

Introduction

What is the Big Five?

- Personality traits correlated with certain behaviors (Borkenau, 1992)
 - Predicts how individuals will behave and act in specific situations (Lanning, 1994)
- Big Five factors (McCrae & John, 1992) include :
 - **Extraversion**- associated with: dominance, sociability, and high energy
 - High on extraversion → leadership qualities in social setting
 - **Conscientiousness**- “always on top of things”
 - Low conscientiousness → more likely to choose a major or classes that are less demanding
 - **Openness to Experience**- linked to creativity, contributes to leadership abilities
 - High on openness → more likely to take into account ideas of others (Watson & Clark, 1997)
 - **Agreeableness**- cooperative, kind, empathetic
 - Always volunteering for activities when asked or agreeing to a lower salary when a higher salary is deserved Judge et al. (2002)
 - Being cooperative is a very important leadership skill (Judge et al., 2002)
 - **Neuroticism**- high strung, anxious, moody,
 - Less likely to be leaders
 - Low self-esteem impact on ability to use any leadership qualities (Judge, Bono, Ilies, and Gerhardt, 2002)

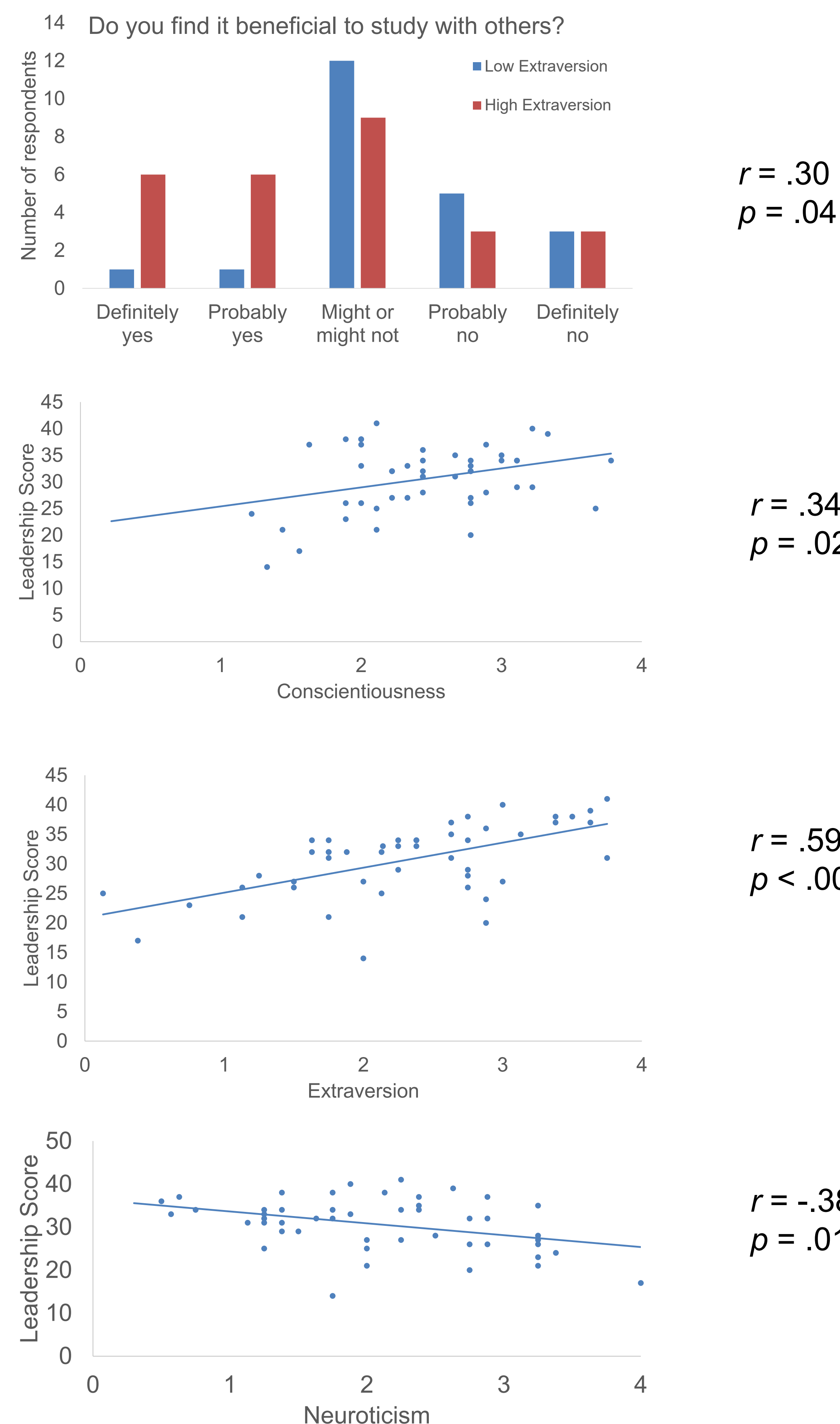
Hypotheses

- Leadership will be positively correlated with:
 - Conscientiousness
 - Extraversion
- Individuals scoring high on extraversion will be more likely to find studying with others to be beneficial
- Individuals with a higher GPA will be more likely to be leaders

Method

- Students received following survey:
 - Big Five personality survey (John, Donahue & Kentile, 1991)
 - Leadership questionnaire
 - Example: “People say I am a very good motivator.”
 - Study habits questionnaire
 - Example: “Do you prefer to study alone or with people?”
 - Environments questionnaire
 - Example:” Listening to music helps me concentrate.”

Results



Conclusions

Other interesting findings

- GPA positively correlated to one’s leadership
 - $r = .43, p < .01$
 - Higher GPA → more studious, more focused, more responsible

Summary of findings

- Extraversion positively correlated with leadership
- Conscientiousness positively correlated with leadership
- Neuroticism negatively correlated with leadership
 - Possible explanation: those who are more neurotic will feel too stressed in leadership role
 - What might this be dependent on?

Future Directions

- Lynn University’s Institute for Achievement and Learning many students with learning differences
 - Cognitive abilities may interact with leadership and studying style
 - May affect whether students study alone or with people
- Very small school
 - Could have an effect leadership style?
 - Small institution = knowing most student body
 - Larger institution = feel less of a leader as more students

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