This is a sample of the instructor materials for Leadership for Public Health: Theory and Practice by James W. Holsinger Jr. and Erik L. Carlton.

The complete instructor materials include the following:

- Test bank
- PowerPoint slides for each chapter
- Instructor guide (with answers for the end-of-chapter discussion questions)

This sample includes the PowerPoint slides and instructor guide section for Chapter 3, “Traits, Skills, and Styles of Leadership.”

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Chapter 3
Traits, Skills, and Styles of Leadership
Learning Objectives

• Appraise the key role played by an individual’s personal traits.
• Describe the traits model of leadership, and explain the importance of traits in the practice of public health leadership.
• Explain leadership skills and the skills model of leadership.
• Identify key personality factors that impact the practice of leadership.
Learning Objectives (cont.)

• Define and contrast the different cognitive styles.
• Explain the importance of social appraisal skills and the importance of emotional intelligence in the practice of leadership.
• Define the behavioral model of leadership and understand its importance in the practice of twenty-first century leadership.
• Explain the importance of leadership styles in the practice of public health leadership.
• Compare leadership traits, skills, and styles, and understand the differences between them.
Early Research

• The concept that certain personal qualities are inherent in leaders and differentiate them from nonleaders arose along with the concept that these traits can be identified and assessed.

• But as early as 1948, Stogdill stated: “A person does not become a leader by virtue of the possession of some combination of traits.”

• Based on Stogdill’s studies, researchers began to understand that models based on leader traits failed to explain the emergence of leadership or to determine leaders’ effectiveness.
Definition of *Leadership Traits*

- Various attributes of individuals, including personality, temperament, abilities, needs, motives, disposition, and values, that produce consistent leadership performance regardless of the organizational situation.
Traits

• Attributes of individuals…
  • Personality
  • Temperament
  • Abilities
  • Needs
  • Motives
  • Disposition
  • Values

• …that produce consistent leadership performance…

• …regardless of the situation.
Definition of *Personality*

- Personality consists of a number of characteristics possessed in sum or in part by effective leaders.
- An individual’s personality traits are comparatively stable tendencies to behave in a specific manner.
- Examples of personality attributes include adaptability, emotional balance, enthusiasm, objectivity, resourcefulness, and self-confidence.
Other Definitions

• **Temperament** deals with the level of the individual’s emotionalism, irritability, or excitability, especially when displayed openly.

• **Abilities** are the knowledge and skills an individual possesses or acquires over time—particularly the individual’s intellectual abilities.

• **Needs** represent desires for certain experiences or stimuli. They are usually physiological in nature, like hunger or thirst.
Other Definitions (cont.)

• **Motives** are similar to needs but social in nature, and they are a response to certain social experiences or stimuli. Motives may include power, independence, esteem of others and self, personal achievement, or social affiliation.

• **Disposition** refers to the individual’s inclinations or tendencies toward a certain temperament. For example, an individual may possess a happy temperament.
Definition of Values

• Values are internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral.

• Values are important because they influence a person’s preferences, perceptions, and choice of behavior.
Definition of *Skills*

- A skill is the ability to perform an activity in an effective manner.
- Skills are determined by a combination of what has been learned and heredity.
- Skills may be defined at different levels of abstraction, ranging from general, broadly defined abilities (e.g., intelligence, interpersonal skill) to narrower, more specific abilities (verbal reasoning, persuasive ability).
Traits Model of Leadership

• No evidence for universal leadership traits
• Leadership traits needed are dependent upon the situation
• Some leadership traits to develop:
  – Integrity (and honesty)—the most desired trait
  – Intelligence
  – Self-confidence
  – Determination
  – Sociability
“A person does not become a leader by virtue of the possession of some combination of traits... the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers.”

—Ralph Stogdill
Important Leadership Traits

• In 1991, Kirkpatrick and Locke stated that “it is unequivocally clear that leaders are not like other people.”

• Their study proposed that traits that differentiate leaders and nonleaders include drive, motivation, integrity, confidence, cognitive ability, and task knowledge.

• They also stated that these leadership traits can be inborn or learned.
Recent Trait Research

• During the 1990s, leadership traits were being studied based on the concept of social intelligence and an understanding of an individual’s own behaviors, thoughts, and feelings, as well as those of others, and the appropriate and appropriate actions pertaining to them.

• In these studies, various social intelligence attributes, such as social awareness, social acumen and self-monitoring, were included.

• By 2004, Zaccaro included social intelligence attributes in his study of leadership traits.
Recent Trait Research (cont.)

• In 2010, Northouse reviewed these key studies of leadership traits and proposed five major leadership traits: intelligence, self-confidence, determination, integrity, and sociability.

• Such leadership traits, if they are not universal in nature, are at least traits that individuals should seek to develop and possess.
Intelligence

• *Intelligence*, intellectual or cognitive ability, may be defined as the capacity for understanding, reasoning, and perception; it includes aptitude for grasping facts and the relationships between them.
• If a leader’s intellectual ability is significantly different from that of the followers, the difference may interfere with the individual’s ability to lead.
• Communication between the leader and the followers may be impeded when the leader is unable to explain complex concepts in a manner meeting the needs of the followers.
Self-Confidence

- Self-confidence is present when leaders have realistic certainties in their own judgment, ideas, ability, power, decision making, and skills.
- It is exhibited by leaders who have a positive attitude about themselves and who know and trust themselves without pride or arrogance.
- Leaders possess self-confidence to the degree that, even when they have made the wrong decision, they know that any setback can be overcome.
- Effective leaders understand that their leadership can and will make a difference to their organizations.
Determination

• Determination is the motivation required to come to a decision. It includes characteristics such as energy, initiative, persistence, and tenacity. Leaders with determination have the persistence to see the job through to completion and to persevere in the face of obstacles.
Personal Integrity

• *Personal integrity* means that a person’s behavior is consistent with espoused values, and the person is honest, ethical, and trustworthy. Integrity is a primary determinant of interpersonal trust.

• Integrity is foundational in relationships between public health leaders and followers. If a leader is not deemed to be trustworthy, the loyalty of followers cannot be retained, and relationships with peers and superiors cannot be maintained.
Importance of Leadership Skill Set at Different Levels

<table>
<thead>
<tr>
<th></th>
<th>Supervisory Management</th>
<th>Middle Management</th>
<th>Senior Management</th>
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<tbody>
<tr>
<td><strong>Technical skills</strong></td>
<td>High</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Knowledge or proficiency in specialized tasks and activities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Interpersonal skills</strong></td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Understanding of people being led and of group processes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Conceptual skills</strong></td>
<td>Low</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Ability to work with ideas and concepts, including long-range vision</td>
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Types of Skills

• Technical skills are concerned with the use of things, such as tools and equipment.
• Interpersonal skills, on the other hand, are social skills that involve people.
• Conceptual skills are cognitive in nature and are based on concepts and ideas.
• Other skill sets, such as administrative and strategic management skills, have also been proposed, but these skills appear to be more directed toward management than leadership.
“Interpersonal competence is fundamental to successful and effective leadership.”

—Bernard M. Bass
Personality

• The personality of a leader is composed of various unseen characteristics and processes that underlie a relatively stable pattern of behavior in response to ideas, objects, or people in the environment.

• Leadership effectiveness may be improved when leaders clearly understand the differences in the personalities of their followers.
The Big Five Dimensions and Specific Personality Traits

<table>
<thead>
<tr>
<th>Big Five Personality Dimensions</th>
<th>Specific Traits</th>
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<tbody>
<tr>
<td></td>
<td>Positive</td>
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<tr>
<td>Extraversion (surgency)</td>
<td>Energy level</td>
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<tr>
<td></td>
<td>Assertion</td>
</tr>
<tr>
<td></td>
<td>Expressiveness</td>
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<td>Agreeableness</td>
<td>Cooperation</td>
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<td></td>
<td>Empathy</td>
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<td></td>
<td>Flexibility</td>
</tr>
<tr>
<td>Conscientiousness (dependability)</td>
<td>Organization</td>
</tr>
<tr>
<td></td>
<td>Precision</td>
</tr>
<tr>
<td></td>
<td>Persistence</td>
</tr>
<tr>
<td>Adjustment (neuroticism)</td>
<td>Emotional stability</td>
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<tr>
<td></td>
<td>Self-control</td>
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<tr>
<td></td>
<td>Independence</td>
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<tr>
<td>Openness (intellectance)</td>
<td>Curiosity</td>
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<td></td>
<td>Insight</td>
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<td></td>
<td>Creativity</td>
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Extraversion

• Extraversion (also spelled extroversion) is the characteristic of being concerned with what is outside the self.
• The degree to which individuals are comfortable talking with and meeting people is based on their sociability and the outgoing nature of their personality.
• Dominance or assertiveness plays a role in extraversion. Individuals who like to be in control and influence others often have a high degree of this characteristic.
• Self-confident individuals seek positions of authority and are prepared to be competitive in order to attain them.
Agreeableness

• *Agreeableness* may be defined as the ability to get along with other people. It is generally understood to include characteristics such as compassion, trusting, cooperativeness, and, in general, being good natured.

• Agreeable leaders are approachable and have warm personalities.

• Cheerfulness and optimism are characteristics of agreeable individuals.

• Such leaders are helpful, sympathetic, and nurturing in nature.

• Due to the collaborative nature of public health practice, this is an important characteristic for leaders in the field to possess.
Conscientiousness

• Conscientiousness is the degree to which a person is dependable, is responsible, possesses personal integrity, and has a high need for achievement.

• Conscientious individuals are able to remain focused on a few goals that are pursued in a purposeful manner. A person with low conscientiousness, by contrast, is often impulsive and easily distracted from the task at hand.

• Public health leaders are drawn toward conscientiousness due to the nature of their practice.
Emotional Stability

- Emotional stability is determined by how calm, secure, and well adjusted a person is, as well as by the person’s self-esteem, self-control, and self-confidence.

- Emotionally stable public health leaders are able to handle stress and deal with criticism. They can take failures or mistakes in stride.

- They develop good personal relationships and work to improve relationships between followers.

- Leaders with low emotional stability are tense, irritable, anxious, and/or depressed, and they have lower self-confidence than leaders with high emotional stability.
Openness

• Openness is based on the degree to which the leader is intellectually curious, inquisitive, open-minded, and learning oriented.

• Leaders who possess openness are imaginative, creative, and willing to consider fresh approaches and new ideas.

• Individuals with low openness to experience tend to have narrower interests, often continuing to do things the way they have always been done.

• Because public health practice is all about change rather than stability, openness is an important trait.
Herrmann’s Whole Brain Model

<table>
<thead>
<tr>
<th>Quadrant A</th>
<th>Quadrant B</th>
<th>Quadrant C</th>
<th>Quadrant D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical</td>
<td>Organized</td>
<td>Interpersonal</td>
<td>Holistic</td>
</tr>
<tr>
<td>Analytical</td>
<td>Sequential</td>
<td>Feeling-based</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Fact-based</td>
<td>Planned</td>
<td>Kinesthetic</td>
<td>Integrating</td>
</tr>
<tr>
<td>Quantitative</td>
<td>Detailed</td>
<td>Emotional</td>
<td>Synthesizing</td>
</tr>
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Quadrant A

- Quadrant A represents a critical thinking tendency to think rationally and engage strongly in technical matters.
- A leader emphasizing this style typically likes to deal with numbers, knows how things work, and is willing to follow procedures logically.
- Leaders using this thinking style are often authoritative and directive in nature.
- The opinions and feelings of others are less important to this leader, who prefers focusing on the task at hand using specific facts and information.
Quadrant B

• Quadrant B leaders organized in their approach, while developing detailed plans and working through problems in a sequential, linear manner.

• These individuals use deadlines to complete tasks on time after careful planning.

• They are reliable and well-organized, often highly traditional and therefore conservative in their approach.

• As leaders, they are risk-averse and seek a stable environment; they follow the rules regardless of circumstances.
Quadrant C

- For Quadrant C, interpersonal relationships are important.
- These individuals are intuitive and emotional, as well as sensitive to other people.
- They are people oriented, enjoying interpersonal interactions as well as teaching others.
- Outgoing in nature, they are often verbally expressive and enjoy supporting others.
- They are trusting of others, empathetic, and friendly.
- The feelings of their followers are a key concern of these leaders, who put people ahead of projects.
Quadrant D

• Quadrant D is most often associated with conceptual thinking, in which facts and patterns are synthesized for a holistic view.
• These thinkers are intuitive by nature, constantly striving to integrate and synthesize the parts into a whole.
• They are risk takers who enjoy experimentation and tend to be curious and adventurous.
• Quadrant D public health leaders give their followers a significant degree of freedom, since they themselves are quite flexible.
• They may take risks as they experiment with change processes.
Myers-Briggs Type Indicator Dimensions

**Extraverted vs. Introverted (E or I)**
Whether a person tends to be outgoing and sociable or shy and quiet. Extraverts gain mental energy and interpersonal strength by interacting with other people, while introverts gain mental energy and interpersonal strength through their own thoughts and feelings.

**Sensing vs. Intuitive (S or N)**
Whether a person tends to focus on details or on the big picture when dealing with problems. Sensing individuals use their five senses to gather and absorb information, whereas intuitive people focus on relationships, hunches, and patterns instead of facts and details.

**Thinking vs. Feeling (T or F)**
Whether a person tends to rely on logic or emotions in dealing with problems. Feeling individuals rely on values and a sense of right and wrong, whereas thinking individuals rely on logic and are objective when making decisions.

**Judging vs. Perceiving (J or P)**
Whether a person prefers order and control or acts with flexibility and spontaneity. Judging individuals engage in certainty and closure and make decisions quickly based on data, whereas perceiving individuals do not like deadlines and prefer ambiguity while gathering information before making a decision.
Complementarity Among Personality Types

![Personality Types Diagram]
Components of Emotional Intelligence

![DIagram showing the components of emotional intelligence. The diagram is divided into four quadrants: Self-Awareness, Social Awareness, Self-Management, and Relationship Management. Each quadrant lists specific skills and competencies related to emotional intelligence.](Image)
Leadership Continuum

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ANSWERS TO THE
END-OF-CHAPTER
DISCUSSION QUESTIONS
Chapter Three

1. **Discuss the concept of leadership traits. How do such traits apply to public health leadership?**

Sample answer: Traits are the various personal attributes—including personality, temperament, abilities, needs, motives, disposition, and values—that produce consistent leadership performance regardless of the organizational situation. These human attributes play an important role in effective public health leadership as the core elements defining each leader. Public health leaders are known to their followers, peers, collaborators, and constituents by these key personal traits.

2. **What traits do you think are the best predictors of effective public health leadership?**

Sample answer: Although many traits, when combined with skills and behaviors, can contribute to effective public health leadership, some traits may be particularly germane, such as intelligence, awareness of others, task comprehension, initiative, persistence, self-confidence, and desire for responsibility.

3. **Describe how technical, interpersonal, and conceptual leadership skills are related to effective public health leadership.**

Sample answer: Skills are the ability to perform activities in an effective manner. The skills taxonomy is composed of three broadly defined skill categories—technical skills, interpersonal skills, and conceptual skills—all of which are important for the effective practice of public health leadership.

4. **Which types of skills are most important at the lower, middle, and higher levels of leadership?**
Sample answer: Conceptual skills are the most important of these skills for senior leaders and upper-level managers. Technical skills are more important for leaders in supervisory and middle management positions.

5. **Discuss social intelligence and how it is related to effective public health leadership.**

Sample answer: Social intelligence incorporates social awareness, social acumen, response selection, and response enactment. These dimensions are based on leaders’ ability to understand the behaviors, thoughts, and feelings of other people within their social sphere and their ability to choose responses that appropriately match situations in that sphere. Given the very public nature of public health leadership, social intelligence is critical.

6. **Explain emotional intelligence. How does it relate to social intelligence and to the effective practice of public health leadership?**

Sample answer: Emotional intelligence is the ability to systematically review the emotions of oneself and other individuals, differentiating between emotions and appropriately labeling them, and using such information to guide behavior and thought. Emotional intelligence incorporates social intelligence with emotional self-awareness and self-management. Both social and emotional intelligence have been shown to be strongly related to effective leadership. Effective public health leaders understand that, when they are in tune with their own emotions as well as those of their followers, they can use this knowledge for the good of the organization.

7. **Consider the Myers-Briggs Type Indicator, and identify which two characteristics you believe would be most strongly associated with effective public health leadership.**

Support your opinion.

Sample answer: Though all the dimensions of the MBTI are potentially related to effective public health leadership, the extraversion–introversion dimension (which relates to the ways
that people interact with each other) and the judging–perceiving dimension (which deals with how people relate to the outside world) seem particularly salient.

8. **Review your own Myers-Briggs type, and explain how considering your complementary type might help your development as an effective public health leader.**

Sample answer: Leaders should realize that growth occurs not by focusing on their own current style but by looking at the personality traits of the style directly opposite from their own. Doing so helps leaders recognize their need for balance and their dependence on others, while at the same time opening them up to fresh experiences.

9. **How does the Leadership Grid assist public health leaders in understanding their own leadership style?**

Sample answer: The Leadership Grid can help public health leaders see the extent to which they use task-oriented and people-oriented behaviors in their leadership style. Such an understanding can aid leaders in employing the best leadership behaviors, as determined by the needs of their followers and situational demands.

10. **For deeper thought: Considering the importance of emotional intelligence to the effective practice of public health leadership, discuss how you can more fully develop your own emotional intelligence.**

Sample answer: Various answers are possible. As individuals understand their own style, they must realize that growth occurs not by focusing on their own style but by looking at the personality traits of the style directly opposite from their own. In doing so, leaders begin to recognize the need for balance, while at the same time opening themselves up to fresh experiences as they realize their dependence on others.