surrounding neuroticism include anxiety, hostility, depression, self-consciousness, impulsiveness and vulnerability to stress.

With the Five Factor Model, a grid can be developed much like Cattell's Inventory by using the following guide by ranking your level of likeness to the *high* or *low* sides of the characteristics associated with each behavioral dimension. The OCEAN assessment is listed on the next page. As you progress through the book, take note of your assessment scores and 'dog-ear' the pages so they can be referenced later.

High Score Characteristics	Dimension	Low Score Characteristics
Creative, Artistic, Curious, Imaginative, Nonconforming	Openness (O)	Conventional, Down- to-Earth, Uncreative
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Organized, Reliable, Neat, Ambitious	Conscientiousness (C)	Unreliable, Lazy, Careless, Negligent, Spontaneous
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Talkative, Optimistic, Sociable, Affectionate	Extraversion (E)	Reserved, Comfortable Alone, Stays in Background
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Good-Natured, Trusting, Helpful	Agreeableness (A)	Rude, Uncooperative, Irritable, Aggressive, Competitive
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Worrying, Insecure, Anxious, Temperamental	Neuroticism (N)	Calm, Secure, Relaxed, Stable
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Openness

Now that a baseline for Openness has been established, a deeper analysis and outline is presented below. Openness to experience is the extent to which a person is imaginative, independent and has a preference for variety. A person high in openness would be a creative thinker who is independent and does not like routines.^[15]

To begin to build a connection, Openness can be assessed below:

Openness		
<u>High Score Traits</u>	<u>High Score Outcomes</u>	<u>Characteristics</u>
Creative, Artistic, Curious, Imaginative, Nonconforming, Independent	Forward Thinking, Proactive, Information-Seeking, Open-Book Leader	Creative Personality, Artistic Abilities, Curious, Imaginative, Nonconforming, Independent, Variety Preference, Open to Research, Dislikes Routine, Tries New Things, Open to new Experiences, Open to New Approaches, Creator of New Approaches, Policies, and Procedures
<u>Low Score Traits</u>	<u>Low Score Outcomes</u>	
Lacks Creativity, Prefers ‘Tried and True’, Uses Established Routines, Processes, Procedures, Reactive, Conforms to Norms, Relies and Dependent on Structure from Policies and Procedures	Understands Policies and Standards, Strong Follower, Prefers Order/Routine, Enjoys Structured Environments, Conventional, Down-to-Earth, Lacking Creativity	

Conscientiousness

Conscientiousness refers to the extent that a person is organized, careful, self-disciplined and responsible. A person who is high in conscientiousness would make strong efforts to be – and maintain – careful and, organized and responsible.^[15]

Conscientiousness		
<u>High Score Traits</u>	<u>High Score Outcomes</u>	<u>Characteristics</u>
Organized, Neat, Reliable, Ambitious, Independent, Highly Responsible	Organized with Work and Time Management, Excellent Record- Keeper, Driven for Achievement, Holds Self Accountable	Can be demanding of others for expectation of high standards as they perceive their own behavior to be the same in others; Careful and aware of specifics; Careful with others' resources; Aware of individual input, impact and outcomes; Self- accountable; Diligent; Strives for Acceptance and Admiration; Attentive; Competent; Disciplined
<u>Low Score Traits</u>	<u>Low Score Outcomes</u>	
Late/Tardy, Low Initiative, Lacks Mindfulness of Others' Resources, Negligent, Spontaneous	Lack of Drive for Detail, Disengagement, Low Charisma, Low Motivation, Selfish Behaviors	

Extraversion

Extraversion refers to the degree that a person is sociable, talkative, lively, active and excitable.

Extraversion		
<u>High Score Traits</u>	<u>High Score Outcomes</u>	<u>Characteristics</u>
Talkative, Social, Optimistic, Affectionate	Engaging, Empathetic, Sympathetic, Personable, Outgoing, Likes Attention, Attentive to Others, Visionary	Enjoys conversation, Relationship orientation may be strong, Positive outlook/behaviors, Strong speaker, May be change- seeker
<u>Low Score Traits</u>	<u>Low Score Outcomes</u>	
Reserved, Preference to be alone, Comfortable, Works in the 'background', In tune with self	Withdrawn, May have negative perceptions from followers and superiors, May be perceived as lacking motivation and drive	

Agreeableness

Agreeableness refers to the extent to which a person is good-natured, helpful, trusting and cooperative. A person high in agreeableness would be caring, help-others, trust others, and strive to be cooperative in groups.

Agreeableness		
<u>High Score Traits</u>	<u>High Score Outcomes</u>	<u>Characteristics</u>
Good-Natured, Trusting, Caring, Cooperative, Helpful	Motivating, Charismatic, Drives teamwork and support, Empathetic, Sympathetic, Engaging, Supportive	Fosters motivation and morale through direct presence, Likely charismatic and engaging with staff in a multitude of situations, Does not hold grudges, Works towards collaboration over competitiveness, Seeks success and continuity through teamwork and joint efforts
<u>Low Score Traits</u>	<u>Low Score Outcomes</u>	
Reserved, Preference to be alone, Comfortable, Works in the 'background', In tune with self	Difficult to get along with, Hard-lined in decisions, Perceived as lacking in interpersonal skills	

Neuroticism

Neuroticism, also known as *emotional stability*, refers to the extent to which a person is calm and secure. Someone who is very stable emotionally would remain calm in many situations and would feel confident in their actions.^[15]

Low scores of Neuroticism are desired in this dimension. A lot of variables exist within this dimension with regard to whether or not they exist around situational drivers or innate behaviors of a given leader. An individual scoring high in this dimension may lack trust from followers due to the unexpected personality they may encounter while scoring low can create an environment of trust and reliability through consistency. Although introversion can be attributed to emotional stability through self-sustainment, it can be a strongpoint due to the approachability and expectation of a balanced, caring and listening leader.

Neuroticism	
<p style="text-align: center;"><u>High Score Traits</u></p> <p style="text-align: center;">Worrier; Insecure; Temperamental; Anxious</p>	<p style="text-align: center;"><u>High Score Outcomes</u></p> <p style="text-align: center;">Constantly questions self and lacks confidence; High-strung personality; Temper easily fluctuates with challenges</p>
<p style="text-align: center;"><u>Low Score Traits</u></p> <p style="text-align: center;">Calm; Secure; Relaxed; Stable</p>	<p style="text-align: center;"><u>Low Score Outcomes</u></p> <p style="text-align: center;">Trusted; Charismatic; Dependable; Personable; Possibly introverted</p>

Leadership Research

The birth of leadership research was centered on that of inherited behaviors and traits. Attention was put on discovering the inherited traits, typically done by study of successful leaders with the typical underlying assumption that if other people could also be found with these traits, then they could, consequently, also become great leaders.^[11] As a result of this assumption, a multitude of extensive studies were conducted on the skills and traits critical to leaders, especially those attributed to leadership success. Stogdill carried out a project in 1974 that identified skills that are critical to leaders. The critical traits were identified as:^[11]

<u>Traits</u>	<u>Skills</u>
Being adaptable to situations, Alert to social environments, Ambitious, Achievement-Oriented, Assertive, Cooperative, Decisive, Dependable, Dominant in desire to influence others, Energetic with high activity levels, Persistent, Self-confident, Tolerant of stress, Willing to assume responsibilities	Clever, Intelligent, Conceptually skilled, Creative, Diplomatic, Tactful, Fluent in speech, Knowledgeable in group task, Organized in administrative abilities, Persuasive, Socially skilled

In a second study conducted in 1983 by McCall and Lombardo, research was conducted for both success and failure where four primary traits were identified to discover which leaders would succeed or fail.^[11] The areas of success are:

(1) Emotional stability and composure: Calm, confident and predictable, particularly when under stress.

(2) Admitting error: Owning up to mistakes rather than putting energy into covering them up. One could also regard this as the willingness to be *vulnerable*.

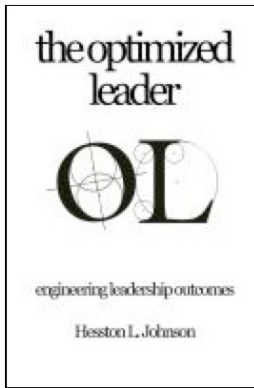
(3) Strong interpersonal skills: Able to communicate and persuade others without resorting to negative or coercive tactics.

(4) Intellectual breadth: Able to understand a wide range of areas, rather than having a narrow - and narrow-minded area of expertise.^[11]

OCEAN Assessment
Appendix 1.2

Now that we've plunged into the traits end of leadership, lets move into their inter-relatedness to one another to begin to develop advanced behavioral dimensions. But first, complete the assessment located in Appendix 1.2. This assessment is critical for the remainder of the book.

* * *



The Optimized Leader introduces a pragmatic approach to leadership theory by developing alignment models based on behavioral characteristics, trait theory, and leadership research. Through this approach, leaders find the best fit for their personal characteristics while gaining expanded views of leadership styles. Even more, *The Optimized Leader* stretches beyond the standard approach to leadership by introducing a leader-follower match; no matter how gifted a leader may be, their efforts are stifled without the right followers.

The Optimized Leader

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