STUDENTS' PERCEPTION OF INFORMAL LEADERS

MARYIA KRUPENINA

ABSTRACT

Master's thesis:	30 credits
Programme/Course:	L2EUR (IMER) PDA184
Level:	Second cycle
Term/year:	Spring 2021
Supervisor:	Ernst Thoutenhoofd
Examiner:	Ilse Hakvoort
Keywords:	Leadership, Leaderhip Perception, Informal Leader, Leadership Traits

The study examines the perception of a leader among students. The aim of the research was to reveal discrepancy in students' perceptions of actual and ideal leaders. The objectives of the study included collecting data of students' leadership perceptions, identifying formal and informal leaders in the studied student groups, examining the categorical structure of leadership perception among students, comparing actual and ideal leaders' images, studying their psychological and pedagogical specifics based on Trait Theory of Leadership and Implicit Leadership Theory.

The sample population consisted of students aged 18–19 specializing in law and social security maintenance, studying the third final full-time course in the Autonomous Nonprofit Organization of Professional Education "Humanitarian and Technical College 'Knowledge' in the Russian Federation.

The research was carried out in three stages and involved a questionnaire survey among students. One was used to identify the leadership qualities that students themselves have in their perception; another one was aimed to define the imaginary qualities of a leader among students. After the conducted analysis, one more questionnaire was used to identify informal leaders in the groups. The results are presented and analyzed in sociometric tables. All the questionnaire surveys were conducted in Russian and then were translated into English. In two weeks after identifying the leaders, the Cattell's Personality Factor (16 PF) in its adapted Russian version was used to reveal the qualities of actual group leaders and to further compare the images of leaders, both actual and imagined ones.

The study has revealed clear discrepancy in the images of real and ideal student leaders and has identified the main characteristics of effective student leadership.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

I want to start my work with a description of a remarkable incident, which was imprinted on the pages of Russian and world history. This case is the victory and simultaneous defeat of one of the greatest Russian commanders, Michael Barclay de Tolly, which occurred during the French invasion of Russia of 1812. Barclay de Tolly entered the pages of history as an intellectual, devoted and fearless military leader, distinguished by his sensitive attentiveness to his subordinates. It was he who developed military plans in the war of 1812 that subsequently became known as the 'scorched earth' tactic. However, he faced widespread misunderstanding, was persecuted and forced to leave the army high command. According to A. Pushkin's apt remark, M. Barclay de Tolly yielded "and the laurel crown, and power, and a plan thought out deeply"[1] to Mikhail Kutuzov who completed the war. With this example, completely natural questions arise: given his demonstrative brilliance as strategist, why could M. Barclay de Tolly not lead an army? To date, this question remains unanswered and masked by darkness.

The above-mentioned incident is no single episode; many other such cases of leadership failing in spite of brilliant competence could be described. Yet anecdotes of this sort offer a good starting point for a study of informal leadership, because the scholarly understanding of leadership itself started, first of all, as an attempt to systematize knowledge regarding the qualities that people should possess in order to become "great men", leaders.

Nowadays the problem of leadership has far from lost its popularity. Indeed, issues of leadership arise anew with every new popular uprising against an unpopular political or military regime – and people continue to talk, write and argue about it. Drawing on the experience of previous generations and research, scholars developed different approaches, and in connection with them, endowed the leadership concept with various content and structure. However, it has only increased the mystery of how true leaders, sometimes unlikely figures and entirely unpredicted, arise or step forward. The matter is presently examined from psychological,

---

[1] See A.S. Pushkin's poem "The Commander" (1835).

pedagogical, educational, sociological, political, military, historical, philosophical, and other perspectives, but no clearly coherent or unified picture of what turns ordinary folk into leaders has emerged. Previous "research on leadership and its widespread applications are coming of age" (Bass et al., 1990, 879) giving way to new and prospective studies.

1.1 PROBLEM STATEMENT

The phenomenon of leadership is relevant almost in regard to all spheres of human life as it actually explains the structural specifics of any organization and even society as a whole, where much is tied to the interpersonal relationships, always or almost always based on the interweaving of dominance and subordination. It is not surprising that today prominent companies and institutions include courses on leadership for employees and managers in accordance with pursued goals (Andreasson & Lundqvist, 2018). However, they do not always prove to be successful in practice. Instead, researchers more often come to conclusion that the foundations of leadership, as well as the leadership potential in general, are laid much earlier, well before a specialist starts performing duties and in particular, during vocational and higher education.

Since study environment is a socializing factor for any individual, dynamic processes of structuring, forming and changing of interpersonal relationships, the distribution of group roles, and the promotion of leaders take place in it (Kezar & Moriarty, 2000). Due to this, all favorable conditions for the development of leadership potential are created in student groups. That is why it is believed that if in student years a person successfully combines social and educational activities then it is more likely that this person takes a leading position in work settings in the future.

While learning, students do not only obtain necessary leadership skills but also form the perception of leadership and leaders' traits. This perception largely determines the image of specialists as well as their behavior in future activities. Thus, the formation and development

of student leader skills at the secondary vocational and tertiary levels of education, have become priorities for specialists in pedagogy and education[2] (Astin & Astin, 2000).

1.2 STUDY PURPOSE AND RELEVANCE

The issue of students' perception of leadership traits has not been much examined until now. Namely, of particular interest is the relationship between perceived and real characteristics of leaders. The clarification of this issue is directly related to understanding of the phenomenon of student leadership and its content. Moreover, as "leadership potential exists in every student", the findings are also especially useful to student affairs professionals who strive to prepare current undergraduates for successful post-graduate careers and need to know more about students' perceptions of leadership to "develop this [leadership] potential through leadership programs and activities" (Cress et al., 2001, 23).

Researchers in education differ in their ideas about qualities which should be developed in future leaders. Besides, a rapidly increasing number of contexts can be cited in which clear leadership is either absent, or inversely takes social, work or political matters firmly in hand and drives developments forward: research on students' perception of leadership seem to be both relevant and timely.

This research is focused on students-leaders and broader on the phenomenon of student leadership, constructed and changed within an educational and pedagogical context. Based on the foregoing, the main purpose of the current research is to reveal the content of students' perceptions of leadership and to identify the discrepancy between actual and ideal[3] leaders' images.

---

[2] In this work the notions of "pedagogy" and "education" are divided. Following Hinchliffe, "education can be defined as 'learning for its own sake', pedagogy can be defined as learning oriented towards social goals" (2001, 31).

[3] By the notion of "an ideal leader" a potential, exemplary, supposed leader constructed in a person's perceptions is meant. According to OED the word "ideal" refers to "satisfying one's conception of what is perfect; most suitable", "representing an abstract or hypothetical optimum". In its turn the notion "an actual leader" implies a real, existing leader in a group.

1.3 RESEARCH QUESTIONS

In tune with the above-mentioned, the research questions are: What characteristics do students attribute to an ideal leader? Which qualities do the actual group leaders possess both on the basis of 1) their own self-perception and 2) on the basis of the diagnostic test? Do the leader qualities of imagined and real leaders coincide?

In line with the research questions, the research objectives are aimed to determine the qualities that students think a student leader *should* have as well as the leader qualities that students think they themselves *actually* possess; identify informal leaders in groups; reveal the characteristics of identified leaders by means of Cattell's personality test to further compare an ideal and actual leader's qualities among the groups of students.

1.4 THEORETICAL FRAMEWORK

The theoretical framework for this study is Trait Theory of Leadership and its updated version – Implicit Leadership Theory (later – ILT) which at different stages were developed by various researchers (Bennis, 1989; Bogardus, 1934; Mann, 1959; Norman & Goldberg, 1966; Stogdill, 1948; etc.). These theories, developed over the past half century, deal with and emphasize the perceived traits of leaders. In this research by traits, following Zaccaro, Kemp, and Bader, "relatively stable and coherent integrations of personal characteristics" (Zaccaro et al., 2004, p. 204) are meant, which reflect a range of stable individual differences, such as personality, social, intellectual ones.

As Stogdill (1948) remarks, the analysis of leader attributes contributes to create a leadership definition in different contexts within various groups. In a narrower sense this theory tries to identify a number of characteristics (such as personality, intellectual, mental, and physical), that could possibly influence leadership potential and leadership effectiveness. ILT, in its turn, also deals with leaders' characteristics but in regard to beliefs, anticipations,

perceptions among people (Hamilton & Bean, 2005). In this case, ILT is of a special interest because it helps reveal stereotypical ideas about the essence and image of the leader, who acts as a marker of this social role for any person.

1.5 METHODOLOGY

The current study is conducted in several steps and is primarily qualitative in its nature. To evade the major concerns of qualitative research in capturing the true opinions of the subjects without distorting the data (Creswell, 2013), the study employs the method of surveys where participants are awaited to answer the questions regarding both imagined and actual leader's characteristics anonymously. The questionnaire surveys are specially designed for participants to share their own individual experiences in regard to the phenomenon of leadership.

The research was conducted on the basis of one educational institution – the Autonomous Nonprofit Organization of Professional Education "Humanitarian and Technical College 'Knowledge' in the Russian city of Podolsk where the training for intermediary level specialists within secondary vocational or professional education is provided. Consequently, the research follows a case study research design. The choice of this particular educational institution was conditioned by its convenient location to the researcher and due to this a direct access to it. Besides as a researcher I take into account pandemic conditions (COVID 19) and an emergency switch of many educational institutions to distance education which makes it difficult to conduct a research on place. However, since February 2021 in the college "Knowledge" the studies were carried out in-person on campus which was necessary for this study: the phenomenon of leadership and a leader's image are constructed in the conditions of on-campus group work and student relationships in the group when students directly interact with one another to pursue educational aims.

All the respondents varied in gender, ethnicity, sociocultural background, were at the age of 18-19 years of age of the third and final full-time course. For this research it was necessary to engage those students who studied together at least a year since in this case groups

already form a single whole with a distinct structure, hierarchy, and distributed roles. To engage respondents in research, a convenience sampling method was used. The data collection period was from February to May 2021.

1.6 SIGNIFICANCE FOR EDUCATION

Leadership qualities are one of the leading personality characteristics and the formation of these qualities is an essential task of education. This is especially relevant for student age for young people studying at the university strive to express themselves to the fullest, to form the social and professional competences most demanded for the current period. In the context of continuous changes of society, initiative leaders who are able to bring people together, formulate urgent and priority tasks for them, as well as lead them to achieve new heights are necessary.

However, in practice, among university students, there is still a fairly significant proportion of students who are rather inert, who do not have any pronounced abilities and do not seek to express themselves, to achieve a prestigious social status by their own efforts. Such apathetic manifestations complicate the process of their social adaptation and professional development. Due to this in education, and in vocational and higher education in particular, a certain organizational and psychological-pedagogical activity is required to help young people develop their leadership aspirations, and, consequently, competitiveness and success in all social spheres.

For this research the students of only one study direction were chosen – with specialization in 40.02.01 "Law and Social Security Maintenance" and future qualification "Lawyer". The students with such a degree can work as police officers, assistant judges, lawyers, notaries, social security workers, etc. Taking into account the responsibility and complexity of the graduates' future professions, special diagnostic tests (as a part of their study programme) are conducted at the various stages of their education to check both professional suitability and psychological readiness for future occupations. Besides, the choice was conditioned by the fact that the students of this study direction undergo practice training in law

enforcement and social welfare agencies and are prepared to the actual work in the organizations and institutions. For civil service and law enforcement officials, leadership potential, as well as its formation and development, is a high priority.

This research is, thus, of a certain interest for the specialists working in the sphere of education and pedagogy. Knowing leader characteristics of their students, they will be able to pay more attention to students' leadership potential, the formation of which is one of the leading goals of modern education (Alan Bryman, 2007; Collins, 2003; Richard Farson, 2002; Haber, 2011; Hilliard, 2010; Karagianni & Jude Montgomery, 2018; Lambert, 2003; Mcgregor, 2007; Mozhgan et al., 2011; Pont et al., 2008; Sergiovanni, 1998).

CHAPTER II: LITERATURE REVIEW

2.1 DEFINING LEADERSHIP

Defining leadership is a difficult and tricky task since at various periods of time many definitions, models, and theories attempted to describe it in their own way. In this regard, Bass and Stogdill indicate that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (Bass et al., 1990, p. 11).

The problem of leadership definition arises much from the fact that leadership is often associated with and is even interchangeable with the notions of authority, power, domination, and management in particular. Macmillan dictionary defines leadership as "the position of being the leader or being in charge of an organization, country, etc." while Cambridge Dictionary determines leadership, first of all, as "the set of characteristics that make a good leader" and only then as "the position or fact of being a leader". The limits of leadership as a term are blurred and "to an extent, leadership is like beauty; it's hard to define, but you know it when you see it" (Bennis, 1989a, p. 17). To understand why there is still such confusion in this issue (Alvesson, 1996; Burns, 1978) and to clarify this, it is necessary to trace the background of leadership phenomenon which can be considered, if to agree with Rost (1993)[4], within two main paradigms, an industrial and post-industrial one.

Within a traditional paradigm, leadership is often associated with Divine Providence. The person, endowed and blessed with some gift such as strength, prophetic vision, etc. is often considered to be inspired by God. In other words, leadership as such a gift is perceived as an exceptional "property of the individual" (Komives & Woodard, 1996, p. 302) giving a unique right to influence others in order to achieve set aims. That is evident by the examples of famous military commanders, country leaders, even poets and writers who, as it was believed, were exceptional and could lead people.

---

[4] The researcher presents a substantial research on the background of leadership studies (Rost, 1993).

In recent time a leader (in a traditional approach) is perceived as "an individual in a group who is tasked with leading and coordinating group activities, or the one who, in the absence of an appointed leader, bears the main responsibility for performing his work" (Fiedler, 1967, p. 11). In much the same way Gardner in "On Leadership" offers a definition of leadership that is strongly associated with a formal position: "leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shaped by the leader and his or her followers" (Gardner, 2007, p. 17). Leadership in such context "pertains primarily to formal group and organization" (Komives & Woodard, 1996, 302) and in this regard, leaders are people either with inborn, inbred abilities or with prevailing degrees of different traits and features (such as the level of intelligence or energy) compared to their followers[5].

Following the idea of exceptional and positional leadership, numerous researchers try to identify key and crucial characteristics, techniques, strategies, methods, styles, behaviors which make a person be an effective leader (Bass et al., 1990; Bennis, 1989a). All of them are connected either to some natural qualities or developed competences related to management. For example, Bennis in his book "Why leaders can't lead" identifies four management competencies of an effective leader such as management of attention in regard to target setting, meaning to communicate ideas, trust to be congruent with values, self that means to be aware of one's own soft spots and strong sides (Bennis, 1989b, p. 45).

Leadership is not necessarily something that is perceived as something universally good, something that is always done for the benefit of society and close environment. Instead, leadership is a case of "a double-edged sword" because a leader can combine both positive qualities (responsibility, confidence, determination) and negative ones (rigidity, insidiousness, audacity, etc.), and the use of them depends much on the situation. That's why the representatives of the traditional approach tend to consider the phenomenon of leadership in a situational context as well (Bass et al., 1990).

---

[5] This idea formed the basis of "Great Man" theory that identifies the innate qualities and features possessed by great social, political, military leaders. According to it, history can be largely explained by the impact of heroes, highly influential and unique people. Such individuals due to their natural, often inborn attributes, such as superior intellect, leadership characteristics, divine inspiration, etc. have a decisive historical effect.

Based on the foregoing, the notion of leadership in traditional understanding can be used interchangeably with the term management. Nowadays this way of thinking is still supported by a number of researchers and is postulated in their works (Covey, 2013; Kouzes, 1987).

Within a modern paradigm leadership is perceived as a dynamic and changeable process. It is no longer reduced just to a set of some exceptional qualities, but is understood within the context of interpersonal contacts and relationships. Rost defines leadership as a process of cooperation that necessarily causes changes[6] (Rost, 1993, p. 105). According to this paradigm of leadership, leaders possess interpersonal skills that enable effective group interactions: they are able to cooperate, organize people and exhibit interpersonal sensitivity. That is why leaders are more likely to be outgoing, empathetic, and emotionally resilient (Hogan, 1994). All these qualities increase the success of a person's functioning in the role of a social leader. Another necessary factor is motivation and typically as leaders strive for fame and recognition, they are more ambitious, achievement-oriented, and willing to take responsibility.

It is evident, that leadership is already presented in a new light: as the ability of a leader to construct relationships. Many leadership guidelines, books, and tutorials appear in which the roles of a leader and manager are already strictly differentiated. As Bennis in "On Becoming a Leader" argues: "The manager administers, the leader innovates. The Manager is a copy, the leader is an original. The manager maintains, the leader develops. The manager focuses on systems and structure, the leader focuses on people. The manager relies on control, the leader inspires trust. <…> The manager asks how and when, the leader asks what and why. <…> The manager does things right, the leader does the right things" (Bennis, 1989a, p. 61).

A similar view is put forward by Stout in his book "Leadership: from Mystery to Mastery" (2001) where the author argues that leaders act as "the agents of change": they are aimed to develop themselves and improve while managers are content with the status quo and do not want to "make waves" (Stout, 2001). At last, Blanchard and Miller in "The Secret: What Great Leaders Know and Do" (2014) note that the ability to be a leader does not necessarily

---

[6] Rost identifies different kinds of relationships such as vertical, horizontal, diagonal, circular ones and argues that the relationships that leads to positive changes is the basis of effective leadership. In these relationships, as the scholar notes, followers and leaders cooperate and can change positions to achieve the set goals.

imply a formal post. Instead, there are designated managers who can't lead and ordinary people without any formal position who can influence others effectively (Blanchard et al., 2014).

In this context, the definition of leadership is opposed to the traditional notion that leaders are all-knowing and possess an exceptional power. Apart from the focus on relations, the very function of leadership changed. Within a modern paradigm, leadership deal with bringing a change. For Astin & Astin who designed Social Change Model, leadership has to do with producing a positive social change or "movement" toward it (Astin & Astin, 2000, p. 8). Nowadays leadership is already a learned capacity and ability of an individual to produce a positive view, actions, etc.

It all testifies that there is a difference between the notions of "leadership" and "management". However, what is more relevant, in particular to the current research, is that a leader does not necessarily occupy some certain leading position. Instead, the leader is often informal and can mask his identity under different disguises: one can act as an innovator, coordinator, eminence grise, revolutionist, comedian, crisis-manager, etc. The role of leader depends on the functions within a group. As Krech and Crutchfield research shows, leaders can fulfill fourteen various functions and can serve to some degree as "an executive, planner, policy maker, expert, external group representative, controller of internal relations, purveyor of rewards and punishments, arbitrator, exemplar, group symbol, surrogate for individual responsibility, ideologist, father figure, or scapegoat" (qtd. in Cartwright, 1960, p. 493). In formal leadership, influence comes from an official post in the organization, while in an informal one, the recognition by others of the personal superiority of the leader is more predominant.

Another important thing is not that the leader has superiority qualities, but that followers believe that one possesses these qualities. Management is a social phenomenon that takes place in purely formal relationships, while leadership is a psychological phenomenon which arises spontaneously and is generated by a system of informal relationships. An informal leader can gain recognition in a team or organization, due to some pronounced individual, social, political, psychological, and other qualities, and like a designated leader, an informal one can imply *de facto* power and authority and sometimes can even oppose a formal manager.

Significant factors determining the possibility of informal leadership include age, position, professional skills and knowledge, psychological and personal qualities, of which the main ones are responsive competence and the group's recognition. An informal leader focuses on people and the relationship between them and performs two primary functions: helps the group achieve its task goals, supports and strengthens group's existence. Sometimes these functions are performed by different people – both by a formal and informal leader. If so, one acts for the fulfillment of the group's goal, another one – for the social impact and interaction.

With respect to existing research in the field of leadership, a concise and clear definition of leadership is presented in the work "Management: Theory and Practice" by Cole. By leadership "a dynamic process within a group" is understood, "in which the individual influences other to voluntarily contribute to the fulfillment of the group's tasks in a given situation" (Cole, 1996, p. 67). In this regard, leadership is perceived as leading at an informal group level. An effective leader "demonstrate[s] effective time management, show ability to set goals, build positive relationships, use effective conflict resolution skills, show an interest in helping others build their leadership skills, become involved in community action programs, and promote understanding and respect across racial and ethnic groups" (Murray & Schultz, 2013, p. 16).

Thus, the concept of leader is contrasted with the concept of an official manager-leader, promoted to the position, who "makes sure that the organization objectives are achieved, by planning, organizing and directing the work towards its conclusion"(Drugus & Landoy, 2014, p. 126). Taking into account the existence of various theoretical positions, leadership in this research is, first of all, considered within informal terms, and, secondly, as a dynamic process, expressed in the degree of the leading influence of a group member on the group as a whole to optimize the solutions of group problems within the framework of professional activity.

The clarified definition of a leader begs another question: what makes a leader be an effective leader? Many aspects have been paid attention to give an answer to this question. Among these aspects are leadership style, behavior models, various techniques, situations, methods to build relationships, etc. The discussion of this issue is provided in the following paragraph.

2.2 REDISCOVERED APPROACHES TO LEADERSHIP

Having examined behavior styles of leaders around the globe, numerous researchers advanced different philosophies of leadership, including transformational, charismatic leadership, Leader-Member exchange (LMX), Servant Leadership theory, to name a few. No less importance an updated trait theory has acquired. The issue of whether or not personal features can serve as predictors of leadership has been discussed and debated due to the prevailing view according to which traits, either inbred or developed, are not enough to become an effective leader in all situations.

Even if a number of researchers agree to the point that "traits, behaviors, and situations" (Komives et al., 1998, p. 593) have already lost their efficiency and modern research is more interested with cooperation, the sphere of interpersonal relationships, they still admit the power of traits in forming a leader: "Traits are only precondition. Leaders possess the requisite traits must take certain actions to be successful" (Kirkpatrick & Locke, 1991, p. 49). In this regard, leadership qualities are still crucial to having and exercising effective leadership.

In a new light, an advanced trait theory does not deal with the presumptions related to whether leadership traits are inborn or developed. Instead, trait theory is based upon the idea that traits of leaders are different from the features of other people, followers. Just to name an example, in the mid-20th century, Stogdill (1948) stated that there is no consistent set of traits that could differentiate leaders from followers in various situations and still there are specific characteristics which are directly associated with leadership (Stogdill, 1948). The finding of Stogdill[7] generated much interest among researchers to explain how individual attributes can influence leadership (A Bryman, 1992, pp. 14–15). Further Fleishman et. al. made a research and proved empirically that the characteristics of leaders differed significantly from non-leaders (Fleishman et al., 1991).

---

[7] The researcher made a review of literature from 1904 to 1933 and proved that certain characteristics, social backgrounds, intelligence, etc. – all influence leadership formation.

Due to all recent research a new approach was suggested to examine leaders' traits, namely through followers' perceptions (Albritton et al., 2008). In this context leadership appears as a construct rooted in social relationships while a leader is the "personality in action under group conditions" (Bogardus, 1934, p. 3). Leader's personality always develops in the relationships with social environment, followers in particular. Lord, DeVader, and Alliger (1986) stated that perceptions of leadership play a significant role when researching leadership qualities (Lord et al., 1986). In a similar way Eden and Leviatan argued that "leadership factors are in the mind of the respondent", meaning that the impressions, beliefs, and perceptions of followers help reveal the phenomenon of leadership (Eden & Leviatan, 1975, p. 741). Another similar view is expressed by Hollander who argued that "without followers, there are plainly no leaders" (Hollander, 1993, p. 29), indicating that the phenomenon of leadership is created by leaders and followers together (Howell et al., 2005). More radical is Calder: he argues that "leadership *exists* only as perception" (Calder, 1977, p. 202).

There are a lot of areas where followers' perceptions play a significant role in regard to leadership traits. It is evident in politics: a number of studies shows that leadership perceptions determine people's preference of one or another political candidate (Maurer et al., 1993; Pillai & Williams, 1998). Of no less importance is the leadership in the sphere of education. Universities do not only prepare professional leaders (Astin & Astin, 2000) but also contribute to create leadership image among students as well as opportunities to act as a leader and develop leadership potential.

This point of view is actively examined by the representatives of Implicit Leadership Theory (ILT) (Kenney et al., 1996). In this theory traits are presented as perceptual abstractions which followers use to categorize leadership (Hamilton, 1989; Offermann et al., 1994). As the ensuing research of Lord, Foti, and DeVader (1984) shows, people generally share a set of beliefs (stereotypes) about the attributes possessed by leaders (Lord et al., 1984). According to ILT theory, people rely on their implicit assumptions and perceptions to determine if somebody could be considered as a leader.

Another important assumption lies in considering leadership in terms of categorization theory. The images of a leader acts as "schemas", or "cognitive heuristics" that integrate all of

the visions and expectations that people have in mind regarding leadership (Phillips & Lord, 1982). A leader can be perceived as being such only when fits in a follower's leader prototype[8] (Lord et al., 1984). This was the finding of Hollander and Julian who suggested that individuals can be considered as leaders when they match the shared conceptions of followers (Hollander & Julian, 1969). Therefore, traits are important semantic labels that contribute to understand and predict leader behavior. They also form the backbone of a person's impression formation (Lord & Maher, 2002).

Leadership perceptions are, thus, based on categories (or stereotypes) rather than any specific criteria. In the sphere of education students also tend to attribute similarly the same or, in other words, shared stereotypical characteristics to a supposed leader regardless of their social-cultural background. Examining the perceptions of leadership among students is prospective: current students are future leaders or those who will choose leaders for themselves. As a rule, students have no experience of professional activity yet, but they already have perceptions about the role of a leader and the meaning of leadership.

The trait theory and its upgraded version ILT theory are often criticized for the inability to present a definitive list of leadership traits. The phenomenon of leadership is ambiguous and that means that it is impossible to strictly indicate its borders for it is rather transcendent like such an abstract notion as love, to give an example. Furthermore, leadership is not just a stable phenomenon but a dynamic process which changes with time. That is why it is not possible to consider leadership as an unchangeable set of universal traits. Changing time dictates its rules and change the views on various phenomena, including leadership. Nevertheless, it can be mentioned that people tend to have stereotypical thinking in regard to different abstract notions of life such as hatred, love, leadership, friendship, etc. which tend to be alike among the majority over a period of time.

---

[8] By prototype is meant an abstract composite of the most representative attributes of category member (Rosch, 1975).

2.3 PERCEPTIONS OF LEADERSHIP TRAITS

Numerous researchers tried to identify key features of which any leader should "consists of". Among these features are physical attributes, character features, behavior and style modes, various methods and tricks. Researchers named such traits determining leadership as honesty, justice, excellent communication skills, empathy, integrity, truthfulness, etc. (Brown et al., 1988; Kouzes, 1987; Middlebrooks & Haberkorn, 2009; Shertzer & Schuh, 2004; etc.). Though there is no universal set of traits attributed to leaders, there are some key features which constitute an effective leadership.

In this regard, Stogdill conducted two-wave research (1904 –1947). The first results showed that a leader is distinguished due to eight qualities in certain situations such as intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, sociability (Stogdill, 1948). In the second survey (1974) the list of ten crucial characteristics was presented. Among them the researcher identified drive for responsibility and task completion, vigor and persistence, risk taking and initiative, self-confidence and sense of personal identity, willingness to accept consequences, readiness to absorb interpersonal stress and to tolerate frustration, ability to influence others and, finally, the capacity to build social interaction (Stogdill, 1974).

Following the innovative research of Stogdill, other researchers "updated" the key characteristics of leaders. Kirkpatrick and Locke contended that "it is unequivocally clear that leaders are not like other people" (Kirkpatrick & Locke, 1991, 59) and postulated that leaders are differentiated from followers by means of such qualities as drive, motivation, integrity, confidence, cognitive ability, and task knowledge among others. Among inherent leader characteristics some researchers identified need for power, self-confidence, extraversion, independence, behavior and emotional control, creativity as well (Antonakis, 2006).

A prominent feature of a leader, as a number of more recent research shows, is "social intelligence" by which the ability to recognize feelings and thoughts is understood. It is attributed to social awareness and social acumen which let people act appropriately in various situations (Marlowe, 1986; Zaccaro, 2002).

The above-mentioned studies are only an insignificant part of the research conducted in a broad area of leadership perception. Researchers are still interested in the issue of leadership traits, but conducted studies do not provide a universal solution to the posed problem.

In regard to quantitative measures of personality inclination to leadership, scholars share "big five" leadership qualities: extraversion or surgency (the tendency to be optimistic), conscientiousness (the tendency to be concentrated and organized), openness or intellect (the tendency to creativity), neuroticism (the tendency to experience negative emotions), agreeableness (the ability to accept) (Judge et al., 2002). Leadership is also strongly associated with emotional intelligence by which the interplay between emotions and thinking is understood (Goleman, 1998; Mayer et al., 2004).

In order to somehow systematize the numerous sets of leadership traits, it can be argued that the major traits perceived to be benchmark for an effective leader are the following ones – intelligence (as an ability to reasoning), self-confidence (which includes competence and skills, a sense of self-esteem and self-assurance), determination (the desire to achieve the set aims and the ability to act persistently), integrity (the quality of honesty, responsibility, and loyalty), sociability (a capability to build pleasant social relationships, to be friendly, tactful, and diplomatic). Though the list of the above-mentioned qualities is not all-inclusive, they are usually associated with effective leadership and contribute to one's capacity to be a leader (Bennis, 1989a; Kirkpatrick & Locke, 1991; Stogdill, 1948, 1974; etc.).

The issue of leadership perceptions among students in an educational setting is not fully examined (Zekan et al., 2012). However, there some works worth mentioning here as well. For example, Wielkiewicz (2002) sought to create a measure for student perceptions of leadership, which resulted in the Leadership Attitudes and Beliefs Scale. The researcher found that student perceptions could be placed into two dimensions: hierarchical thinking and systemic thinking where the first refers to power-based leadership, and the second one – to the notion that anyone can exert influence (Wielkiewicz, 2002).

Among scholars who examined the perception of leadership among students the research conducted by Shertzer and Schuh (2004) can me mentioned. The researchers examined how student leaders perceived leadership and their beliefs which could influence the motivation

or reluctance of students to be leaders (Shertzer & Schuh, 2004). The researchers singled out several notions of leadership among which are leadership as a position, an individual possession, or a set of certain qualities. Other researchers (Bauer & Green 1994; Turban et al., 1990) came to the conclusion that some similarity between people influences followers' perception of leadership. A similar view belongs to Albittron et. al. (2008) who concluded that many people share a common set of beliefs about the characteristics any leader should or shouldn't possess. The researchers show that there are certain prototypes or archetypes that people have in their mind in regard to different phenomena, including leadership (Albritton et al., 2008).

It is evident that over time the perception of various phenomena undergoes changes due to various reasons, primarily of a social character. Since the need to upbring and educate future leaders remains one of the priority tasks in higher and vocational education, the study of the leadership perception among students will make it possible to understand the phenomenon of leadership that is specifically relevant for the student environment. Understanding leadership content is necessary for those students who want to develop leadership abilities and leadership potential in future as well as to the teachers and educators who can use special pedagogical methods to facilitate this process. All in all, even if an endeavor of asking students to share their perceptions about leadership is a challenge, this task seem to be worthwhile because, as Blom and Alvesson state, there is still a need to define the ambiguous phenomenon of leadership in a particular context and circumstances (Blom & Alvesson, 2015).

2.4 LEADER'S PORTRAIT IN STUDY ENVIRONMENT

Being a student is an important stage in the life of every person, since during this period self-awareness develops, group and ego identity is formed (Erikson, 1968). The capabilities of young people, as innate potencies, are actualized (Maslow, 1981) and the self-concept is developed (Allport, 1924) under the influence of social conditions. Besides, a psychological content of this period is associated with professional and personal self-determination (Chickering, 1969). That is why initial provisions of humanistic psychology and pedagogy

determine an opportunity of individual development and self-development as one of the objectives of modern upbringing and education.

The student environment is a socializing factor for any individual. In a strict psychological definition, a group is a community of a limited size, separated from the social whole on the basis of certain characteristics (the nature of the activity being performed, social or class belonging, level of development). As a rule, a student group undergoes structuring, forming, and changing of interpersonal relationships. In it the distribution of group roles and promotion of leaders take place. In this regard, all favorable conditions for the development of leadership potential are created. This is due to the relationships in which students engage and a variety of activities that take place in the context of secondary vocational and higher education – political and scientific activities, volunteering, student exchanges, conferences, etc. In these conditions, student groups are a kind of a launching pad for the manifestation and subsequent development of leadership potential. Meneghetti states that if during student years a person successfully combines social and educational activities then in the future it is likely that this person will be able to take a leading position (Meneghetti & De Falco, 2011).

A student group is not a static entity. On the contrary, it undergoes dynamic processes of changes. Scholars usually identify several stages in the development of groups which become more individualized in senior years. The last stage of its development is often characterized by such unity when everybody within the group perceives to be its integral part. A cohesive, formed group is characterized by several factors such as "(a) attraction to the group, including resistance to leaving it; (b) motivation of the members to participate in group activities; b) coordination of the efforts of members" (Cartwright, 1960, p. 72). In its turn, cohesiveness leads to "responsible activity, interpersonal influence, similarity of values, development of security" (Cartwright, 1960, p. 89).

When group self-perception is not formed, group relations are distinguished by disunity and fragmentation. In this case student groups can consist of splinter groups as well. In the process of group development, forming group relationships are always characterized by selectivity and emotional coloring and have a significant effect upon the effectiveness of joint activities and the course of communication. The group is distinguished, therefore, by formed

interpersonal contacts and joint activities. Along with collective communication, the importance of personal contacts and affection grows as well. In communicating with peers, students overcome various psychological barriers and resolve their personal problems. From this point of view, student environment can be viewed as an exemplary one, where new ideas of social roles appear and develop.

An important characteristic describing a person's position in groups is social status, known as "social worth" as well (Cartwright, 1960, p. 135). It is an indicator of success in regard to communicative activity. A leader is always a status position in the group. In student environment, the role of a formal leader is less popular than of an informal one. The role of an appointed leader, for example, is often associated with official, predominantly educational organizational activities, while of an informal one – with the sphere of communication and entertainment, to a lesser extent with educational activities.

A true ability to lead in student context is also known as a social endowment. Student leaders are those who know how to approach others easily and build positive relationships. Such people are intelligent, possess a well-developed intuition, sense of humor, and developed capacity to understand the feelings and needs of other groupmates. Social endowment also refers to organizational skills. As student groups are often subjected to spontaneous self-organization, effective leadership presupposes some influence on the people around, so a leader must have certain character traits related to initiative, independence, and determination.

It is noteworthy that student groups are generally temporary, mostly small, minimally hierarchized, and regulated groups. They are united by a single educational goal, but are also individualized in regard to the obtained results because each member receives the consequences of his or her own learning, although they can be partly influenced by group factors. In this regard, student leadership is the process of influencing people to achieve joint goals. The primary tasks of student leaders include planning, creating the group structure, and controlling the use of its resources. By using the direction of other people's actions, student leaders can achieve their own results as well.

Along with the notion of a social status, the role of perceptions takes a leading part in considering student leadership. For a majority of students, it is important how they are perceived

by the group. The factors influencing the perception of one or another member of the group, are personal traits, behavior characteristics, physical features, etc. Leadership in student circles can be roughly divided into several types according to psychological characteristics of student leaders: intellectual leadership that is determined by the quality of mental abilities and the leader's ability to use them in a variety of situations; organizational leadership that has to do with the student's ability to perform the functions of an organizer; emotional leadership when members of the group follow the leader to get an emotional support and empathy; initiative leadership that refers to those students-leaders who possess creative potential; communicative leadership that is established according to the principle of desirability and attractiveness in communication.

It is believed that in regard to perceptions, the determinants of leadership (Hogan, 1994) are extraversion, which is when highly developed is represented by such characteristics as assertiveness, energy, and activity; a low level of neuroticism, associated with emotional stability and confidence; a high level of consciousness, which becomes evident in responsibility, reliability, and persistence; and a developed sense of benevolence with a tendency to cooperate, to be unselfish and kind in the attitude to other people. Thus, a leader is the person who is perceived to be such by the group member due to some pronounced qualities that correspond to the group's ideas about leadership. Regardless of whether a leader is vested with an official power, the group endows him with the attributes of authority to assess joint activities and to make decisions.

It is believed that the formation of motives and intentions, and the development of leadership potential go along with the formation of students' needs which stabilize due to the transformation of awareness, an adequate assessment of the level of knowledge, etc. These changes prompt any person to enhanced activity. However, if a person does not see the prospects of his/her activity as well as does not consider it to be significant and relevant, then leadership potential is blocked in its formation and development. This is the case with another side of leadership. Along with leaders whom Smart called as "hidden asset" (Smart, 2005), there are also those "leaders" whom Heifetz and Laurie define to be "creative deviant" (Heifetz & Laurie, 2001). Instead of bringing a change and promote positive relationships, such "deviants" subvert power. As a rule, such students have a strong character and possess attractive

independence, but do not have enough academic motivation, and use their skills with negative purposes.

In a full sense they cannot be considered as leaders because authentic leadership has always to do with a positive focus and change. The concept of effective leadership corresponds well with the functions of educational and pedagogical process in secondary vocational and higher education, such as

a) educational, which contributes to the formation of students' system of knowledge, skills, abilities; forms logical thinking and develops independence in solving educational problems;

b) pedagogical, which contributes to the formation of students' patriotism, moral norms, the ability to follow social norms of behavior, etc.

c) psychological, which contributes to the development of students' internal readiness to solve educational, research tasks.

With the correct organization of educational activities at each of student groups' successive stages, the motivation of students for vocation grows and positive leadership potential develops. The importance of the formation of social responsibility, in particular among the leaders of youth movements, is emphasized as well. The subjective prerequisite for the development of responsibility is the formation of pro-social orientation, the system of values, social maturity, motivation.

Thus, the process of formation of leadership is characterized by a number of provisions: a student leader is not afraid of condemnation of his actions and is the center of communication; ensures group organization in terms of collective activity for the most rapid and successful achievement of a common goal; accepts group opinions and at the same time put forward new ideas.

Student youth is the life force of society and student years are the period of rebirth, because a young person is on the verge of an independent life. The task of education is to develop and improve the ability of young people to be active, which will allow them to find a unique meaning in life, develop the ways of personal and professional self-determination,

including shaping their own style of behavior, and developing communicative and organizational leadership qualities. The essence of this development is not the discovery of something completely new, but the formation of the integrative self-awareness of an individual.

2.5 SUMMARY

As the field of leadership development has become more prevalent, the literature addressing this topic has grown as well. Burns asserts that, "leadership is one of the most observed and least understood phenomena on earth" (qtd. in Adams & Keim, 2000, p. 259) and it really is. Leadership is a significant aspect of higher education, and that is why it is necessary to deepen into the historical background of leadership to reveal and close possible gaps still exiting in this broad field of research.

This is the purpose of the 2nd chapter. In particular, it addresses the literature review in regard to the definition of leadership: the key differences between management and leadership are outlined and the content of leadership is discussed. The chapter considers approaches to leadership among which trait approach and its modern option – implicit theory leadership have acquired a special attention. Implicit theory has perceptions of leadership at its core and constitutes a theoretical framework which allows to rediscover or redefine leadership through students' perceptions on the basis of previous research. Finally, the chapter discusses a leader's portrait, his role, status position, and functions in the group dynamics.

CHAPTER III: METHOD AND METHODOLOGY

3.1 SELECTION OF PARTICIPANTS AND RESEARCH SITE

The research was conducted on the basis of the Autonomous Nonprofit Organization of Professional Education "Humanitarian and Technical College 'Knowledge' in the Russian Federation city of Podolsk. The institution provides secondary vocational education which is the initial type of first-cycle studies. According to Federal Law No. 273 of 29 December 2012 on Education, vocational guidance and training in the Russian Federation, students may further proceed with a shortened period of getting a higher degree – either by obtaining a Bachelor degree, or by completing a higher education specialist programme. For those who graduate from vocational education programmes there is also a possibility to enter the university or institute without passing entrance exams.

The college that served as a research base, was established in 2004 and offers instruction in six fee-paying programs, such as 38.02.01 "Economics and Accounting (with additional banking training)"; 40.02.01 "Law and Social Security Maintenance"; 44.02.01 "Preschool education"; 44.02.02 "Primary school teaching"; 54.02.01 "Design (by industry)"; 34.02.01 "Nursing". The programme in focus is 40.02.01 "Law and Social Security Maintenance". After graduation students obtain the qualification of "Lawyer", and are prepared to perform their duties in the field of law and social security maintenance, to work in state and municipal authorities, law enforcement agencies, etc. The college accepts those students who graduate grade 9, or grade 11 at the level of secondary general education, as well as those who graduate from secondary vocational or higher educational institutions. College education generally lasts 3 years after grade 9 and two years after grade 11, after which all students receive a state diploma and can commence work in the received direction, or start university study.

The choice of the research base was conditioned by several reasons. Firstly, on the basis of the accessibility and a high number of students engaged in the programme. Secondly, as the studies were on campus, students could be contacted directly.

The relationships among students in a group arise in the process of their joint activity. In relation to it, all students of the group occupy the same position to each other. However, due to the selectivity which is characteristic of a person's need for communication, certain social roles or types are developed there, such as a leader, gray cardinal, outcast, organizer, etc. Students in late adolescence and young adulthood (being aged between 18-24 years old) get their first experience of role distribution, hierarchy leadership experience in groups (Sparks 2019; Karagianni & Jude Montgomery 2018), that is why that the chosen group is age-wise ideal for research into informal leadership. Lastly, for students of the "Law and Social Security Maintenance" programme, the development of leadership potential is a priority, as evidenced for example by the program's coverage of rhetoric and public speaking disciplines, practice training in different governmental institutions.

3.2 RESEARCH METHODOLOGY AND PROCEDURE

The students on the program form a convenience sample. There were no specific criteria applied to participate in research: students may vary in gender, ethnicity, sociocultural background. However, for this research two senior, third year groups were engaged, where all of the students were already adults between the age of 18-19 years old, so that their voluntary participation did not demand the additional permission of their parents.

As a rule, a group chooses a leader from among its members, someone who is similar to each member of the group, but at the same time is different in some way (and this is important). Such people differ precisely in the coincidence of qualifications with the social role of a leader. It is as a rule not the best person of the group. Instead, the "best" one is not always able to meet the expectations of followers, since in this case personal interests may be outside the interests of group members. The main function of the leader is primarily to protect the members of the group, their rights, opportunities, and freedom. The group as a rule expects reasonable management and organization, and the leader must ensure the accumulation and redistribution of group resources to achieve a common goal. That is why it can be assumed that the role of a leader is associated with situational and functional characteristics.

Bearing these facts in mind, I was guided by several principles in the choice of research methods. A survey with fixed answers has not been applied for this study which could somehow limit participants or impose them some ideas of leadership. Instead, a special survey was designed specifically for this research in which the students were given the opportunity to answer the questions as they like and attribute any characteristics that they themselves possess and which they believe a potential leader should possess. On a sheet of paper, the participants were asked to write 5 personal leadership characteristics which they think they have. After this they write the characteristics which as they think an ideal leader should have, including intellectual, emotional, communicative, professional and other important qualities. After that, the obtained data were analyzed: in particular, those characteristics that came across in the choice of students most often were highlighted and then calculated: five most common leadership characteristics were selected. This method of surveys allowed to gain in-depth personal perceptions of leadership, and to pursue one of the primary research objectives – to identify characteristics associated with an ideal leader as well as reveal the leadership features that the participants believe they themselves have.

At the second step specific questions were designed with the aim to identify informal leaders in the groups. Five characteristics identified during the first stage of the research were put implicitly into the compiled questions so that students could subconsciously associate these characteristics with an existing leader in the group who partly or fully suit a leader's prototype. Since formal leaders are mainly group monitors, or the people who do the best with their studies, the criteria by which they are distinguished are not related to their personal qualities. Informal leaders, who are more difficult to identify, stand out in the group precisely according to the criteria of personal qualities, and for this reason the study is devoted mostly to them. That is why the received answers about leadership characteristics served as the first step of the research and formed the basis of the questions aimed to disclose the personality of an informal leader in the groups. These questions were as follows:

1. You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?

2. Imagine that you are on the Titanic and it is sinking. Who will you save?

3. Who would you like to skydive with?

4. A competition has been announced for research on Mars. As a leader, you need to build a team. Who will be on your team?

5. You have to make a computer calculation for the design of a castle in the modern style. Whose advice will you welcome most?

6. Who would you invite for a cup of coffee?

7. Who would you visit a gym with?

8. You are having a holiday in Ibiza. Who would you send your selfie to?

9. KVN[9] competition is held in Ibiza. Who will represent the team?

10. Who would you travel to Alaska with?

11. Who deserves to be a judge among your group mates?

12. You are having holidays in Switzerland and you want to buy a watch for yourself. Which form would you prefer – circle, triangle, square, rectangle?

The information provided by these questions served to design sociometric tables. The choice of students in favor of certain groupmates, can reveal the motives that guide the choice. That is why the questions were designed taking into account the motives which students could bear in mind choosing groupmates. For example, such questions as "Who would you invite for a cup of coffee?" or "Who would you visit a gym with?" would evidently imply the motive of comfortable communication and friendship and, thus, would likely identify friends rather than leaders in the groups. However, such question as "You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?" contains a covert code of leadership – responsibility – and can contribute to identify the person possessing this specific feature, a potential leader, if chosen by the majority of students.

---

[9] KVN from Russian literally means "Club of the Funny and Inventive People" and refers to a famous and popular Russian humor TV show and an international competition where teams (usually college students) compete by giving funny answers to questions.

In the course of survey, the students were also asked to compose ranks of preference (e. g. "Who would you travel to Alaska with?" 1. _____ 2. _____ 3. _____). If then to arrange these ranks in a hierarchical order and compare them on the basis of sociometric tables, it is possible to identify an informal leader and to know other concomitant things – to establish personal characteristics that are important for the choice, to judge which personal needs dominates the choice, or to understand the relationship whenever the question arises: why are some group members "celebrities", while the other ones are "reflected"? The importance to answer these questions is beyond doubt for educational and pedagogical researchers.

3.3 CATTELL'S PERSONALITY TEST

After identifying formal and informal leaders in the groups, the task was to elucidate informal and formal leaders' personal characteristics to further identify if expected perceptions of ideal leadership coincide with the real picture. For this purpose, the 16PH Questionnaire designed by Cattell was used.

Cattell's Questionnaire is one of the most common methods to assess individual psychological characteristics, leadership potential, and other personal factors. This questionnaire provides "evidence of its utility in clinical, counseling, industrial-organizational, educational, and research settings" and its extensive body of research stretches back over half a century (Cattell & Mead, 2008, p. 135). In particular, many job seekers (including law enforcement agencies) take it when passing an interview. It was developed under the guidance of Cattell in 1949 and underwent five revisions. The latest version has an updated and refined content and is still widely used in diagnostic practice. This test is universal, practical, and provides multifaceted information about personality.

Its distinctive feature is the orientation towards identifying relatively independent 16 factors, or primary traits of the personality. Each factor forms several superficial features, united around one central characteristic. Accordingly, the primary purpose of this questionnaire is to

identify the dominant personality traits, those traits that constitute a leader. The study of motives, needs, interests, and values require the use of other methods.

Till now there are four forms of the questionnaire: A and B (187 questions), C and D (105 questions). In this study, form A was used, which is the most accurate, valid, and reliable, and is widely used in Russia in psychometric aims in the adaptation of Russian researchers (Shmelev et al., 1989). Forms C or D are used only in conditions of time deficit, and are not fundamentally reliable.

The test can be performed in two formats – online and paper-based. It was decided to use an online version of the test guided by the interest only in the final result as well as ethical considerations such as confidentiality. The answers to questions are not saved anywhere. The researcher as a rule does not have the access to the answers but can observe the final result of the test.

The control test time is about 30 minutes. Before starting the test, the participants indicate their age, gender, surname, and name. The test is conducted in a relaxed, business-like environment. After testing, the answers are automatically summed up and numerical results are given for each of the scales. This technique is recommended for people from 15-16 years old and of various educational levels.

Low and high (i.e., bottom and peak) results are of the greatest interest in personality profile. High scores are considered to be from 8 or more points, low scores range from 0 to 3. Average scores – from 4 to 7 – usually show a balance between two opposite characteristics. Among primary personality factors the test examines *social warmth* on the scale of "reserved/warm-hearted" (A), *reasoning* – "concrete/abstract" (B), *emotional stability* – "reactive/emotionally stable" (C), *dominance* – "deferential/dominant" (E), *liveliness* – "serious/enthusiastic" (F), *rule-consciousness* – "expedient/rule-conscious" (G), social *boldness* – "shy/socially bold" (H), *sensitivity* – "tough/sensitive" (I), *vigilance* – "trusting/vigilant" (L), *abstractedness* – "practical/abstracted" (M), *privateness* – "forthright/private" (N), *apprehension* – "self-assured/apprehensive" (O), *openness to change* – "traditional/open to change" (Q1), *self-reliance* – "group-oriented/self-reliant" (Q2), *perfectionism* – "tolerates disorder/perfectionistic" (Q3), *tension* – "relaxed/tense" (Q4).

Among global scales researcher can consider *extraversion* – "introverted/extraverted", *neuroticism* – "low anxiety/high anxiety", *tough-mindedness* – "receptive/tough-minded", *independence* – "accommodating/independent", and *self-control* – "unrestrained/self-controlled".

The aim to use the Cattell's test in this research was to reveal actual characteristics which actual leaders possess to subsequently reveal if any discrepancy exists in regard to the characteristics of an ideal leader in students' perceptions. The test was taken by both informal and formal leaders of the chosen groups.

3.4 ETHICAL CONSIDERATIONS

At the initial step the director of the college was contacted to obtain an official permission to conduct surveys and tests among senior year groups. At the next stage, by the recommendation of the director the guidance counselor provided me an opportunity to present myself and my research, explain its specifics as well as other concomitant things.

Informed consent was one of the foundational research principles. According to it, participants should be provided with sufficient information. It is the responsibility of a researcher to provide an adequate explanation of the research and the consequences of participation for participants. This means that the researcher should reveal all relevant information, including any possible risks related to participation (Israel & Hay, 2006). The requirement for the consent seems quite reasonable, but sometimes it can cause problems as well. To avoid the distortion of answers and information, in the consent only the purpose of research was specified, rather than the primary research assumption and the additional objectives of the study.

As implied by the principle of informed consent, participation should be voluntary and participants should not be coerced, threatened or pressured for non-participation. The participants were informed that they could withdraw at any time. Informed consent was read

by each participant individually and recorded in writing, in the form of a signed consent form. The sample used is presented in Appendix A.

Researchers as a rule have an ethical responsibility to enable equal participation by providing appropriate means of access such as translation, transportation, or payments to cover the cost of attendance. That is why there were no criteria applied to participation among the preliminary chosen groups: all students varied in gender, social and financial background, religion, were invited to participation.

Throughout the research respect for participants was maintained throughout the research process. The researcher should always exhibit respect in all interactions with participants, including not judging them, and ensure that the participants' opinions are correctly recorded and taken into account in the process of assessment. Alongside with respect for participants, it is crucially important not to subject participants to any harm. This means that participants must not be exposed to danger in the course of research. At the very least, researchers must do their utmost to protect participants from possible risks, if any. Sometimes, in the course of participation, the participants express their views and opinion about some sensitive and personal issues which can even cause some emotional distress. In this case, it is the responsibility of a researcher to provide any additional assistance or counselling if it is necessary.

That is why presumption and preservation of anonymity was a requirement for the research as well. The names and personal information of participants must be concealed to protect the participants. The real names are used in the case when it is not harmful for the participants and when a researcher obtains permissions of participants themselves. Respect for participants also implies confidentiality (non-disclosure of information) that must be taken into account in regard to personal issues and views. Any researcher is responsible for choosing the material that should be reported.

The current research was conducted in accordance with GDPR (Good Data Protection Practice) norms. In particular, during the course of the study, confidentiality and anonymity were maintained through

a) storing data and notes in a safe place (at researcher's home);

b) use of numbers instead of real names in the report;

c) removal of personally identifiable information from notes and research reports.

Other crucial considerations that have been taken into account during the course of the research include avoidance of unjustified intrusion by which it is meant that only the matters related to the research should be discussed; no deception which implies that a researcher should act according to the principle of professional integrity; data protection from any possible unauthorized access. In addition, the report of procedures should be revealed to enable peer review and encourage further consideration of the posed problems.

3.5 CREDIBILITY AND TRUSTWORTHINESS OF RESULTS

The credibility and trustworthiness of the results obtained in the course of research is due to a clear statement of research tasks, careful planning of research stages, the involvement of a representative corpus of sources to consider the chosen research issue. It is ensured by the examination, analysis and comprehension of the materials, which made it possible to identify existing research gaps and problems, the essence and the main directions in relation to the phenomenon of leadership. In the course of research, the credibility was also ensured by the use of reliable research methods, including copyright ones, that meet the stated research goal. Data processing and analysis was carried out in combination with qualitative analysis and interpretation.

3.6 SUMMARY

For the most part, the chapter outlined the research methodology. Specifically, it addressed the steps of the practical part of the research such as the process of selection of participants, the choice of research site, and research methods. A special attention is paid to research procedure. As the research deal with respondents, attention is also paid to ethical

considerations. Namely, the research is conducted according to GDPA norms. The credibility and trustworthiness of research are discussed as well.

CHAPTER IV: DATA ANALYSIS
4.1 WORKING PROCESS OVERVIEW

The following subchapters are devoted to several issue. First of all, the image of an ideal leader is considered. On the basis of the obtained data, special questions were designed with implicated leadership traits identified by students. These questions served as the material for sociometric tables to reveal informal leaders in the group. The second subchapter of this work is devoted to this topic. At the next stage of the study, the leaders were asked to take the Cattell's Personality Test (16PF) to distinguish their actual leadership features. The third chapter is devoted to this issue. Finally, in response to part of the third research question, information is also provided on the self-perception of leadership traits among the leaders themselves, as well as other students in the group.

The study involved two final, third-year student groups of specialization 40.02.01 "Law and Social Security Maintenance". The first group consisted of 24 people. All of them participated in the initial part of the research (to identify the characteristics of leadership) while 8 of them were absent at the second stage of research – when identifying an informal leader of the group. It is noteworthy that one person from this group refused to take part in the research from the beginning. However, this person was still included in a full list of the group. The second group consisted of 18 people. Like in the first group, almost all the students took part in the research, with the exception of two people who were absent at the second research stage. The absent students of both groups were not contacted individually to avoid the risk of distortion of the received data.

4.2 PORTRAIT OF IMAGINED LEADER AMONG STUDENT YOUTH

The first objective of the study was to identify the characteristics that students assign to the concept of an ideal leader. They were asked to write five characteristics to the question

"What are characteristics of an ideal leader?" In total, more than 20 various characteristics were identified.

It turned out that students give primacy to grit among leadership traits. According to the Oxford English Dictionary grit is "the courage and strength of mind that makes it possible or somebody to continue doing something that difficult or unpleasant". It refers to the strength of mind and is a positive trait based on a strong motivation to achieve a set objective. The word "grit" correlates with such notions as determination, resolution, boldness, bravery, courage, fortitude, persistence, tenacity, audacity, tolerance, perseverance, assertiveness, stamina, energy, confidence, and reliability. [10] In connection with these characteristics, a leader, according to the majority of students in this group, is effective when shows determination and perseverance in achieving group goals. The leader also needs to be reliable in interpersonal relationships. The one who does not possess such qualities loses the trust of others and cannot count on their further support.

The students pay great attention to such characteristics as intelligence and responsibility as well. The notion of intelligence correlates with such close synonyms of this word as prudence, wisdom, reason, discernment, and the concept of responsibility includes such synonyms as conscientious, reliable, and authoritative. These characteristics share the second place in the students' perception of an ideal leader. It can be supposed that in the perception of students, an intellectual level of leader is associated with other important characteristics. In particular, the connection of intelligence is found with such important qualities of a leader as grit and responsibility, which together make up the concept of dominance – the desire and ability to influence other people.

According to students, further qualities directly related to an effective leader are a sense of integrity and confidence. The fact is that an insecure, constantly doubting leader does not inspire confidence and is not able to unite and mobilize people to complete set group tasks. Similarly, a necessary quality of a leader is a sense of integrity, which refers to the quality of being honest and having strong moral principles and is therefore directly correlates with the

---

[10] The students used different synonymous words and combinations to the word "grit". In the Russian language as in any other language it is possible to name one and the same phenomenon with different words. Taking this into account, I find it necessary to indicate correlational and synonymic pairs to the notion of grit.

ability to resolve conflicts in groups. A fair "judge" always has the necessary communication skills and authority to influence other members of the group.

The portrait of a leadership personality is completed by such qualities as sensitivity and calmness. Emotional stability, stress resistance refers to the ability of a person to control behavior, to regulate the manifestation of emotions, without showing personal preferences or hostility to anybody. However, constant suppression of emotions can affect health, cause various kinds of neuroses and other diseases. Therefore, it is very important to find time for emotional relaxation. In this respect, it is not surprising that the concept of self-control is so correlated with the concept of sensitivity, which, if in balance, constitute a necessary component of a leader's personality in the perception of students.

These constituents represent an integral and the most important part of the concept of emotional intelligence. According to this concept, it is a high level of development of emotional intelligence that distinguishes leaders from other people. In addition to self-control and social sensitivity, the concept of emotional intelligence includes self-awareness and management skills. Thus, it is a necessary attribute of leadership, which is understood as a sum of skills and abilities to recognize emotions, understand intentions and motives, manage emotions and the emotions of other people in order to solve practical problems.

On the contrary, less popular are such qualities as observation. Not in value, as the research shows, a leader who has such qualities as optimism (cheerfulness) and the ability to listen; sociability; professionalism (competence). It is also not necessary for an effective leader to possess a non-confrontational nature, to be self-critic and initiative. All these characteristics were given minimum votes each, and such personality traits as self-discipline and charisma according to the group, are not seen by the students as pivotal for a leader to lead.

The second group showed different results. In this group, such qualities as communication skills which are the "ability to convey or share ideas and feeling effectively" (Oxford English Dictionary) are in the lead. The concept of sociability includes such synonyms as eloquent, able to negotiate, tactful. As a rule, a leader spends about three quarters of working time talking with people. A communicative leader, of course, is able to perform important functions in a group, among which a communicative one in forging new connections, gaining

experience of cooperation as opposed to confrontation; informational that is evident in exchange of views, clarification of positions, means, readiness for joint actions.

This important quality is followed by such characteristics as self-control and determination. Indeed, a communicative leader turns into a kind of jester in the public arena, if he does not possess a high level of self-control in conjunction with purposefulness, the desire to achieve a goal. Leaders are more often purposeful people who set certain goals for themselves and persistently strive for their implementation. It is also an important part of motivation.

A sense of integrity and intelligence close the chain of leadership qualities. This once again proves the dependence of intelligence on other important personality characteristics. Indeed, according to a number of studies carried out in the field of social psychology, high intellectual development is often combined with excessive self-reflection and individualism, a lack of self-confidence, determination, and also some other qualities necessary for a successful career and effective leadership. That is why, when assessing the role of intelligence in the activities of a leader, it is necessary to take into account various factors mediating the influence of intelligence. Thus, an intellectual level of leader is associated with a number of his other most important qualities.

Less popular are such characteristics as self-confidence and perseverance, the ability to take risks and make quick decisions. Such qualities as responsibility, optimism, independence, ambition, charisma, professionalism, are not paramount as well. Students indicated also efficiency and benevolence.

As can be seen the leader's perceptions differ significantly in the two groups. If in the first group the leader is, first of all, the one who possesses grit, intelligence, responsibility, a sense of integrity, confidence, sensitivity, self-control, then in the second group it is a person with such characteristics as sociability, self-control, determination, a sense of integrity, and intelligence. It is evident that such qualities as intelligence, a sense of integrity, and self-control coincide in the images of an imagined leader in both groups and still, the top and leading characteristics are significantly different: in the first group it is grit and responsibility that constitutes a leadership personality, while in the second one, it is sociability and determination.

4.3 INFORMAL LEADER IN GROUPS

Identifying an informal leader is a difficult task that requires special attention. For this purpose, the questions were designed with implied characteristics of an ideal leader and in the way to distract participants from the topic of informal leadership to provide the unbiased and accurate answers.

In the first question "You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?" such personality characteristics as responsibility, firmness, and independence in decision-making are implied, and in the question "Imagine that you are on the Titanic and it is sinking. Who will you save?" such personality traits as decisiveness, mutual assistance, support, are implicated. In the question "Who would you like to skydive with?" the ability to take risks and dedication are implied. On the contrary, the question "A competition has been announced for research on Mars. As a leader, you need to build a team. Who will be on your team?", helps identify smart individuals with the ability and desire to lead. If one needs to find out what kind of person has creative potential and non-standard thinking, then the question "You have to make a computer calculation for the design of a castle in the modern style. Whose advice will you welcome most?" can facilitate the search. The questions "Who would you invite for a cup of coffee?", "Who would you visit a gym with?" or "You are having a holiday in Ibiza. Who would you send your selfie to?" are aimed to reveal friendly relationships in the group. In other words, through these questions, one can understand the general atmosphere in the group and reveal relationships and friendly sympathies that exist in it. The question "Who would you travel to Alaska with?" also has to do with friendly relations in a team, but it also implies such personality traits as mutual assistance, endurance, and observation. Sense of humor, the ability to find a way out of complicated situations, optimism, self-confidence, sociability usually take not the last place among leaders. Based on this, the question "KVN competition is held in Ibiza. Who will represent the team?" helps find out which of the group members has these characteristics. The inquiry "Who deserves to be a judge among your group mates?" implies such personality characteristics as integrity and professionalism. The question "You are having holidays in Switzerland and you want to buy a watch for yourself.

Which form would you prefer - circle, triangle, square, rectangle?" requires special attention, as it determines the type of thinking and leadership potential among students.

Taking into account that among the majority of the participants, the benchmark leadership qualities are grit and responsibility, sociability and determination, as well as such common characteristics as intelligence, a sense of integrity, and self-control, several key questions which most accurately reflect leadership potential were chosen: "You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?"; "Who would you like to skydive with?", and "Who deserves to be a judge among your group mates?" An informal leader is the one who receives the majority of choices by means of peer nomination.

The answers of the participants were fixed in the sociometric tables. Sociometry is "a method to measure relationships in groups" (Rubin et al., 2009, p. 85) and it is based on the proposition that all aspects of social life can be explained by the state of emotional relations between people, their sympathies and antipathies in relation to one another. Sociometric tests consist of asking "an individual to choose his associates for any group of which he is or might become a member" (Moreno, 1934, p. 11). The sociometric procedure is constructed as an experiment with a goal to reveal the desire of a person to participate in a certain activity together with someone, to determine the preferred choices, rejection, as well as their reciprocity (Gottheil, 1952, p. 18). As the sphere of interpersonal relations is complex and veiled, sociometry helps study it objectively and accurately and to identify those who are most popular and liked by many – leaders, accepted people, and those who are neglected and isolated. Non-acceptance doesn't necessarily mean rejection though such instances should be paid attention to, because as a rule they reveal existing problems in the group, such as disunity and fragmentation.

When compiling sociometric tables, the following criteria were taken into account: a) the limitation of choices. There were possible to make three choices in total ranked by b) the social weight of participants. Students ranked their choices in descending order, from the most preferred personality to the least preferred one. Sometimes participants indicated only one person in their choice – the one whom they preferred the most (Northway, 1940).

Based on the obtained results, in the first group the formal and informal leader are combined in one person and that is "E" by number 5, who gains the most votes – 7 in total: 3 choices were made as the answer to the question "You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?" and four answers each were obtained in favor of two other questions – "Who would you like to skydive with?" and "Who deserves to be a judge among your group mates?" which indicates that the participants associate this person with such characteristics as a sense of integrity, stress resistance, and responsibility. It is also noteworthy that there are no isolated individuals in this group, all the participants were chosen at least once. In this respect, the group can be considered as cohesive. The results are presented in table 1 below.

However, in the second group the results are different. Along with the appointed head of the group, which is designated as "N" at number 14, an informal leader that is "M" by number 13 was revealed. A formal leader receives 6 choices while an informal one gets 8 choices of all participants. It is noteworthy as well that the formal leader obtains 4 points in favor of the first question with an implicated quality of responsibility, and 6 points – in favor of the feature of self-control implied in the second question, while hold no choices in favor of a sense of integrity, implicated in the third question. In its turn, an informal leader gets 3 choices for the first question, 7 – for the second one, and 4 – for the third one. In terms of self-control and the sense of integrity an informal leader carries much more weight in the group than an appointed leader. It should be noted as well, that there are also isolated people in this group who do not receive any choices at all: this group cannot be considered as cohesive. The results, obtained in this group are presented in table 2 below.

This section also pays attention to the last question regarding the choice of geometric shapes. It refers to the type of express diagnostics of personality type and contributes to the disclosure of leadership potential. Psycho-geometrics is based on the idea "that we tend to be attracted to certain shapes and forms <…> based on our personalities, our attitudes, our education and experiences, and based on the way in which our individual brains function" (Dellinger, 1989, p. 2). For this research the question – "You are having holidays in Switzerland and you want to buy a watch for yourself. Which form would you prefer – circle, triangle,

square, rectangle?" was designed taking into account the psycho-geometrics in the adaptation of Russian researchers (Alekseev & Gromova, 1991).

In general, psycho-geometrics is a universal personality analysis, which allows to: a) instantly determine the form or type of personality; b) give a detailed description of personal qualities and behavioral features; c) compose a scenario of behavior for each form of personality in typical situations.

Since informal and formal leaders are known, it is necessary to focus only on their results. In the first group, the leader chooses a rectangle. In the second group, where two leaders were identified, the head of the group chooses a circle, and the choice of an informal leader falls on a square form.

The circle is a mythological symbol of harmony. Whoever chooses it, is interested in good interpersonal relationships. Circles are considered to be the best communicators among all forms, primarily because they are the best listeners, they are sensitive and have a developed empathy. The circles root for their team and are highly popular among colleagues, but they are usually weak managers or leaders. Firstly, they are aimed at people and try to please everyone when given an opportunity. Secondly, they are not distinguished by decisiveness, and most often are not able to present themselves and their team properly. The circle is a non-linear shape and such people are classified as "right-brain" (those who are mostly guided by their feelings and intuition) thinkers as well. They are imaginative, intuitive, emotionally charged. To be in a true leadership position, the circles lack "left-brain" organizational skills.

A square shape indicates that such people are prone to hard work, which helps them complete their tasks successfully. For squares, endurance and patience are characteristic. The strength of such people is in analysis. These are, as a rule, "left-brain" (those who focus on thinking processes) thinkers who process information in a sequential format. All these qualities help them become excellent administrators, but they are rarely good managers or leaders. Excessive attachment to details, the need to clarify information, and often emotional coldness, prevent the squares from quickly establishing contacts with people. In an amorphous situation, they are ineffective.

Finally, a rectangle symbolizes the state of transition and change. These are people who are not satisfied with a current way of life that and therefore are busy looking for a better position. For rectangles, a state of confusion, entanglement in problems, and unpredictability during the transition period are characteristic. Nevertheless, like all people, the rectangles show quite positive qualities that successfully attract the people around them. This is due to their curiosity, inquisitiveness, lively interest, courage. People who are going through a rectangle stage (those who are in a transitional stage) are open to new ideas, values, and learn anything new easily.

Of all these forms, only a triangle symbolizes leadership and moreover many triangles feel their true vocation in leadership and management. The peculiarity of the triangle is a pure concentration on the main goal. Such people are strong personalities who have specific goals in front of themselves and achieve them. They are energetic, and are considered to be "left-brain" thinkers, capable to analyze the situation deeply and quickly. Triangles are ambitious and could be great leaders at a high level of management.

It can be concluded that at the period of their education, all identified leaders are in a "transitional" stage, which is also concretized and confirmed at the stage of further personal testing of their personal properties through the Cattell's Personality Test (discussed further). However, with timely identification of their strengths and weaknesses, it is possible to channel their leadership potential in the right direction.

4.4 SOME NOTES ON SOCIOMETRIC TABLES

In the sociometric tables of the first and second groups, the answers to three selected questions for this study ("You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?"; "Who would you like to skydive with?"; "Who deserves to be a judge among your group mates?") and further analysis are presented. The answers to questions are presented in the form of numbers where the first question corresponds to the number one and is marked in black, the second one – to number 2 and is signified with red, and the third one – to number 3 and is in green. The numbers also represent the preferences

in the answers. For example, "1" means that the person who is given preference over all others. The leader is the one who is given the total majority of preferences.

№	Name /who choose	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
												Why is chosen (Group I)													
1	A	+			2 1			3 2									1 1 3								
2	B		+		3 2	1 1						3 3	2 2	1											
3	C	1		+	1							1	2											3	
4	D	1 1			+			2 1																	
5	E					+										1		2						1 1	
6	F					2	+									1		2 1 1							
7	G	3 1			2			+									1 1								2
8	H							+												1 1	2 1 2	3			

#		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
9	I					2				+					1 2 1								3	3	2 1		
10	J					2 2 2					+			1 1 1													
11	K			1	1	2						+	1														
12	L	2		3		1						1 1	+														
13	M		1 1 1								2 2 2			+		3 3 3											
14	N					2		3	1 1						+									3		2 1		
15	O					2 1	1 1									+												
16	P																+											
17	Q																	+										
18	R																		+									
19	S																			+								
20	T																				+							

#		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24
21	U																				+				
22	V																						+		
23	W																							+	
24	X																								+
Choices		4	1	2	5	7	2	2	1	1	1	3	3	2	1	3	2	1	1	3	2	3	1	1	1
First choices		3	1	1	3	2	2	1		1		2	1	2	1	1	2	1		1	1	2	1		

* Answers to the first question are marked in black ("You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?")

* The answers to the eleventh question are marked in red ("Who would you like to skydive with?")

* Green color indicates the choices provided as an answer to the third question ("Who deserves to be a judge among your group mates?")

	Name / who choose	Who is chosen (Group 2)																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	A	+						1							1 2				
2	B		+															1	1
3	C			+							22			2	1 3				311
4	D				+		33					2 3		112			2	1	
5	E					+	2		2		2			1		1	1		
6	F						+							1 1			2		
7	G							+				1 1				2	3		
8	H						33		+			3 2		22	1 1		1		

#																			
9	I						3		+				33		2	21	12	
10	J									+						32		211	1
11	K										+		1 1		21			
12	L						121					+				313		232	
13	M							3		21	1	+	33			122		
14	N							2		11		1	+					
15	O						22		3					+		111		
16	P				2			3		2		112	3	1	+			
17	Q															+		
18	R																	+
Choices		0	0	0	0	1	2	5	2	2	2	6	2	8	6	6	7	7	3
First choices								2				2	2	5	4	3	5	5	3

* Answers to the first question are marked in black ("You need to explore the tomb of one of the Egyptian pyramids. Who would you involve in this responsible event?")

* The answers to the eleventh question are marked in red ("Who would you like to skydive with?")

* Green color indicates the choices provided as an answer to the third question ("Who deserves to be a judge among your group mates?")

4.5 REAL LEADERS' PERSONALITY TRAITS

Cattell's personality test[11] was used to identify real characteristics of identified leaders and then to reveal a discrepancy between the characteristics attributed by students to "ideal" leaders and the actual features of identified leaders. When interpreting Cattell's test results, special attention is paid, first of all, to the "peaks" and "bottoms" of the profiles, especially to those indicators that are in the range from 1 to 3 in a negative pole, and from 7 to 10 points in a positive one.

The test results make it possible to determine the peculiarities of temperament and character, leadership potential and personality features. Each factor contains a qualitative and quantitative assessment of a person's inner nature and includes the characteristics of interpersonal relations. In addition, several blocks of factors can be distinguished:

1. Intellectual block: factor B – the general level of intelligence; M – the level of development of imagination; Q 1 – susceptibility to new radicalism.

2. Emotional-volitional block: factor C – emotional stability; O – the degree of anxiety; Q 3 – the presence of internal tensions; Q 4 – the level of self-control; G – the degree of adherence to social norms and organization.

3. Communicative block: factor A – openness or isolation; N - courage; L - attitude towards people; E - the degree of dominance and subordination; Q 2 - dependence on the group; H - dynamism.

4. Socio-psychological block: factor A – openness or isolation; F – liveliness; H – social boldness.

These scales are of a particular interest because they constitute an inseparable part of leadership potential. Below the results of the leaders (both informal and formal ones) of two groups are presented.

a) Intellectual characteristics of personality. In this block all the identified leaders showed the results within the same range: *B +, M –, Q 1 – (4-8, 0-6, 0-6).* The results show that any person with such indicators exhibits efficiency, mobility of thinking,

---

[11] Interpretations of the results were made according to the keys, recommended by Cattell.

a high level of general culture and erudition. Such people are inclined to a practical thinking, and are characterized with conservatism in accepting new things. However, the leader of the first group has also high scores in factor *H + (6-12)* what can be interpreted as the focus toward practical activity.

b) Emotional-volitional personality characteristics. The results show that the leader of the first group has a strong sense of self-control. The factors *C +, O –, Q 3 +, Q 4 –, L –, G + (7-12, 0-6, 6-12, 0-7, 0-5, 7-12)* mean that this person possesses emotional stability, self-confidence, adequate perception of reality, the ability to control emotions and behavior. In behavior such people display poise and the focus on reality. Low scores for the *L (0-7)* factor confirm self-control, together with high scores for *Q 3 (6-12)* emphasize the importance of volitional qualities for this leader. Compared to the leader of the first group, the appointed leader of the second group with factors *I –, M –, O + (0-6, 0-6, 7-12)* has low sensitivity, exhibits pragmatism, focuses on objective reality and earthly principles. At the same time, this person is characterized with self-doubt.

In contrast, the informal leader with the indicators *C –, O –, Q 3 –, Q 4– (0-6, 0-6, 0-5, 0-8)* is characterized with emotional flexibility, genetic emotional instability, low volitional regulation: inability to control emotions and behavior, impulsivity, affectivity. However, such people can be stress-resistant as well in specific situations. The combination with factors *H –, Q 4 –, O– (0-5, 0-8, 0-6)* indicates low motivation, self-satisfaction, internal relaxation.

c) Socio-psychological characteristics: communicative skills. According to this block the leader of the first group exhibits the following results: *E –, L –, Q2 –, H +, G + (0-6, 0-5, 0-6, 6-12, 7-12)*. According to these indicators, the person is characterized with softness, pliability, compliance. These results coincide with indicators of the appointed leader in the second group. In interpersonal relations, such people exhibit openness and discernment. In social behavior, they are characterized by conformism, dependence on the opinion and requirements of the group, acceptance of generally accepted moral rules and norms, lack of independence, and indecision.

On the contrary, the informal leader of the second group with indicators $E -$, $Q2 -$, $G -$, $N -$, $L +$ *(0-6, 0-6, 0-6, 0-6, 6-12)* also tends to exhibit compliancy, dependence on the opinion and requirements of the group, acceptance of moral rules and norms, an orientation towards social approval in regard to social relationships. Such people are characterized by compliance and frankness, but at the same time, they are prone to suspicion and wariness towards people. Sometimes they manifest autonomy and independence in social behavior.

d) Socio-psychological characteristics: extraversion-introversion. Analyzing the obtained results, the leader of the first group with factors $A +$, $F -$, $H +$ *(7-12, 0-5, 7-12)* tends to openness in interpersonal contacts, activity, sociability, willingness to join new groups, restraint and prudence in choosing communication partners, a tendency to extroversion.

The appointed leader of the second group with indicators $A -$, $F -$, $H -$ *(0-6, 0-5, 0-6)* tends to restraint in interpersonal contacts, has difficulties in direct and social communication. Such a person has a tendency to individual work, focuses on the inner world and is an introvert. Similar results are shown by the informal leader of this group with scales $A -$, $F -$, $H +$ *(0-6, 0-5, 7-12),* indicating that this person possesses restraint and discretion in establishing interpersonal contacts. However, such results reveal also a tendency toward task leadership.

To check leadership potential, as a rule, several factors are important, which are often analyzed in a certain combination. Leadership potential is especially revealed through factor $A +$ *(7-12).* High rates for this factor indicate a person's ability to communicate, create friendly relations, and to build a friendly and warm atmosphere. Such people are characterized with such qualities as cordiality, kindness, sociability, openness, attentiveness, which let them easily adapt to new and unfamiliar conditions. That is why individuals with a high level of this factor are effective leaders in groups.

Similarly, high scores for factor $C +$ *(7-12)* indicate leadership potential of the individual. In particular, this factor stands for an emotional stability. Such people are mature and calm, have a realistic attitude towards life. They have a developed ability to comply with

group moral norms. Most often, such people can show obedience if there are unresolved problems, as well as flexible behavior in stressful situations.

Factor *E + (6-12)* does not fully correlate with the concept of leadership, but it is connected with the concept of social status. This factor symbolizes dominance, imperiousness, intransigence, self-confidence, assertiveness, independence, and intransigence. It is believed that it is generally higher for leaders than for followers. In its turn, a high level of factor *F + (6-12)* indicates carelessness, enthusiasm, energy, frankness, sincerity, dynamism. Often a high level of *F* factor symbolizes emotional leadership.

Factor *H + (6-12)* is the manifestation of such qualities as courage, inclination to take risks, sociability, activity, sensitivity, emotionality, and impulsivity. These are people who can tolerate emotional stress. They are social, and are inclined to take risks. Factor *H + (6-12)* indicates leadership in an analytical sphere as well. That is why people with high indicators in factor *H* are focused on discussions and debates and are able to make group decisions. Therefore, such people are characterized by insight, prudence, ambition, and caution.
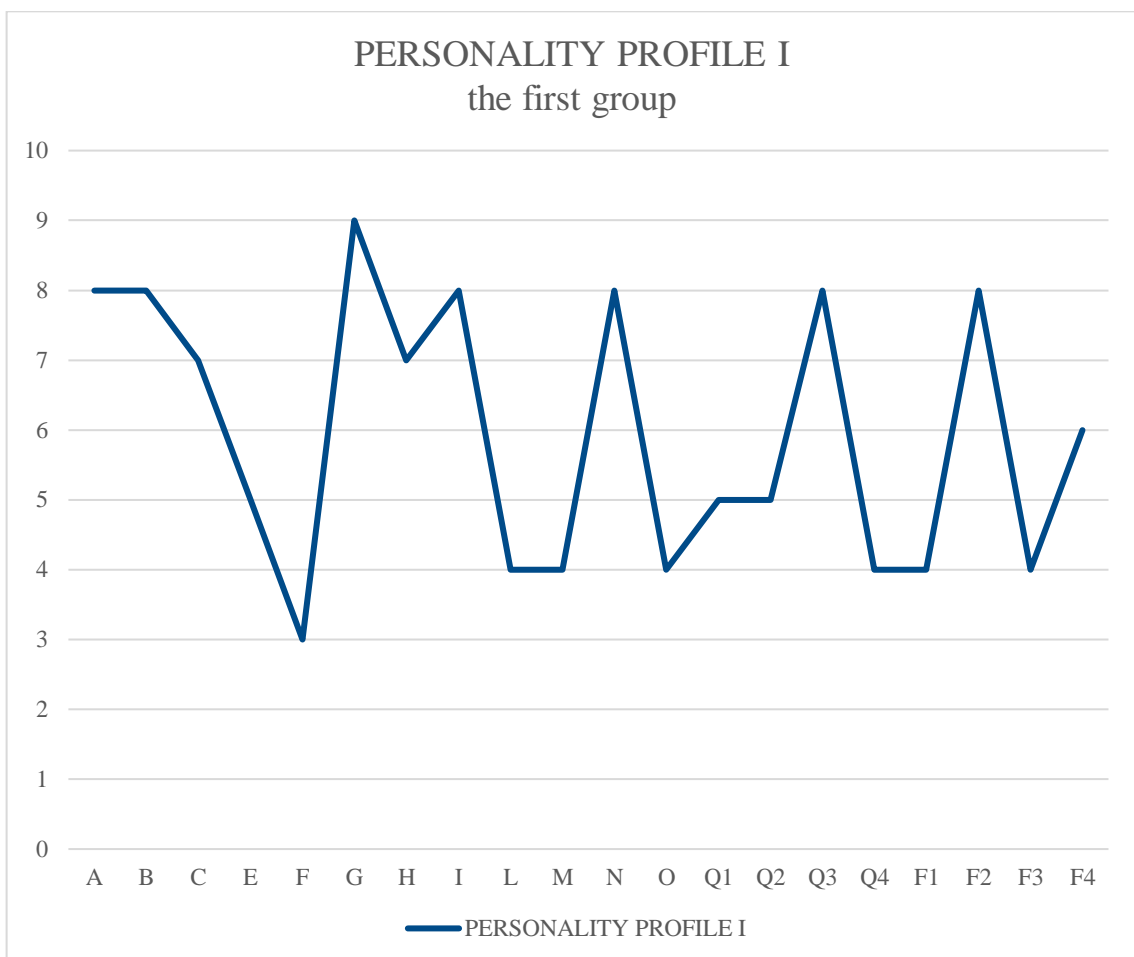
Factor *O + (7-12)* in some way correlates with leadership potential as well. In particular, it indicates successful leadership in difficult situations, and also characterizes the individual's desire for self-actualization. However, care must be taken when interpreting the results, as high scores of this factor can also indicate some emotional and psychological problems.
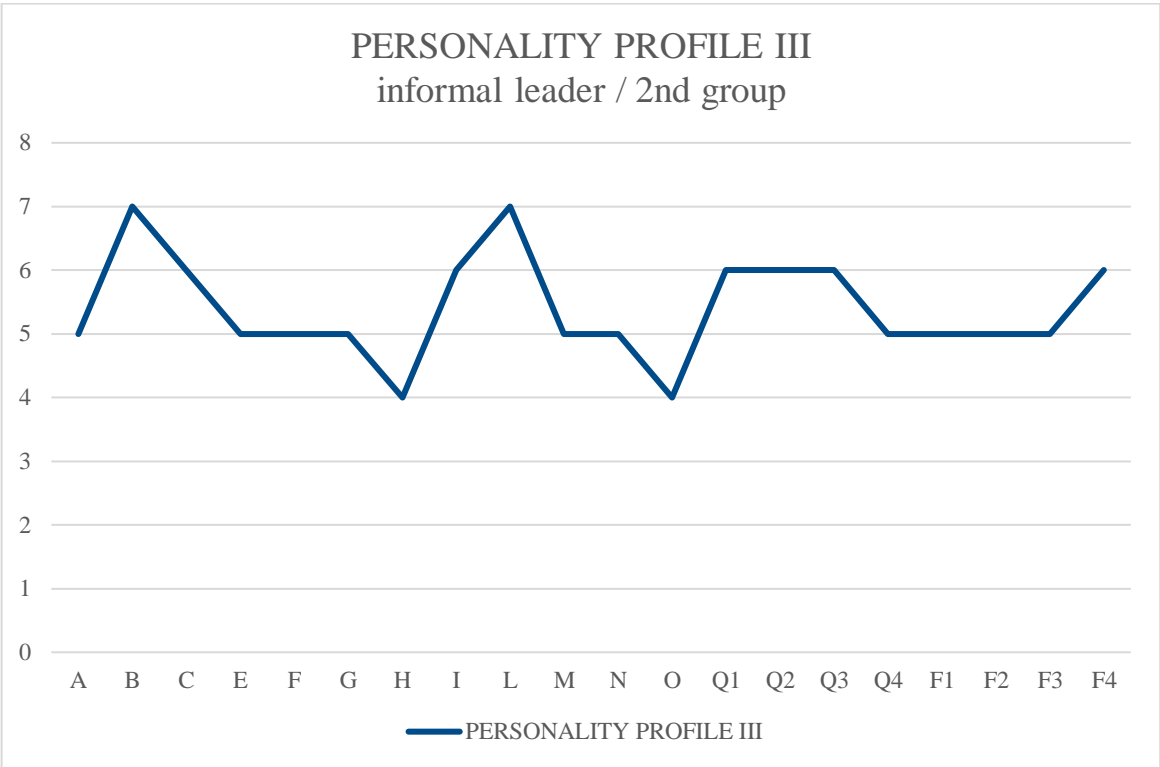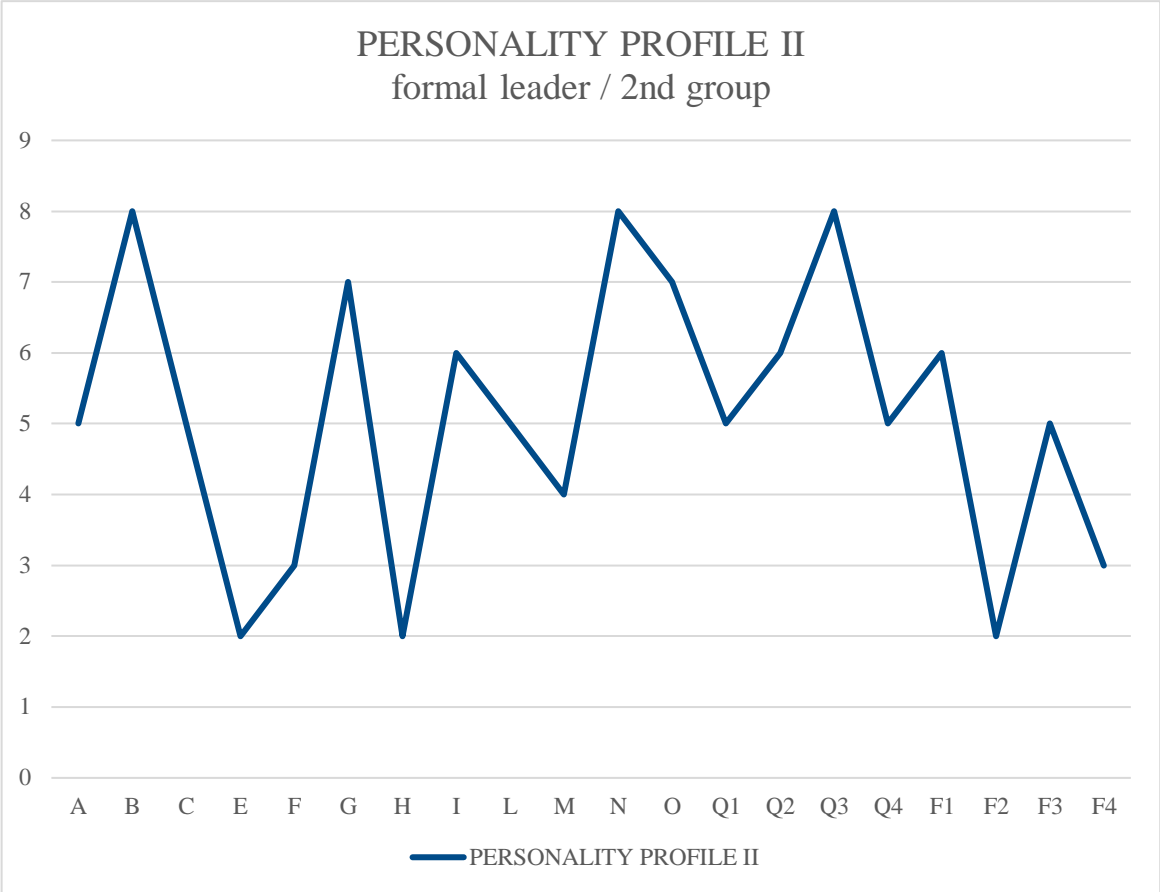
Factor *Q 4 + (8-12)* is possessed by people who have such qualities as composure, energy, agitation, irritability, increased motivation, and activity. An important factor for leadership is *Q 3 + (6-12),* which means a tendency to organizational activity and motivation to achieve success in professions that require decisiveness and balance. A person with high rates of this factor has self-control, accuracy, will, and purposefulness. Such people can act according to a designed plan, they are able to control their emotions and behavior, bring their affairs to the end. Volitional qualities are of great importance for this factor, that is why this factor is positively associated with the frequency of being elected leaders and with the degree of activity in solving group problems.

It is worth noting that the *Q 4 +* factor with high scores between 9-12 indicates the opposite trend: it is very unlikely that such a person will be able to be in the lead. On the

contrary, when the indicator for this factor is low, up to five, it also indicates low motivation and inability to show leadership potential. Indicators from five to eight are the most optimal ratio.

If to consider these factors together, one can conclude that in the first group the following picture emerges: *A + (8), C + (7), E – (5), F – (3), H + (7), O – (4), Q4 – (4), Q3 + (8)*. In the second group, the official leader shows the following results: *A – (5), C – (5), E – (2), F – (3), H – (2), O + (7), Q4 – (5), Q3 + (8)*. The informal leader, exhibits a different outcome: *A – (5), C – (6), E – (5), F – (5), H – (4), O – (4), Q4 – (5), Q3 + (6)*. Below the obtained data are presented in the diagrams.

PERSONALITY PROFILE II
formal leader / 2nd group

PERSONALITY PROFILE III
informal leader / 2nd group

Based on the results, it can be concluded that the leader of the first group has such pronounced leadership qualities as communication skills, sensitivity, the ability to create friendly ties in a team *(A + 8)*; emotional stability and poise, adherence to moral values and norms *(C + 7)*; courage, determination, activity *(H + 7)*. Finally, it should be noted that this person also possesses such essential leadership qualities as willpower, inclination to organizational activity and motivation to achieve success *(Q 3 + 8)*. At the same time, such characteristics as dominance, assertiveness *(E)*; impulsivity, energy *(F)*; low motivation *(Q 4)* can be associated with a transitional period of self-determination.

In the second group, the official leader showed to be scrupulous, with a developed sense of duty, will and self-control *(O + 7)*. This is, as a rule, an effective leader, acting according to a deliberate plan. At the same time, such leadership characteristics as sociability *(A)*, stress resistance *(C)*, dominance *(E)*, energy and dynamism *(F)*, decisiveness *(H)* are reduced. The factor *Q 4 – (5)* is within the normal range, which indicates that this is also a motivated person, which is also confirmed by the indicators of factor *O +*.

It is striking that an informal leader of the second group has no peak indicators for any of leadership factors. At the same time there is not a single really low factor, which indicates that 1) there is a balance of leadership characteristics and that 2) leadership qualities can still and, of course, must be developed.

4.6 SELF-PERCEPTION OF LEADERSHIP FEATURES AMONG STUDENTS

One of the research objectives was to consider the self-perception of leadership qualities among students. Revealing the qualities that, in the opinion of students, they themselves possess, allows to understand what characteristics these students put into the construct of a leadership personality. Together with the identified qualities of an ideal leader, the information on self-perception of leadership qualities among students supplement the data on leadership understanding among students.

To know which leadership qualities students ascribe themselves in their own perception, they were asked to write five leadership characteristics as the answer to the question "What are your leadership characteristics? Write five of your personal traits." In total, 20 different characteristics were identified in the first group. In the course of further analysis, it became obvious that many identified characteristics of different students make up synonymous pairs (for example, "persistence - assertiveness – firmness") and therefore should be considered together as a whole unity.

The majority of answers were in favor of determination and responsibility, followed by sensitivity and calmness. Among the predominant qualities was also sociability. Students perceived themselves also as having such characteristics as intelligence, initiative, a sense of humor, and courage. Less frequently the students indicated such qualities as an inherent inclination toward analytical / logical thinking, conscientiousness, emotionality, the ability to motivate, self-confidence, politeness, and resourcefulness. Finally, in isolated cases, such traits as independence, observation, punctuality, self-criticism, the ability to listen and make quick decisions in complicated situations were highlighted. Not only positive qualities were identified. Some students identified themselves being too ambitious and condescending as well.

In the second group, the results, turned out to be somewhat different. The majority of choices fell upon responsibility, a sense of integrity, self-confidence, and perseverance. The students also singled out such characteristics as intelligence and efficiency. In isolated cases, the students also emphasized such characteristics as inclination toward manipulation, self-control, punctuality, energy, commitment, ambition, introspection, the ability to look dignified, observation, and sociability. Finally, very few people indicated strength, kindness, emotionality, responsiveness, support, creativity, optimism, curiosity, resourcefulness, insight, and charisma.

All people, in one way or another, are able to ascribe themselves at least one leadership quality and can show themselves in some activities better than others. Researchers in the field of pedagogy and psychology (A Bryman, 1992; Farson, 2002; Haber, 2011; Hilliard, 2010; Karagianni & Jude Montgomery, 2018; Lambert, 2003; Mcgregor, 2007; Mozhgan et al., 2011; etc.) argue that leadership potential is necessary and can be developed using various teaching

methods – through acting out socially tense situations, discussions, debates, role-playing games, solving problems that require certain skills.

Though being self-perceived, leadership qualities which construct an image of leadership among students can serve as a starting point to a) know if the perception of characteristics that the students say they have, coincide with real characteristics which are exhibited by them during the course of tests; b) understand if the students have a right self-perception of their own personality and leadership manifestations, if any. To know what leadership traits should be developed, one should know how students perceive the phenomenon of effective leadership and in particular, which leader features they lack themselves.

4.7 SUMMARY

This chapter outlines the findings of the conducted research. It discusses, the perceptions of leadership characteristics among students themselves, primarily leader features which they attribute themselves. At the next step the main features of an ideal leader are identified. The chapter also deals with the sociometric tests to identify informal leaders among the chosen groups and the real attributes of the identified leaders through Cattell's personality test.

CHAPTER V: CONCLUSION

5.1 DISCUSSION

Leadership exists in all groups, in which the development of interpersonal relationships take place. Pathways to leadership can vary from formal appointment, general election by group members, or over time according to the individual's prominent characteristics, relevant to specific activities.

In regard to education, student leaders perform task leadership, which is associated with the achievement of group goals, and social leadership, which is connected with emotional and interpersonal aspects of group interaction. It goes without saying that both task and social leadership are important for the group's successful functioning. In this case a leader has the greatest influence on the behavior and beliefs of group members. The leader initiates activities, makes decisions, resolves disputes, and provides support. Sometimes there can be several people fulfilling leadership functions within the group – an informal and formal leader.

In the course of the conducted analysis, it turned out that there is a discrepancy between the leadership characteristics which the participants attribute to an ideal leader and the leadership features which are exhibited by actual group leaders.

In the first group, such qualities of an ideal leader as grit, intelligence, responsibility, integrity, confidence, and emotional intelligence were identified. As the research has shown, in this group there is only one leader who combines the role of an informal and formal head. According to the Cattell's test, this leader possesses such characteristics as sociability and grit, assertiveness and perseverance in achieving goals and defending views; a pronounced sense of integrity and sensitivity, emotional balance and confidence. It is obvious that there is a certain common ground between the picture of leadership qualities presented by the students in relation to an ideal leader with the real leader's features: such traits as grit, sensitivity, integrity, self-control, and confidence coincide in the image of an ideal and real leader. However, the leader of this group doesn't exhibit responsibility, the one of the main leadership qualities in the perception of students. This is also confirmed by Cattell's test according to which this student

leader has a lack of motivation. Besides, it is also noteworthy that the leader answering the question on psycho-geometry chooses a rectangle as a personality figure, which indicates that this person is only on the path to self-awareness and is in searches for a life purpose. Thus, it is all the more important to identify leadership traits in time and to contribute to the formation of leadership potential among students and student leaders in particular, because they are the people who serve an example to other group members. Educational professionals should contribute to this process and pay a particular attention to leadership characteristics' formation among their students.

In the second group, students revealed the following characteristics of an ideal leader: sociability, self-control, determination, intelligence, and a sense of integrity. At the same time, two leaders were identified in this group: an appointed leader and an informal one identified through sociometric tables. Examining the picture of leadership, some obvious inconsistencies in the perception of ideal and real leadership qualities were revealed. Indeed, the appointed leader possesses such characteristics as a sense of duty, purposefulness, and vulnerability. These identified qualities positively correlate with determination as one of the characteristics of an ideal leader. However, such leadership characteristics as sociability, stress resistance, confidence, decisiveness, are poorly developed in the personality of a designated leader and that is why this leader doesn't fit in the construct of an ideal leader presented by the majority of students.

An informal leader of this group does not have either peak or bottom indicators in regard to any of the identified factors: they are all more or less within an average range. Nevertheless, the indicators across many scales are still higher compared to an appointed leader. An informal leader exhibits a higher level of emotional stability (*C6 vs C5*), dominance and confidence (*E5 vs E2*), energy and assertiveness (*F5 vs F3*), courage (*H4 vs H2*). This leader is also more inclined to radicalism (*Q1 6 vs Q1 5*), extraversion (*F2 5 vs F2 2*), and independence (*F4 6 vs F4 3*). Besides, this student leader received the majority of answers in favor of the questions with implicated qualities of assertiveness and a sense of integrity, while a formal leader got none in favor of a sense of integrity, less – in favor of assertiveness, and the majority of choices in favor of responsibility. Turning back to an informal leader of the group, it should be noted that in the character of this leader such leadership features as sociability and self-control are not

developed since all the identified characteristics of this person are in the middle and lower register and have not yet fully demonstrated their strength yet. However, the leader exhibits such important ideal leadership qualities as a sense of integrity.

No student leader in this group chooses a geometric form symbolizing true leadership. The appointed leader chooses a circle. Such people are usually indecisive, not confident, dependent on the opinion of other people around them. To take a leadership position, they should develop organizational skills. The informal leader chooses a square as the symbol for hard work. Such people can achieve set aims because they possess endurance and patience. However, they are not able to take a quick decision and act effectively in an amorphous situation.

Thus, in this group no identified leader fits in the image of an ideal leader in the perception of students. The appointed leader has only one ideal characteristic of leadership and that is determination, while an informal leader exhibits only a higher level of a sense of integrity among all the ideal leadership qualities in the students' perception.

In the course of analysis, the issue of self-perception of leadership qualities among students was paid attention to as well. In the first group the majority of students ascribed themselves such leadership qualities as determination, responsibility, sensitivity, calmness, and sociability. In the second group the students argued that they had such features as responsibility, self-confidence, perseverance, intelligence, and efficiency. It should be noted here that there are significant similarities between leadership qualities which the students attributed to themselves and those qualities that they associate with an ideal leader. It can be assumed that there is a stereotyped perception in regard to the social role of a leader (for further consideration see, Van Vugt & Ahuja, 2011).

In regard to actual identified leaders, it can be argued that there is no unity in the self-perception of their leadership qualities and the actual features that they exhibit. The leader of the first group indicates such qualities as responsibility, persistence, resilience, activeness. However, as the Cattell's test showed, such quality as responsibility is significantly reduced because of a lack of motivation.

In another group a formal leader perceives to have such leadership traits as responsibility, determination, intelligence, and a sense of integrity while an informal leader identified such leadership attributes as persistence, confidence, optimism, the ability to concentrate, and curiosity. According to the data obtained through the Cattell's test, it can be argued that a designated leader is responsible, determined, and intelligent, but is dependent of the group' opinion and values. That is why the students do not perceive this leader to have a developed sense of integrity. An informal leader does really exhibit curiosity and persistence. However, other identified qualities are not developed as the leader of this group argues. Thus, self-perception of leadership qualities does not coincide with the picture of actual leadership qualities that the identified leaders have. It is evident that special training, discussions, and other pedagogical and educational methods are necessary to form, develop, and improve leadership potential among students and existing leaders.

In this regard, several conclusions can be drawn. It can be argued that considering leadership by means of comparison between an image of an ideal and real leader is effective to identify those leadership qualities, which are necessary to be developed in the course of educational activities and learning process. The identification of leadership traits can serve as a material which is necessary for researchers to design trainings and textbooks to reveal and develop students' leadership potential, since a leader, as the study shows, is the person who has a set of qualities, absent or undeveloped in other people, followers. The formation of leadership competence is all the more important in student years, since this period of learning is a path of trial and error, in which the formation of student identity and self-awareness takes place. It is also evidenced by the test for the choice of geometric figures among students, as a type of diagnosis of their personality. As the research shows, the majority of students choose such figures as a circle, square, and rectangle, which indicates that they are still in the stage of their "Bildung", self-actualization and self-determination.

It can be concluded as well that the image of an ideal leader is partly formed in the perception of students under the influence of a real group leader. Leadership is a dynamic state that is changeable. The fact that the pictures of leadership in both groups partially, although not completely coincide, indicates that group members assimilate the image of an actual leader in the group. With the flow of time and in the process of educational activity, such a leader can

transform the generally accepted leadership template. To analyze this issue more deeply, it could be prospective to conduct a longitudinal study to determine the perceived characteristics of an ideal / actual leader over a period of education. In this case, one could find out how the perception of leadership changes in the process of joint learning activities.

This study also indirectly touched the analysis of relationships and general atmosphere in the group. It is noteworthy that some disunity and fragmentation reign in the second group with two leaders. Despite the fact that the group is at the final stage of its development, since the members of this group are already graduate students, there are isolated and neglected students in the group. This suggests that there is a tangible hierarchy of relationships in it: it is not cohesive and the team work is not prioritized. Besides, the identified leaders of this group do not also fit in the image of an ideal leader in the perception of students and do not possess the qualities of an effective leader who could bring people together and facilitate team work. That is why the students of this group give preference and put on top such leadership characteristics as communication skills. In contrast, in the second group with only one leader, there is not a single isolated group member. This testifies to its higher development and a more friendly atmosphere. Besides, the leader does almost fit in the image of a supposed leader in this group: such a leader proves to be able to act effectively in complicated situations because possesses such leadership characteristics as grit and willpower.

An effective leader as the agent of positive change is characterized by a set of effective leadership traits. However, student formal and informal leaders, as well as other group members, do not always or poorly develop necessary leadership qualities in the course of their education. When diagnosing students' leadership qualities which should be developed and revealing an image of a leader among student, education and pedagogy specialists can choose necessary methods to develop leadership potential among students and those leadership qualities that students lack.

The proposed model through the prism of which it is possible to consider and study the phenomenon of leadership in a student environment is not the only possible and effective one. In education leadership can also be considered and promoted by means of the model of social interaction and Vygotsky's zone of proximal development where it is assumed that leadership

can be developed in the interaction of group members. Nevertheless, this research provides valuable material for understanding leadership in a student environment, the methods to identify informal leaders in groups and their characteristics that make up the image of a leader in an educational and pedagogical environment. This study also offers valuable material for future research which is discussed in the following paragraph.

5.2 RECOMMENDATIONS FOR FUTURE RESEARCH

Expanding research in the field of leadership features and their perception among students is prospective. Future researchers can focus on the development of leadership potential among students to design specific trainings, seminars, and sessions aimed to develop leadership skills and the ability to use them in certain situations in pedagogical and educational settings.

Moreover, a special study can be carried out within the framework of interpersonal relationships that develop in groups. Along with leaders, opposite social roles are often distinguished – these are isolated and neglected individuals. It can be presupposed that the leadership style of a leader influences the behavior of other group members as well as group cohesion. In subsequent studies it would be promising to explore the correlation between leadership style, characteristics of leadership and the relationships that develop in the group.

In this regard, the techniques to teach relationship skills among student youth acquire relevance as well. Researchers describe various important factors that increase positive relationship in groups by means of developing shared values (Huffman, 2003). However, applying research results to effective student curricula is not an easy task, the effectiveness of existing educational programs has not yet been properly tested. Thus, the studies aimed to develop interpersonal skills may also be of a particular interest.

Finally, future researchers may also take a quantitative approach to investigate the perceptions of leadership characteristics among student youth. Such research is valuable to systematize research results at a broader level with a more representative sample of respondents.

5.3 RESEARCH LIMITATIONS

The research has a number of potential limitations. While the data in this study should serve as a source of information about students' perception of leaders in particular, all of the participants are enrolled at the same educational institution. Thus, the obtained results should be extrapolated to other populations of students cautiously. The data is obtained through a voluntary study as well, so it is not representative of the entire student population.

5.4 CONCLUDING REMARKS

The topic of leadership perception remains relevant in the light of modern research and in the field of education, in particular. The goal of modern education is the preparation of young people for life and work in society rather than merely the transmission of knowledge. "Learning by doing" more and more becomes a popular slogan of education and is fulfilled through various group projects, extracurricular activities, student governments which are directed to form and develop students' leadership potential. For them to be particularly effective it is necessary to know which leadership qualities should be developed and how students themselves perceive an effective leader.

Overall, the research findings are encouraging and lay the foundation for future expanded research. The obtained results can be used to align with university leadership programmes. Nevertheless, the issue of students' perceptions of leadership and their impact on educational activities requires further consideration. Becoming a leader is a long and complex process. However, the earlier the formation and development of leadership qualities among students begins, the earlier these students will be able to perform leadership activities in regard to education. Students cooperate together to achieve joint educational aims and learn from one another. That is why educational and pedagogical activities can facilitate the process of leadership potential forming and developing that is necessary for future specialists. To conclude, it is worth mentioning the words of Farson in his book "Management of the absurd: paradoxes in leadership" about leadership potential:

"Much as we would like to believe that leadership is a matter of acquired expertise, there really are no expert leaders. There are good leaders, even great leaders, but they are not "expert". That is, they do not know how they got to be good, or what they do to make them good. Ask top leaders what constitutes their leadership, and the banality of their answers persuades one that they understand little about what they do that sets them apart. It is probably much to the good, however, that leadership is not a matter of expertise, and that the people we care most about are not expert in their relationship to us. <…> But if leadership is not a matter of expertise, if the management of human relations is not a matter of skill and technique, then presumably it cannot be improved through training. What then might improve it? The answer is education" (Farson, 1997, p. 153).

REFERENCES

Adams, T. C., & Keim, M. C. (2000). Leadership practices and effectiveness among Greek student leaders. *College Student Journal*, *34*(2), 259–270.

Albritton, M. D., Oswald, S. L., & Anderson, J. S. (2008). Leadership quality and follower affect: A study of U.S. presidential candidates. *Journal of Leadership Studies*, *1*(4), 6–22.

Alekseev, A. A., & Gromova, L. (1991). Psychogeometry for managers. *L. Knowledge*.

Allport, F. H. (1924). Social psychology: The bases of behavior called social. *Psychological Bulletin*, *21*(11), 647–652.

Alvesson, M. (1996). Leadership studies: From procedure and abstraction to reflexivity and situation. *The Leadership Quarterly*, *7*(4), 455–485.

Andreasson, U., & Lundqvist, M. (2018). *Nordic leadership* (Issue 2018:835, p. 34). Nordic Council of Ministers.

Antonakis, J. (2006). Leadership: what is it and how it is implicated in strategic change? *International Journal of Management Cases*, *8*(4), 4–20.

Astin, A. W., & Astin, H. S. (2000). *Leadership Reconsidered: Engaging Higher Education in Social Change*. W.K. Kellogg Foundation.

Bass, B. M., Stogdill, R. M., & Press, F. (1990). *Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. Free Press.

Bennis, W. G. (1989a). *On becoming a leader*. Addison-Wesley Pub. Co.

Bennis, W. G. (1989b). *Why leaders can't lead : the unconscious conspiracy continues*. Jossey-Bass.

Blanchard, K., Miller, M., & Maxwell, J. C. (2014). *The Secret: What Great Leaders Know and Do*. Berrett-Koehler Publishers.

Blom, M., & Alvesson, M. (2015). All-inclusive and all good: The hegemonic ambiguity of

leadership. *Scandinavian Journal of Management*, *31*(4), 480–492.

Bogardus, E. S. (1934). *Leaders and leadership : Bogardus, Emory S[tephen].* Appleton-Century Co.

Brown, S. D., Lambert, R. D., Kay, B. J., & Curtis, J. E. (1988). In the Eye of the Beholder: Leader Images in Canada. *Canadian Journal of Political Science*, *21*(4), 729–755.

Bryman, A. (1992). *Charisma and Leadership in Organizations*. Sage Publications.

Bryman, Alan. (2007). Effective leadership in higher education: a literature review. *Studies in Higher Education (Dorchester-on-Thames)*, *32*(6), 693–710.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Calder, B. J. (1977). An attribution theory of leadership. In *New directions in organizational behavior*. St. Clair Press.

Cartwright, D. (1960). *Group dynamics : research and theory* (2. ed.). Tavistock.

Cattell, H. E. P., & Mead, A. D. (2008). The Sixteen Personality Factor Questionnaire (16PF). In *The SAGE handbook of personality theory and assessment, Vol 2: Personality measurement and testing.* (pp. 135–159). Sage Publications, Inc.

Chickering, A. W. (1969). *Education and Identity*. Jossey-Bass.

Cole, G. A. (1996). *Management: Theory and Practice*. Continuum.

Collins, J. (2003). Developing Pupils' Leadership Skills. *Improving Schools*, *6*(1), 44–50.

Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon and Schuster.

Cress, C., Astin, H., Zimmerman-Oster, K., & Burkhardt, J. (2001). Developmental outcomes of college students' involvement in leadership activities. *Journal of College Student Development*, *42*(1), 15–27.

Creswell, J. W. (2013). *Educational research : planning, conducting, and evaluating*

quantitative and qualitative research. W. Ross MacDonald School Resource Services Library.

Dellinger, S. (1989). *Psycho-Geometrics: How to Use Geometric Psychology to Influence People*. Prentice Hall.

Drugus, D., & Landoy, A. (2014). Leadership in higher education. *Bulletin of the Transilvania University of Brasov. Economic Sciences. Series V*, *7*(2), 125–132.

Eden, D., & Leviatan, U. (1975). Implicit leadership theory as a determinant of the factor structure underlying supervisory behavior scales. *Journal of Applied Psychology*, *60*(6), 736–741.

Erikson, E. H. (1968). *Identity : youth and crisis*. (No. 7). W.W. Norton & Company.

Farson, R. (1997). *Management of the Absurd*. Simon and Schuster.

Farson, R. (2002). Decisions, dilemmas and dangers: Are you fixing problems or managing predicaments? For school leaders, there's a fundamental difference. *School Administrator*, *59*(2), 6–10.

Fiedler, F. E. (1967). *A theory of leadership effectiveness*. McGraw-Hill.

Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Korotkin, A. L., & Hein, M. B. (1991). Taxonomic efforts in the description of leader behavior: A synthesis and functional interpretation. *The Leadership Quarterly*, *2*(4), 245–287.

Gardner, J. W. (2007). The nature of leadership. In *The Jossey-Bass reader on educational leadership* (pp. 17–26). John Wiley & Sons.

Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.

Gottheil, E. (1952). Sociometric Technique and Experimental Method in Social Psychology. *The Journal of Social Psychology*, *35*(1), 9–21.

Haber, P. (2011). *Perceptions of leadership: An analysis of college students' understandings of the concept of leadership*. Doctoral dissertation. University of San Diego.

Hamilton, D. L. (1989). Understanding Impression Formation: What Has Memory Research Contributed? In *Memory: Interdisciplinary approaches* (pp. 221–242). Springer.

Hamilton, F., & Bean, C. J. (2005). The importance of context, beliefs and values in leadership development. *Business Ethics: A European Review*, *14*(4), 336–347.

Heifetz, R., & Laurie, D. (2001). The work of leadership. *Harvard Business Review*, *79*(11), 131–140.

Hilliard, A. (2010). Student Leadership At The University. *Journal of College Teaching and Learning*, *7*(2), 93–97.

Hinchlife, G. (2001). Education or Pedagogy? *Journal of Philosophy of Education, 35 (1)*, 31-45.

Hogan, R. (1994). What We Know about Leadership: Effectiveness and Personality. *American Psychologist*, *49*(6), 493–504.

Hollander, E. P. (1993). Legitimacy, power, and influence: A perspective on relational features of leadership. In *Leadership theory and research: Perspectives and directions.* (pp. 29–47). Academic Press.

Hollander, E. P., & Julian, J. W. (1969). Contemporary trends in the analysis of leadership processes. *Psychological Bulletin*, *71*(5), 387–397.

Howell, J. M., Neufeld, D. J., & Avolio, B. J. (2005). Examining the relationship of leadership and physical distance with business unit performance. *The Leadership Quarterly*, *16*(2), 273–285.

Huffman, J. (2003). The Role of Shared Values and Vision in Creating Professional Learning Communities. *NASSP Bulletin*, *87*(637), 21–34.

Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists*. Sage.

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and Leadership: A Qualitative and Quantitative Review. *Journal of Applied Psychology*, *87*(4), 765–780.

Karagianni, D., & Jude Montgomery, A. (2018). Developing leadership skills among adolescents and young adults: a review of leadership programmes. *International Journal of Adolescence and Youth*, *23*(1), 86–98.

Kenney, R., Schwartz-Kenney, B., & Blascovich, J. (1996). Implicit leadership theories: Defining leaders described as worthy of influence. *Personality and Social Psychology Bulletin*, *22*, 1128–1143.

Kezar, A., & Moriarty, D. (2000). Expanding our understanding of student leadership development: A study exploring gender and ethnic identity. *Journal of College Student Development*, *41*(1), 55–69.

Kirkpatrick, S., & Locke, E. (1991). Leadership: Do Traits Matter? *The Executive*, *5*(2), 48–60.

Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring Leadership: For College Students Who Want To Make a Difference.* Jossey-Bass.

Komives, S. R., & Woodard, D. (1996). *Student services : a handbook for the profession*. Jossey-Bass.

Kouzes, J. M. (1987). *The leadership challenge : how to get extraordinary things done in organizations*. Jossey-Bass.

Lambert, L. (2003). Leadership redefined: an evocative context for teacher leadership. *School Leadership & Management*, *23*(4), 421–430.

Lord, R. G., De Vader, C. L., & Alliger, G. M. (1986). A Meta-Analysis of the Relation Between Personality Traits and Leadership Perceptions: An Application of Validity Generalization Procedures. *Journal of Applied Psychology*, *71*(3), 402–410.

Lord, R. G., Foti, R. J., & De Vader, C. L. (1984). A test of leadership categorization theory: Internal structure, information processing, and leadership perceptions. *Organizational Behavior and Human Performance*, *34*(3), 343–378.

Lord, R. G., & Maher, K. J. (2002). *Leadership and information processing: Linking perceptions and performance*. Routledge.

Mann, R. D. (1959). A review of the relationships between personality and performance in small groups. *Psychological Bulletin*, *56*(4), 241–270.

Marlowe, H. A. (1986). Social Intelligence: Evidence for Multidimensionality and Construct Independence. *Journal of Educational Psychology*, *78*(1), 52–58.

Maslow, A. H. (1981). *Motivation And Personality*. Harper & Row.

Maurer, T., Maher, K., Ashe, D., Hein, M., & Hein, J. (1993). Leadership perceptions in relation to a presidential vote. *Journal of Applied Social Psychology*, *23*(12), 959–979.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Target articles: "Emotional Intelligence: Theory, Findings, and Implications." *Psychological Inquiry*, *15*(3), 197–215.

Mcgregor, J. (2007). Recognizing student leadership: schools and networks as sites of opportunity. *Improving Schools*, *10*(1), 86–101.

Meneghetti, A., & De Falco, S. (2011). *The Psychology of the Leader*. Ontopsicologia Editrice.

Middlebrooks, A. E., & Haberkorn, J. T. (2009). Implicit leader development: The mentor role as prefatory leadership context. *Journal of Leadership Studies*, *2*(4), 7–22.

Moreno, J. L. (1934). *Who shall survive?: A new approach to the problem of human interrelations.* Nervous and Mental Disease Publishing Co.

Mozhgan, A., Parivash, J., Nadergholi, G., & Jowkar, B. (2011). Student leadership competencies development. *Procedia-Social and Behavioral Sciences*, *15*, 1616–1620.

Murray, T. A., & Schultz, S. M. (2013). Meeting the Demand for Leadership Development. *About Campus*, *18*(3), 16–18.

Norman, W. T., & Goldberg, L. R. (1966). Raters, ratees, and randomness in personality structure. *Journal of Personality and Social Psychology*, *4*(6), 681–691.

Northway, M. L. (1940). A method for depicting social relationships obtained by sociometric testing. *Sociometry*, *3*, 144–150.

Offermann, L. R., Kennedy, J. K., & Wirtz, P. W. (1994). Implicit leadership theories: Content,

structure, and generalizability. *The Leadership Quarterly*, *5*(1), 43–58.

Phillips, J. S., & Lord, R. G. (1982). Schematic information processing and perceptions of leadership in problem-solving groups. *Journal of Applied Psychology*, *67*(4), 486–492.

Pillai, R., & Williams, E. A. (1998). Does leadership matter in the political arena? Voter perceptions of candidates' transformational and charismatic leadership and the 1996 US president. *The Leadership Quarterly*, *9*(3), 397–416.

Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership, Volume 1: Policy and practice*. OECD publishing Paris.

Rosch, E. (1975). Cognitive Representations of Semantic Categories. *Journal of Experimental Psychology: General*, *1*(3), 192–233.

Rost, J. (1993). Leadership Development in the New Millennium. *Journal of Leadership & Organizational Studies*, *1*, 110–191.

Rubin, K. H., Bukowski, W. M., & Laursen, B. P. (2009). *Handbook of peer interactions, relationships, and groups*. Guilford Press.

Sergiovanni, T. J. (1998). Leadership as Pedagogy, Capital Development and School Effectiveness. *International Journal of Leadership in Education*, *1*(1), 37–46.

Shertzer, J. E., & Schuh, J. H. (2004). College Student Perceptions of Leadership: Empowering and Constraining Beliefs. *NASPA Journal*, *42*(1), 111–131.

Shmelev, A. G., Pokhilko, V. I., & Soloveichik, A. S. (1989). Burmistrov IV. Questionnaire of 16 personality factors R. Cattell. *Workshop on Psychodiagnostics. Specific Psychodiagnostic Techniques. Moscow: Published by Moscow University*.

Smart, M. (2005). *The role of informal leaders in organizations: The hidden organizational asset*. Unpublished doctoral dissertation. University of Idaho.

Sparks, S. D. (2019). Adolescent Learning; "The Promise of adolescence: Realizing Opportunity for All Youth". Education Week, 38(34), 5.

Stogdill, R. M. (1948). Personal Factors Associated with Leadership: A Survey of the Literature. *The Journal of Psychology*, *25*(1), 35–71.

Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research.* Free Press.

Stout, L. W. (2001). *Leadership: from mystery to mastery*. Stockholm School of Economics in Riga.

Turban, D. B., Jones, A. P., & Rozelle, R. M. (1990). Influences of supervisor liking of a subordinate and the reward context on the treatment and evaluation of that subordinate. *Motivation and Emotion*, *14*(3), 215–233.

Van Vugt, M., & Ahuja, A. (2011). *Naturally selected : the evolutionary science of leadership*. Harper Business.

Wielkiewicz, R. M. (2002). Validity of the Leadership Attitudes and Beliefs Scale: Relationships with personality, communal orientation, and social desirability. *Journal of College Student Development*, *43*(1), 108–118.

Zaccaro, S. J. (2002). Organizational leadership and social intelligence. In *Multiple intelligences and leadership.* (pp. 29–54). Lawrence Erlbaum Associates Publishers.

Zaccaro, S. J., Kemp, C., & Bader, P. (2004). Leader traits and attributes. In *The nature of leadership* (Vol. 101, p. 124). Thousand Oaks, CA: Sage.

Zekan, S. B., Peronja, I., & Russo, A. (2012). Linking theory with practice: Students perceptions of leaders and leadership characteristics. *Procedia - Social and Behavioral Sciences*, *41*, 237–242.

APPENDIX A: CONSENT FORM

The study "Students' Perception of Informal Leaders" is conducted Maryia Krupenina (psickozzza@gmail.com), the Master's student of the University of Gothenburg (Programme "Educational Research") as part of the degree project. The purpose of the current research is to reveal the essence of the perception of the phenomenon of leadership among students.

Participation is fully voluntary. There are no foreseeable risks as every effort is made to maintain the confidentiality and anonymity of the participants involved. There are no expected costs associated with participation in the current study. The research can provide valuable data on the perception of leadership among students.

Research Procedure: The research will be conducted in three separate sessions. At the first stage, respondents anonymously fill out a questionnaire with basic information about themselves, after which they answer a number of simple questions. Further the respondents are asked to indicate and rank (put in order) five of their own leadership characteristics, and then write down and rank five characteristics of an ideal leader. At the final stage which will take place later, the students are invited to take the Cattell's test to determine leadership potential.

Consent to the survey

Date /…/   First / last name / signature /…/