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LEADERSHIP PROFILE OF LAWYER CANDIDATES IN KAZAKHSTAN

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Abstract

There is a perception that lawyers differ from other professionals in a variety of ways. If 'lawyer personality' exists, we will attempt to explore the personality profile of Kazakhstani law students and predict their leadership skills. Understanding their strengths and weaknesses is an essential part of self-knowledge for leaders. The study examines the influence of 1) physiological (temperament and behavioral activation / inhibition system), 2) cognitive (brain dominance and intelligence), 3) personality (Myers-Briggs Type Indicator and locus of control), and 4) morality (career values) factors on the development of leadership capacity of future lawyers. To investigate this issue in Kazakhstani educational environment we surveyed 150 students of Law Department from Suleyman Demirel University. The results demonstrated the evidence of the impact of law students' personality on leadership capacity: they are transactional leaders, decisive and responsible, making others readily follow them and get the job done. Hopefully, the preferences that the students demonstrated in interpersonal /intrapersonal intelligence and their desire to satisfy their status , service, and social relationship needs in law career will facilitate their move from narcissistic transactional towards success for transformational servant leadership style.

Keywords

‘Lawyer Personality’, Leadership Profile, Temperament, Behavioral Activation / Inhibition System, Locus of Control, Brain Dominance, Multiple Intelligence, Career Values

1. Introduction

One of the reasons why personality constructs have been employed as a framework for explaining leadership is because what people do is a function of who they are. (Smither, London, & Richmond, 2005). According to Susan Daicoff (1997), a law professor and the author of the book ‘Lawyer, Know Thyself’, students who decide to enter law school tend to reveal such motives as dominance, attention and prefer initiating leadership activity. Being good at social skills they still lack interest in others’ feelings. This view is supported by the study done by Reich (1976) who reported that law students are generally observed as self-confident, aggressive, initiative, persuasive, and possessing leadership potential individuals. As understanding their strengths and weaknesses is an essential part of self-knowledge for leaders and leadership is a core skill of successful lawyers, this research will definitely contribute to leadership education in the Law domain.

2. Literature Review

2.1 Individual Traits in Leadership Effectiveness

Proposition: individual traits can explain differences in leadership effectiveness. There are empirical evidence that personality variables predict a variety of leadership potential. The research by Schneider, Paul, White and Holcombe (1999) demonstrated that a number of personality, interests, and motivational constructs can predict task-goal and socio-emotional leadership among high school students. In addition, Chan and Drasgow (2001) found out a relationship among cognitive, personality, and motivational domains and leadership potential across a variety of international environments. A consistent correlation between personality constructs and leadership emergence was also discovered by Judge, Bono, Ilies, and Gerhardt (2002).

Further, 20 trait scales research analysis used by Johnson, Vernon, Harris and Jang (2004) reported significant correlations between several genetic factors and transformational and transactional leadership measures. Digman (1990) experimentally proved that measures of Extraversion, Conscientiousness, Openness, and Neuroticism correlated with leadership criteria.

2.2 Difference from General Population

Proposition: successful lawyers seem different from general population

- Susan Daicoff (1997) collected the data indicating that lawyers score highly on masculinity and competitiveness, aggression and dominance, achievement and argumentativeness. In contrast to general public, they are more quarrelsome than agreeable. They tend to have good social skills but a low interest in others' feelings. She concluded that levels of testosterone in both male and female lawyers are higher than those in an average person.
- There is an evident contradiction in the 'psychological profile' of an ideal lawyer. According to Dr. Russel Drakeley (2004), an occupational psychologist, a successful lawyer is an introverted personality who demonstrates high capacity to concentrate on little details. On the other hand, he is an extrovert exhibiting his intelligence in being expressive and convincing others around to their point of view.
- There is an intrapersonal conflict in law students' personality. Reich's study finds out that wearing a social mask law students are trying to make a strong impression on the public. While inwardly they are anxious and defensive, outwardly they project enthusiasm, maturity, and strength. A famous psychoanalytic scientist Alfred Adler described this conflict as overcoming feelings of inferiority, which explains why students choose a law career.
- Lawyers chase the negative in order to defend their clients. The negative mindset may generate negative emotions, as a result may lead to clinical depression. With time lawyers may grow more irritable and passive, less empathic and collaborative.
- The desire of prestige is related to the legal profession which will grant lawyer candidates the status and money. It is consistent with Stevens' study (1973) in Australia, which reports that law students fall into the 'extrinsic' category including such values as concern for security, prestige, and wealth; in contrast to future doctors and teachers who choose intrinsic factors – desire to be in service and interest in the field.
- Law students' morality was found more "conventional" in contrast to "post-conventional". "Conventional" morality stresses conformity and social order and depends on formal rules approved by the culture; post-conventional morality relies more on justice and equality rather than on moral conventions (June Louin Tapp and Felice Levine, 1974). There is still a gender difference: male students scored higher in "rights" orientation in moral reasoning at the beginning of law school, while the

majority of female students demonstrated an "ethic of care" orientation with interpersonal relationships and harmony, people's feelings and needs as major values (Sandra Janoff, 1991).

2.3 A Core Skill of Successful Lawyers

Proposition: Leadership is a core skill of successful lawyers. Pre-law students demonstrated definite needs to be leaders avoiding subordinate roles (Martin J. Bohn, 1971). Bob Cullen have listed the key traits of "leading lawyers" as credibility, drive and determination, creative thinking and problem solving, communication and persuasion, and, finally, relationship and team building. Leadership training is required in order to improve self-awareness in lawyers. Amanda Boardman (2013) is an advocate of the academic course 'Leadership for Lawyers'. Such training will include session on the lawyer's shadow self, attracting the law students' attention to their own inner world, which will help resolve the intrapersonal conflict and bring more job and personal satisfaction. Not only the cognitive ability but also future lawyer's values and moral behavior should be the focus in law schools.

3. Research Issue

The study examines the influence of psychological factors on the development of leadership capacity in law students in Kazakhstani environment. The following research tasks have been worked out to investigate this issue:

- Physiological factor: to explore the influence of temperament and behavioral activation / inhibition system on leadership emergence of law students;
- Cognitive factor: to explore the influence of brain dominance and type of intelligence on leadership capacity of law students;
- Personality factor: to investigate future lawyers' personality type and locus of control and their impact on leadership effectiveness;
- Morality factor: to investigate future lawyers career values and their impact on the development of leadership potential.

4. Methodology

To investigate the impact of psychological factors on the development of leadership potential in Kazakhstani educational environment we surveyed 150 students of Law Department from Suleyman Demirel University. They were administered to do seven psychological tests in order to meet the requirements of our research design.

4.1 Physiological Factor

4.1.1 The BIS/BAS Scales by Carver and White

The BIS/BAS scales are designed to assess dispositional sensitivity to the behavioral inhibition system (BIS) and the behavioral activation or behavioral approach system (BAS). If the BAS is the engine of behavior, the BIS is the braking system. The BAS is associated with such approach traits as extraversion, impulsivity, novelty seeking, reward, energetic arousal, and positive affectivity. Signals of punishment, non-reward, novel stimuli, and innate fear stimuli lead to behavioral inhibition. Negative affect and state anxiety are both state markers of BIS activation. The participants learn whether they are more impulsive or more anxious, more reward-seeking or more punishment-oriented.

4.1.2 Eysenck Temperament Test

The author sees personality in two scales: Extroversion vs Introversion; Emotional Stability vs Instability. Stable extraverts demonstrate sanguine qualities such as responsive, outgoing, easygoing, carefree, lively, and leadership. Unstable extraverts reflect choleric qualities such as impulsive, restless, excitable, irresponsible, and changeable. Stable introverts reveal phlegmatic qualities such as calm, controlled, passive, reliable, peaceful, thoughtful, and careful. Finally, unstable introverts show melancholic qualities such as anxious, reserved, pessimistic, sober, rigid, and moody. The law students learn which temperament they score highest.

4.2 Cognitive Factor

4.2.1 Brain Dominance Test

According to the theory of left-brain or right-brain dominance, our thinking is controlled by each hemisphere of the brain differently. For example, a person is considered to be more logical, analytical, and objective if he prefers using left side of the brain more. A person who is "right-brained", however, displays more intuitive, thoughtful, and subjective type of thinking. The law students learn which hemisphere they score higher.

4.2.2 Multiple Intelligence Test

The Test is based on H. Gardner's theory. Upon completion of the questionnaire, participants obtain their results in 8 types of intelligence: Logical, Linguistic, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic; discover how their mind thinks and works and learn which intelligence types are most developed.

4.3 Personality Factor

4.3.1 The Myers Briggs Type Indicator (MBTI)

It is a widely used personality test, employed in both vocational and educational settings to evaluate personality type preference based on the four Carl Jung's psychological types: extraversion (E) vs introversion (I); sensing (S) vs intuitive (N); thinking (T) vs feeling (F) ; judging (J) vs perceiving (P). Students receive a four-letter report describing their personality type (e.g., ENFP, ISTJ). Each letter corresponds to an individual's preference in each of the four pairs. E vs I: Extraverts prefer people more, while introverts focus on ideas. S vs N: Sensing prefer to perceive things through sight, sound, taste, touch, and smell, while intuitive are good at abstract thinking. T vs F: Thinking prefers logic to judge the world, whereas feeling generally look to what emotions they invoke. J vs P: Judging is driven by planning and results, while perceiving are more spontaneous and prefer multi-tasking.

4.3.2 Locus of Control

The Test is based on J. Rotter theory. Locus of control indicates the degree to which people perceive control of their own behaviors internally within them, or externally, with others or the situation. Individuals with an internal locus of control are more likely to take responsibility for their actions, are not usually affected by the opinions of others, and generally do better at activities when they can work at their own speed. Those with an external locus of control believe that they are not responsible for their success, that external forces, like luck, determine their outcomes.

4.4 Morality Factor

4.4.1 Career Values Test

For each pair of job/personality characteristics or work values in the list, participants choose the one which best fits their ideal job. In the end they learn 3 dominant values which decide their career: Wealth, Service/Dedication, Entrepreneurial Creativity, Autonomy/Independence, Security/Stability, Power, Technical/Functional Competence, Social Relationships, and Status.

5. Analysis and Discussion

5.1 Physiological Preferences of Law Students

Research task: to explore the influence of temperament and behavioral activation / inhibition system on leadership emergence of law students.

Table1: Physiological Preferences of Law Students (%)

BAS		vs		BIS	
75.5			24.5		
Sanguine		Choleric		Melanch	Phleg
55.2		30.6		10.9	3.3

As regards temperament, sanguine and choleric with almost 85% have turned out to be most popular dispositions in lawyer candidates. This finding is consistent with the results received by American studies and describes our respondents as motivating, energizing, outgoing, inspiring, directive, assertive, dominant, controlling, and impulsive. Appertaining to dispositional sensitivity to the behavioral inhibition system (BIS) , associated with punishment, frustration, uncertainty and the behavioral approach system (BAS) with reward orientation and impulsiveness , the law students in our research have rated really high in BAS against BIS, with 50% difference. This means that lawyer candidates are characterized by high extraversion, energy arousal, impulsivity, reward seeking, and positive affectivity. This finding fits well with sanguine optimism and choleric impulsivity.

5.2 Personality Preferences of Law Students

Research task: to investigate future lawyers’ personality type and locus of control and their impact on leadership effectiveness.

Table 2: Personality Preferences of Law Students (%)

Extraversion		vs		Introversion	
73.3			26.7		
Intuiting		vs.		Sensing	
44.7		55.3			
Thinking		vs.		Feeling	
53.3		46.7			
Judging		vs.		Perceiving	
73.3			26.7		
External		locus of control		Internal	
51.4		48.6			

According to the results obtained in MBTI the majority of participants are extraverts (E), sensing(S) , thinking(T) , and judging(J) .This finding differs, to a certain extent, from that of Richard's 1993 study, which concluded that “attorneys tend to prefer: Introversion; Intuiting; Thinking; and Judging”. Moreover, “lawyers prefer Thinking and Judging even

more often than do most people”. These individuals are likely to prefer “logical analysis, principles, cool and impersonal reasoning, and cost/benefit analyses,” to be “tolerant of conflict and criticism”(T), and to prefer work involving “structure, schedules, closure on decisions and planning.”(J) (Daicoff , S.,1997) . As we can see these lawyers’ preferences are strong enough both in USA and Kazakhstan.

According to the collected data on Locus of Control the subjects illustrated middle preference with a slight shift towards the external locus. There is a “well-established relationship between internality and success, and its recognition as a trait of leaders”. However, the recent study done by a group of researchers from University of Cape Town (South Africa) and Ashridge (UK), concludes that “higher levels of successes are achieved by individuals with an external locus of control expectancy”. The research presents evidence of “a shift away from a world that appreciates leaders with an ultimate self-belief of control, independence and autonomy, to leaders that appreciate external forces, and recognize the importance of community” (April, K, Peters, K., 2008). Therefore, our finding truly supports this evidence.

5.3 Hemispheric Preferences of Law Students

Research task: to explore the influence of brain dominance and type of intelligence on leadership capacity of law students.

Table 3: Hemispheric Preferences of Law Students (%)

Strong left	Mod.left	Midbrain	Mod.right
16.7	22.7	48.6	12

The next cognitive factor we examined was brain dominance of our participants. The results demonstrated an interesting finding: almost half of 150 law students prefer middle brain option (emotional + analytical), though the next 40% are more left, and only 12% have right-brain dominance. We still suggest that the respondents appear to be more convergent (left-dominant) rather than divergent (right-dominant) thinkers. “Convergent thinking is the type of thinking that focuses on coming up with the single, well-established answer to a problem. It emphasizes speed, accuracy, and logic and focuses on recognizing the familiar, reapplying techniques” (Boardman, A., 2014).

According to Dr Katherine Benziger’s brain type model, those people who feel comfortable with a combination of ‘double lefts’ (strong basal left + strong frontal left) become lawyers. Strong basal left gives good sequential and process skills. Such lawyer leaders maintain orderly foundations, follow instructions, and do things by the book, step-by-step. They meet deadlines through following schedules and processes. Strong frontal left

gives good analytical skills. Such lawyer leaders tend to be non-emotional, are logical, good at verbal argument tactics, goal-setting, and goal achievement. They use operational principles and communicate in concise no-nonsense terms. Sometimes they can be seen as cold and manipulating, and uncaring, because they put the task before people. They love to introduce new rules; however, as leaders they are not very creative (Benziger, K., 2001).

Katherine Benziger makes several fascinating comparisons between the Benziger brain type model and other personality and behavior systems. For example, those with strong basal left make good administrative leaders.

The finding in our research about lawyer candidates' tendency to be more left-brained and convergent correlates positively with Thinking and Sensing types and negatively with Intuiting and Feeling. Frontal left corresponds to Thinking type (analytic, objective, compliant) and basal left describes Sensing type (realistic, practical, sensible).

Overall, the law students have a strong predisposition to grow into bureaucratic and task-oriented leaders.

5.4 Intelligence and Moral Preferences of Law Students

Research task: to investigate future lawyers career values and their impact on the development of leadership potential.

Table 4: *Priority List of Intelligence and Moral Preferences of Law Students*

N	Multiple Intelligence	Career values
1.	Interpersonal	Status
2.	Intrapersonal	Service/Dedication
3.	Bodily-kinesthetic	Social Relationship
4.	Logical-mathematical	Power/Wealth
5.	Visual-spatial	Technology/Functional Competence
6.	Linguistic	Autonomy/Independence
7.	Musical/Naturalistic	Security/Creativity

The results from table 4 show the most developed types of intelligence (Interpersonal, Intrapersonal, Bodily-Kinesthetic) and most preferred values (Status, Service, Social Relationship) the law students allocate to their career.

According to J. Bullock's study about multiple intelligence and leadership styles, "50% or more of the leader respondents selected statements on the checklist relating to interpersonal, intrapersonal, linguistic, and visual/spatial intelligences as their top

domains”(Wilson, S., and Mujtaba, B., 2007). According to H. Gardner (1998) four out of eight intelligences are particularly relevant to the practice of law: logical-mathematical, linguistic, interpersonal and intrapersonal. This proves the motive of law students to become leaders.

In our study, priority of the law students was given to the so called ‘personal intelligences’ (interpersonal and intrapersonal), which reveals students’ aptitude to guide one's own behavior and gain insight into the behavior of others. ‘Personal intelligences’ facilitate leadership development skills. However, the importance of linguistic intelligence, showing sensitivity to the meaning and ordering of words, is underestimated by future lawyers. Lawyers clearly need linguistic intelligence. A person with superior linguistic aptitude is able to choose and sequence words to persuade and educate others, to remember and use information and to explain and explore linguistic systems.

Our findings also reflect the law students’ ‘ego’ needs that they would like to satisfy most: status and service (having pride in their performance), and social relationship (feeling loved and accepted). All three predict a good leadership potential. The result is consistent with Stevens’ study (1973) with law students seeking status and money most of all other values.

6. Conclusion

The impact of law students’ personality and intelligence on leadership capacity is evident. Process manager, problem solver, risk-taker, and task master appear to be the most valued leader roles among law candidates; whereas such roles as visionary, referee, motivator, and counselor remain underestimated and undeveloped. We can predict that achievement, recognition, control, conformity, power, and order will drive their leadership behavior. This leads to the conclusion that law students choose autocratic rather than democratic style, which can be effective because the benefits of control may outweigh the drawbacks in this profession. In addition, desire to follow rules rigorously and work ‘by the book’ makes lawyer candidates bureaucratic leaders. One of the benefits of this approach is that whoever is appointed has the expertise and skills to handle the job. Simply because you are a relative or a friend of a high-ranking official will not facilitate your appointment or promotion. Focusing more on getting the job done, law students create an image of highly task-oriented leaders who actively plan, organize, and monitor. However, this approach can suffer many of the flaws of autocratic leadership, with difficulties in motivating and retaining staff.

Overall, lawyer candidates in Kazakhstan are transactional leaders, whose strength is to take charge and get the job done, which makes them 'natural' leaders whom others, mainly with low self-concepts, will readily follow. They often use incentives and volunteer to spend time on relationship; yet, direct and factual they may upset others who are more feeling. Also, due to insufficient intuition and spontaneity they may lack flexibility and responsiveness to new or unproven ideas. However, leadership traits such as 'an acute ability to handle ambiguity and uncertainty, to comfortably hold multiple mental constructs', especially for lawyers, "may be more important than ever before" in the 21st century (April, K., Peters, K., 2008).

Finally, a future lawyer should learn to embody left and right brain competences. When they stick to the left-brain, they can lack empathy, neglect to recognize employees, and be closed off to new ideas. When they stick to the right-brain, they can be neglectful of facts, impractical when formulating solutions, and unfocused.

Hopefully, leaders' preferences that the students have demonstrated in interpersonal/intrapersonal intelligence and their motives to satisfy their status, service, and social relationship needs in law career will facilitate their move from narcissistic transactional towards success for transformational servant leadership style who are inspiring their teams regularly and share their vision of the future. Despite the servant leader's enthusiasm there is always a need in the support of "detail people." For this reason, both transactional and transformational leaders are required in many organizations. The transactional managers ensure that routine work is completed efficiently, while the transformational leaders care about valuable initiatives.

We are looking forward to law students inspired by the leadership education they will receive and to lawyer-leaders who will efficiently meet the challenges facing their profession.

Though the study presents valuable findings about leadership potential of lawyer candidates in Kazakhstan, it entails a few limitations. First of all, our sample size was only 150 students of Law Department from Suleyman Demirel University. So, in the future it can be replicated with a larger sample of future lawyers from other universities to check the validity of the received results. Moreover, the research design can be slightly modified by using other instruments to measure brain dominance, temperament, and professional values. Finally, as a scope for future research it is recommended to enlarge leadership profile of lawyers with exploration of such psychological construct as spiritual intelligence that was found "a significant determinant of effective leadership" (Sultan, S., Khan, M., & Kanwal, F. 2017).

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