AN EXPLORATION OF CARDIFF METROPOLITAN UNIVERSITY STUDENTS’ PERCEPTIONS OF WHETHER EFFECTIVE LEADERSHIP IS A TRAIT, OR IF IT CAN BE TAUGHT

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Signed Statement

“I declare that this Dissertation has not already been accepted in substance for any degree and is not concurrently submitted in candidature for any degree. It is the result of my own independent research except where otherwise stated”.

Signed __________________________

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Abstract

This study was an exploration of Cardiff Metropolitan University students’ perceptions on whether being an effective leader is a trait, or if it is a process that can be taught. It aimed to seek the students’ opinions on the origins of leadership and whether their leadership skills had developed in university, and also, what had prompted the development. The researcher conducted both primary and secondary research in order to meet the aims of the study. The secondary research was collected to seek the existing trends and beliefs associated with leadership. The primary research was obtained with the use of semi-structured interviews to uncover the students’ perceptions of leadership.

The findings from the interviews established that the students believed that possessing certain traits was fundamental to being an effective leader. However, the majority of the students also believed that leadership can be taught and academic knowledge on leadership theories is an important element of this process. It was shown that effective leadership is dependent on the situation that arises and an effective leader in one situation may not be one in another situation. Since attending Cardiff Metropolitan University, the students’ leadership skills have developed and improved and having the opportunity there to be able to practice the role of a leader, by leading other students aided the development.

Despite the students stating that the possession of traits was needed to be an effective leader, the conclusion of the study was that effective leadership is a process that can be taught. Cardiff Metropolitan University Students have successfully developed and improved their leadership skills by learning academic leadership theories and practicing the role of a leader, by leading fellow students.

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Chapter One:

Introduction
1 Introduction

1.1 Background

Leadership is a vast topic of research and has been defined and explored by copious amounts of people over a long period of time. According to Rumsey (2013 p.1), leadership is a “social and cultural phenomenon” due to the array of circumstances that a leader can spread their influence. Northouse (2015 p.8) defined leadership as “… an individual that influences a group of individuals to achieve a common goal.”. The effectiveness of a leader, can be defined as the amount a leader would be able to influence their followers to achieve a common goal and also the level of satisfaction presented by the followers (Derue et al., 2011).

Leadership first began to be a prominent topic of research back in the 1800s where Thomas Carlyle (1849) introduced the “Great Man Theory” which led to today’s “Trait Approach”. However, the Trait Approach of Leadership got rejected during the 1940s to the 1950s after scholars like Stogdill (1948) stated that traits do not make a leader effective, and stressed the importance of the dependence of the situation.

Over the years many different leadership theories, models and approaches have been introduced and developed in order to aid the explanation of the actuality of leadership. Some of the scholars who developed the original theories, models and
approaches are Stogdill (1948); Kirkpatrick and Locke (1991); Goleman (2000); Bass et al. (2006); Hersey et al. (2013).

According to Bolden et al. (2012) knowledge has started to become a factor of economic growth which has put a demand on Universities to produce an education system that will aid the progression of individuals that are skilled and prepared for the working environment. In order to meet these demands, Universities and institutions of Higher Education have started incorporating leadership into their curriculum. However, there is not sufficient evidence to support the improvement or development of student’s leadership skills within University.

1.2 Purpose of Study

This qualitative study seeks to explore Cardiff Metropolitan University students’ perceptions on the origins of leadership to determine whether they believe effective leadership is a trait or a process that can be taught. Additionally, it seeks to discover whether there is belief that the students’ leadership skills have improved over the duration of their University course.

Since attending Cardiff Metropolitan University, the researcher has developed an interest in the topic of leadership and has become increasingly aware of the importance of the role of leaders within day to day life. Within this study, the
researcher will also look to establish other students’ stance on the origins of leadership and to learn about their own personal leadership development. The researcher was eager to discover whether students at Cardiff Metropolitan University would consider their leadership skills to have developed after gaining an academic insight to leadership theories and practice.

1.3 Outline

Firstly, the researcher will conduct a Literature Review in order to gain an insight into the existing beliefs on the trait approach, leadership processes and leadership education. Then, the researcher will explain the reasoning behind the chosen research methods. The researcher will be conducting semi-structured interviews as their primary data collection method. After the data collection, the qualitative responses will then be analysed using thematic analysis. The samples of participants were chosen using non-probability and convenience sampling and the researcher recruited other participants of the study using snowball-sampling (Bryman, 2012). The next chapter will present the main themes that were apparent from the primary research findings and the key findings will be summarised using pie charts. The next chapter will establish the commonalities between the primary and secondary research, and will outline if there are any contradictions or gaps between the findings and existing literature. The final chapter will conclude
whether the findings of the primary research support or reject the aims and objectives of the study.

1.4 Aims and Objectives of the Study

The aims of this study are to determine whether students at Cardiff Metropolitan University believe that effective leadership is a trait a person possesses, or if it is a process that can be taught. Furthermore, this research seeks to understand whether Cardiff Metropolitan University students believe their leadership styles have developed since attending University and what has prompted this development.

The first objective of this study is to identify existing beliefs from conducting secondary research on leadership theories, practice, and the development of leadership education. The next objective is to conduct primary research in order to explore Cardiff Metropolitan University students’ beliefs on whether their leadership skills have developed over the duration of their University course. And finally, to determine the commonalities within the findings of the research and to seek to establish whether Cardiff Metropolitan University students believe being an effective leader is a trait or if it can be taught.
Chapter Two:

Literature Review
2 Literature Review

This chapter will explore the existing literature based on the topic of leadership. The first section will focus on leadership as a trait. The following section will be looking at leadership as a process that can be taught and the final section will look at leadership within the education system.

2.1 Leadership as a Trait:

A trait can be defined as: “… innate or heritable qualities of the individual.” (Zaccaro, 2007 p.7). The Trait Approach was a precedent in terms of leadership theory and was firstly developed from the “Great Man Theory” that was introduced by Thomas Carlyle (1849). This theory suggests that an individual possessing certain traits would distinguish leaders from followers. According to Kets de Vries (2006) the Trait Approach is where the phrase “born leader” stems from. Throughout the years, many different scholars were influenced by Carlyle’s “Great Man Theory”, however it was not expected that only a certain amount of individuals would possess the specific characteristics that would make them a leader (Judge et al., 2002). It was a popular theory in the early 1900s, however due to the emergence of new theories and conflicting results due to the research design having
methodological problems, it lost its influence in the late 1900s. Despite this, recently the trait theory’s popularity is reviving and there are many more scientific studies on specific character traits needed to be an effective leader.

If being an effective leader is a trait, this would assume leaders have a different set of characteristics in comparison to their followers. Stogdill (1948, p. 63 as cited in Antonakis et al., 2012 p. 106) states that with evidence from over fifteen studies that displays a leader should surpass the average group members in the following areas: “intelligence, scholarship, dependability in exercising responsibility, activity and social participation and socioeconomic status.” In addition to this, with evidence from over ten studies, indicates a leader should outperform the average group members in the following: “sociability, initiative, persistence, knowing how to get things done, self-confidence, alertness to, and insight into situations, cooperativeness, popularity, adaptability and verbal facility.” Conversely, these studies lost their significance due to the findings of Kenny and Zaccaro (1983 as cited in Zaccaro, 2007). They conducted research to test whether leadership as a trait was stable by using “rotation design”. They state that “rotation design” is: “… based on the hypothesis that if leadership is a function of personal qualities of the leader, then the same person will emerge as a leader when aspects of the situation are varied.” They found that the variance percentage of leadership as a trait is between 49% and 82%, however they state that their findings do not measure the effectiveness of the
leaders that emerged in their findings. So, despite there being a high percentage of traits possessed by emergent leaders, they are unaware of whether their leadership styles are actually effective.

According to Zaccarro (2007) the reason trait based theories were rejected was because there were not any strong differences between leaders and followers and it did not take into account varying factors such as the situation. Costa and McCrae (1985) first developed the “Five Factor Model” which is the foundation of one of the most popular scales to measure personality traits, which is the NEO-Personality Inventory- Revised (Costa and McCrae, 1992 as cited in Matthews et al., 2009).

<table>
<thead>
<tr>
<th>Neuroticism (N)</th>
<th>anxiety, angry hostility, depression, self-consciousness, impulsiveness, vulnerability</th>
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<tbody>
<tr>
<td>Extraversion (E)</td>
<td>warmth, gregariousness, assertiveness, activity, excitement-seeking, positive emotions</td>
</tr>
<tr>
<td>Openness (O)</td>
<td>fantasy, aesthetics, feelings, actions, ideas, values</td>
</tr>
<tr>
<td>Agreeableness (A)</td>
<td>trust, straightforwardness, altruism, compliance, modesty, tender-mindedness</td>
</tr>
<tr>
<td>Conscientiousness (C)</td>
<td>competence, order, dutifulness, achievement striving, self-discipline, deliberation</td>
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**Figure One: Five Factor Model (Costa & McCrae, 1985 as Cited in Matthews et al., 2009)**

Figure One displays the five different personality traits that make the “Five Factor Model”. Judge and Bono, (2000) used the “Five Factor Model” to link the five different personality traits to transformational leadership. One of the main
behaviours within transformational leadership is having “charisma” (Bass et al., 2006). According to Judge and Bono (2000 as cited in Bruch & Walter, 2009) the three personality traits: extraversion, openness and agreeableness, which are present in the “Five Factor Model” make charismatic behaviour stronger. This could show that for a leader to be charismatic, it must be a part of their personality rather than a process that can be taught. Despite charismatic leadership being a main characteristic of transformational leadership, in terms of the personality traits that are required for being a successful leader, charisma is not vital as it is hard to measure the effectiveness. Also, a charismatic leader tends to have a lot of influence over their followers which can encourage them to use their influence for evil.

![Figure Two: Seven Traits Associated with Leadership](image)

**Figure Two: Seven Traits Associated with Leadership** (Kirkpatrick & Locke, 1991 “Leadership: Do Traits Really Matter?” as cited in Daft, 2008).
Figure two is a table of seven traits that are associated with leadership and these traits are a result of Kirkpatrick and Locke’s (1991 as cited in Daft, 2008) study of leadership. They stated that having these personality traits make the journey of becoming a successful leader easier. However, this study does conflict with the Trait Theory as it highlights that possessing these traits alone will not make a successful leader, they need to be as an addition to other types of leadership styles and approaches. (Kirkpatrick & Locke 1991, as cited in Daft, 2008).

Regardless of the constant criticisms that trait based approaches to leadership have faced, even Stogdill (1948) who was one of the main scholars that made trait approaches face widespread rejection had formed certain conclusions which contained evidence that certain traits possessed by individuals could actually have an influence on effective leadership (as cited in Zaccaro, 2007).

Daniel Goleman (2000) brought about the theory of Emotional Intelligence. Emotional Intelligence is the ability for an individual to be able to manage both relationships and themselves in order to aid being both, an effective leader and an effective member of a team (Goleman, 2012). Emotional Intelligence is different aspects of an individual’s personality which will make being an effective leader come easier to them.
However, in contrast, Daniel Goleman (2000) also states that instead of fixating on certain personality traits that make an effective leader, the focus should be on which leadership style is appropriate per a specific situation. The six leadership styles are “Coercive, Authoritative, Affiliative, Democratic, Pacesetting and Coaching”.

![The Six Leadership Styles at a Glance](image)

**Figure Three: The Six Leadership Styles At a Glance (Goleman, D., 2000 “Leadership that Gets Results”)**

If a leader were to adopt the styles; authoritative, affiliative, democratic and coaching and be able to fluidly move between the four styles, will have the best
performance from subordinates and also the most effective business climate (Goleman, 2000). Furthermore, Hay/Mcber (Consulting Firm) further developed Goleman’s theory and conducted research on 3871 executives which were a sample randomly selected from over 20000 worldwide executives. The research revealed that there were again, six apparent leadership styles. The leaders that were effective did not solely use one of the leadership styles, depending on the situation they adopted different, more appropriate styles. This new research has highlighted the relationship between leadership styles and performance and it teaches a leader when to flexibly switch between different leadership styles (Goleman, 2000).

The literature review will now move on to the next section, which will be exploring different theories to support that leadership is a process that can be taught.

2.2 Leadership as a Process that can be Taught

The focus of this section will be to look at the different leadership theories and practice that support or challenge the view that leadership is a process that can be taught.

2.2.1 Situational Leadership

With trait based approaches to leadership, the leader is considered to be the main factor. However, situational leadership theories focus on the social framework of
leadership instead (Antonakis et al., 2012). “Leadership is so specific to the particular situation under investigation. Who becomes a leader of a particular group engaging in a particular activity and what the characteristics are in the given case is a function of the specific situation...” (Jenkins as cited in Adair, 2011 p.7). Adair (2012) also states that effective leaders always depend on the current situation rather than being born as a leader. According to Hersey et al. (2013) being able to take responsibility, set goals and have both experience and education are the main factors a person needs in order to be an effective leader.

![Situational Leadership Diagram](image)

**Figure Four: Hersey, P., Blanchard, K., Dewey, J., E. (2013) Situational Leadership – Leader Behaviours.**
Firstly, Hersey et al. (2013) were initially inspired by the varying parenting styles a parent has to experience while bringing up a child. This led to the creation of the Situational Leadership Models as the differing parenting styles reflects how leaders need to have different leadership styles to deal with different people and situations within the work place (Lerstrom, 2008). Figure Four above, is the Situational Leadership Model (Hersey et al., 2013). It considers both the maturity levels of the followers and the different styles that the leaders need to adopt in order to gain the most from their followers. The model looks at two diverse kinds of behaviours a leader should use and they are; relationship and task. The relationship approach means that a leader would offer support to their followers in order to aid them in meeting their goals, they will include the followers in any process of decision making and will offer support at all times. Additionally, the task approach is a leader giving the followers instructions to follow in order to achieve the goals or targets that are set (Linstead et al., 2009).

Furthermore, there are four different types of leadership styles; S1 which is “telling”, S2 which is “selling”, S3 which is “participating” and S4 which is “delegating”. The style in which the leader needs to use is dependent on the “readiness” levels of the followers. From Figure 4, it shows that if a follower is in the “low readiness” level, he/she will need a leader to use the S1 (telling) approach which would be providing the follower with supervision and guidance in order to
meet the targets. However, if the follower were to become more mature, then the leader would have to adapt their style from S1 (telling) to S4 (delegating) (Lerstrom, 2009). It has been stated that in order for leadership to be effective, there needs to be a balance between the task behaviour and the relationship behaviour (Fiedler, 1967; Blake & Moulton, 1994; Hersey et al., 2013).

The Situational Leadership Model has been used to teach individuals how to be an effective leader for a number of years, despite this there are still several limitations of the model (Lerstrom, 2008). Nicholson (2001) stated that the Situational Leadership Model did not provide any explanation for the leaders on how to change either the situation or their style of leadership. Also, stemming from that, the model also failed to provide an explanation of the processes leaders would need to undertake in order to obtain information, strategies for decision making and also networking (Fleishman et al., 1991). Another limitation is that it is also lacking explanation with regards to the readiness levels of the followers which coincide with which leadership style the leader needs to use (Hughes et al., 2002).

2.2.2 Transformational and Transactional Leadership

Transformational and Transactional leadership were both evolved from political leadership (Burns, 2012). The two leadership styles contrast one another on the
basis of what followers can offer the leader and vice versa. A leader that is deemed transformational would offer their followers a purpose and a means of achieving goals. Whereas, a transactional leader would offer their followers a way of suitably exchanging resources. There are four factors that form transformational leadership and they are; “...charisma, inspirational motivation, intellectual stimulation and idealised influence”. Whereas transactional leaders are; “...contingent reward, active management by exception and passive management by exception.” (Conger and Kanungo, 1998 as cited in Judge & Piccolo, 2004 p.755).

It has been suggested that a transformational leader needs to have charisma and some say that this type of leadership is a personality trait. However, according to Bass (2006) if being a transformational leader requires certain traits, characteristics or values, then these specific factors are possessed by everybody not just certain individuals. According to Adeniyi (2007) charismatic, transformational leaders are idealised by their followers which sometimes results in them using their power for evil rather than for good. An example of this type of leader would be Branch of the Davidians leader, David Koresh. He used his charisma to lead a cult where his followers genuinely believed that he was the modern-day God and according to Lacayo et al. (1993) the followers acted and reacted only in ways they thought would please him.
Transactional leadership, on the other hand focuses more on the tasks in hand rather than the followers. If a follower were to achieve the targets set by the transactional leader, they would be provided with a promotion. This is the way in which a transactional leader would motivate their followers. This type of leadership style can be seen as effective within a place of work, as the followers of a transactional leader will act as their leader has required (Kuhnert et al., 1987 as cited in Northouse, 2015).

The next section will be focussing on leadership as a topic of study within educational institutes.

2.3 Leadership and Education

Within the business world there is always a high demand for leaders, this has increased the pressure for educational institutes to incorporate leadership skills into the curriculum in order to aid students to become leaders in the future.

Educational institutes need to ensure that they understand the way in which students learn how to become a leader. According to Lombard et al. (1990 as cited in Kouzes & Posner, 2011 p.387-388) the way an individual would learn to become an effective leader has four different categories. The first category is Feelings, which is the students’ ability to control their emotions when faced with different challenges. The next is Action, which is how students deal with the tasks set and
how they handle different consequences. The next is Thinking, which is a student’s self-contained behaviour and how they reflect on it. The final category is Accessing Others, which is how a student reacts to asking for advice, receiving coaching or training from others. If an individual cannot learn from more than one of the above categories then they will not have as good a range of tactics in order to learn about becoming an effective leader, as they are not able to learn from as great a variety of situations as those who have.

However, Kouzes and Posner (2011) discovered the “Five Practices of Exemplary Student Leadership” which are not limited to any individual student. They believe that any student that wants to become a leader would be able to learn the five practices in order to begin their personal journey of leadership. The five practices by Kouzes and Posner (2011) are “model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart.” They found these common trends by conducting research on students called the “Student Leadership Practices Inventory (SLPI)”. The SLPI is a survey given to students with thirty statements which include the essential behaviours that are needed when a student is to believe they have reached their peak of leadership. It allows students to receive 360-degree feedback and shows areas for future improvement. The sample was university students, which could be viewed to be a limitation as the study could not be generalised. However, Kouzes and Posner (2011) do not
think that different demographics play a big role in the explanation of behaviours of a leader, therefore the SLPI is very reliable.

Universities play a crucial role in the development of their student’s leadership skills and there are many different opportunities they can provide which will enable students leadership skills to flourish. According to Van Velsor & Wright (2012) having in place a student government is a sufficient way to aid the development of student leadership skills. They also state that in order for students to have effective leadership skills, the development of being adaptable, having self-motivation and good communication skills would be specific competencies that are vital in the terms of leadership. According to Gill (2011) individuals can learn how to be a leader by the application of being a leader, practicing leadership and receiving feedback.

The term “Experiential learning” is defined as “… a naturalistic ongoing process of direct learning from life experiences contrasted with the systematic learning of formal science and education.” (Kolb, 2015 p. 20) Experiential Learning has been deemed defective and scholars have argued that it should be amended with academic knowledge. However, according to Keeton and Tate (1978) the individual that is learning is able to experience the reality of the subject they are studying, rather than just learning about it from a classroom. Within University, providing the students with experiential learning could aid the decision-making process of
deciding on a future career, as they can eliminate or gain experience in their fields of study.

This chapter had three main focuses which were; leadership as a trait, leadership as a process that can be taught and leadership within educational institutions. The next chapter will be on the rationale behind the chosen research methods utilised to collect the primary research.
Chapter Three:

Methodology
3 Methodology

The purpose of this research project overall is to determine whether students at Cardiff Metropolitan University believe that effective leadership is a trait a person possesses, or if it can be taught. Furthermore, this research seeks to understand whether Cardiff Metropolitan University students believe their leadership styles have developed from their first year of study through to their third and what has prompted this development.

The objectives of this study are:

1. To conduct secondary research on leadership theories, practice and the development of leadership education, in order to identify existing trends and beliefs.

2. To conduct primary research to develop a greater understanding of whether Cardiff Metropolitan University students believe their leadership skills have developed from their first year of study through to their third and what has prompted this development.
3. To identify the common trends and patterns in the research conducted in order to ascertain whether being an effective leader is a trait or if it can be taught.

3.1 Research Design

This study looks at how third year Cardiff Metropolitan University Students’ leadership skills have developed since their first year and will produce unique findings of the certain demographics’ own opinions and experiences of leadership. The method of data collection that will be used is semi-structured interviews which will undertake a qualitative design in order to gain a deeper understanding of the participants’ experiences and opinions on the topic of research. The reasoning behind choosing a qualitative design rather than a quantitative design is that it encourages the participants to produce more thorough data, as quantitative research mainly produces numeric data. Due to this, quantitative research is used more frequently with questionnaires or surveys, therefore it takes more of a positivist approach to research (Creswell, 2014). Whereas in this study, the reason the qualitative approach was adopted instead of the quantitative, was due to the ontological stance of this research being constructionist. This is because constructionism claims that views on different phenomena is created by each specific group (Ostlund et al., 2011). Therefore, if a quantitative stance was taken,
then it wouldn’t take in to consideration how individuals interpret their own day to day experiences.

Also, this study has shown reliability, as the nature of the questions did not entail for the participants to reveal any sensitive information, this would not have encouraged any of the participants to not answer each question truthfully.

3.2 Sampling

The chosen sample for this study are third year Cardiff Metropolitan University Business students. This sample was chosen because across the duration of a student’s Business University course, they may have had to practice different aspects of leadership so will already have a basic understanding of the concept of the study. Additionally, they will be able to offer opinions on whether they think they possess certain characteristics that have aided their leadership styles, or whether they have learnt how to be a leader from theories or experiences.

The types of sampling undertaken in this study are, non-probability sampling; convenience sampling and snowball sampling (Saunders et al., 2009). Non-probability sampling was used in order to gain the relevant findings for the study, a specific sample of being a third-year student in Cardiff Metropolitan University was required. By using this form of sampling, it enabled the researcher to purposely select the participants of the study in order to gain a sufficient amount
of their experience and knowledge so as to enrich the responses (Patton, 2014). This was a chosen technique as including general members of the public or students that would not be in their third year of studying would be “wasteful and inconsistent with the purposes of the study.” (Daniel, 2012 p.68).

Snowball sampling is; “… each identified member of the target population is asked to identify other sampling units who belong to the same target population.” (Wegner, 2007 p.215). The snowballing method enabled the non-probability sample as participants were able to nominate other students that they believed would be able to provide useful and relevant information for the purpose of the study.

According to Black (2010), convenience sampling is choosing participants that are “…readily available, nearby, or willing to participate.” (p.224) Using third year students from Cardiff Metropolitan University was convenient as they were accessible and the students have a shared understanding of how influential their participation in research can be. However, due to the convenience sample it is not a true representative of the population and the responses can also have elements of bias within them (Mitchell et al., 2010).
3.3 Semi-Structured Interviews

Eight semi-structured interviews were conducted with third year Cardiff Metropolitan University students, who are on the Business and Management course. The research gave an insight into the opinions and experiences of Cardiff Metropolitan University students, however the results cannot be generalised as they are from a small-scale targeted audience. The participants were all over the age of eighteen and four were female and four were male. Each of the eight interviews were done face-to-face and the location of the interviews were chosen by both the researcher and the participant. Each interview was recorded using two different recording devices to remove any fear of technical problems or failure, which would have caused any interview to be wasted. The specific requirements for the location was convenience and accessibility for both parties which would avoid all interruptions and also quiet enough so the recording of the conversation would suffice (Edwards & Holland, 2013). Having the interviews face-to-face gave the researcher the chance to probe the participant into giving in-depth answers and it also provided the researcher with the ability to be able to explain any question that was not interpreted correctly by the participant (Bernard, 2006).

The interviews were focused on a variety of open-ended questions and the guide had been constructed previous to the holding of the interview (Refer to Appendix
4). However, during the course of the interview if the participant needed probing, the researcher had the flexibility to restructure the interview in order to receive more relevant and in-depth information. The participants were asked questions based on their opinions of whether or not they think leadership is a trait. They were asked about their perception of the importance of academic knowledge. Also, the participants were asked if they had experienced being a leader in University and how their leadership skills had developed over the duration of their course. Before the interview began, the researcher asked easier questions to ease the participant into the interview to ensure they were comfortable. These questions at the beginning also help to build a trusting environment between both parties to aid rich responses from the interviewee (Hair et al., 2015).

After the eight different interviews, the data collection did not need to proceed as the researcher had collected sufficient data and the responses began to reach theoretical saturation. Theoretical saturation is reached when: “…you are simply confirming the theory that you have already developed.” (Auerbach & Silverstein, 2003 p.102). After completing the eighth interview the common trends and themes were made apparent and the responses contained enough information to satisfy the answering of the research aims and objectives.

Using semi-structured interviews as the designated research methods was beneficial to this study as they provided rich responses containing the perceptions
and opinions of the interviewees and the researcher was able to add in follow-up questions in order to ensure the information gathered is both useful and relevant (Saunders et al., 2009).

3.4 Ethics

Prior to conducting primary research, there were a number of ethical procedures that needed to be followed and accepted. To begin, the researcher needed to provide an “Ethics Form” (Refer to Appendix 1) which had to be approved by Cardiff Metropolitan University’s ethics Committee. Then, before any of the interviews proceeded, the participants were provided with both an information sheet and a consent form (Refer to Appendix 2 & 3). The researcher needs to be given informed consent by each individual participant of the study and it is a “…central concept in ethical research practice.” (Wiles et al., 2005 p.25) The researcher needs to inform the participant with exactly what the research entails and what is expected of them so they have the decision on whether they would like to continue participating. Within the information sheet, details are provided such as; the purpose of the study; how their anonymity will be dealt with; what will happen to the information after the study has been conducted and both the benefits and the risks that they could potentially be open to. It will also provide the information that if at any point the participant feels uncomfortable, without any judgement
they can withdraw from the interview at any given time (Wiles et al., 2005). It was also made apparent on the information sheet to the potential participants that the interviews would be recorded using recording devices in order to aid the process of transcribing the data for the researcher.

During the collection of the data, none of the participants withdrew from any of the interviews and there were no problems in relation to ethics. Furthermore, no interviewee was offended or made upset by the nature of the questions asked as the topic did not cover any sensitive issues.

3.5 Data Analysis

After transcribing the primary research that was collected, there were a variety of commonalities that had become apparent throughout the interviewees’ responses. The researcher then undertook a thematic analysis which established the common themes within the responses. According to Bryman (2012) a theme “…provides the research with the basis for a theoretical understanding of his/her data that can make a theoretical contribution to the literature relating to the research focus.” (p.580). The researcher created tables that were adapted from Bryman’s (2012) “The Framework Approach to Thematic Analysis” (p.579) to emphasise the key themes that emerged from the data collection (Refer to Appendix 13, 14 & 15). Although
this method of thematic analysis was extremely useful during the analytical stage, it was more time consuming than the researcher had originally thought.

3.6 Validity and Reliability

In qualitative research, validity is defined as “... determining the degree to which researchers’ claims about knowledge correspond to the reality.” (Eisner & Peshkin, 1990, as cited in Klenke, 2008 p.37). Reliability has been defined as “… the procedure for achieving truthful interpretation.” (Sandberg, 2005 as cited in Klenke, 2008 p.41).

This study has shown to have validity, as there were commonalities between the findings from the interviews and the existing literature on leadership. The main findings of the primary research were able to be supported by views from the secondary research.

3.7 Limitations

According to Daniel (2012), a limitation of a non-probability sampling technique is that the findings will not be able to be used as a representative for the population or of the wider student population. Also, the findings will not be able to be generalised as they are the opinions and experiences of a small-scale group of students from Cardiff Metropolitan University. Also, from utilising a snowball sampling technique, it could introduce a bias into the responses, as participants
are recommending like-minded people to contribute to the study. As the researcher only used a convenience sample of Business Students the findings would not be a representative of leadership skills within other courses for example in Medicine. A limitation of using semi-structured interviews is that they can be more difficult to analyse, as the researcher adapted “The Framework approach to thematic analysis” (Bryman, 2012 p. 579) it led to the initial stage of the analysing of the primary data to be very time consuming. Also, due to the lack of structure within the interviews, an example of this is that in one interview the participant was asked a follow-up question which will not be repeated in any other interview, resulting in a response than cannot be compared to the others.

This chapter has highlighted the rationale for the chosen research methods that will be undertaken to conduct the primary research. It has highlighted the reliability and the validity of the findings and, the limitations too. The next chapter will be focussing on the results from the primary research, set out in the themes that were made apparent from the use of thematic analysis.
Chapter Four:

Results
4 Results

This chapter aims to review the key findings obtained from the primary research process. The data collection process provided detailed responses of Cardiff Metropolitan University Students’ views on whether being an effective leader is a trait or if it can be taught. The participants delivered enriched answers on their leadership experiences within the University setting and also of their previous experiences with leaders.

The researcher conducted eight interviews that consisted of four males and four females and each participant was a third-year Business Student in Cardiff Metropolitan University. The researcher purposefully selected this sample and realises that the findings cannot be generalised. The ages of the participants ranged from 20-24 and each participant completed the interview and did not need to withdraw at any point.

The interview questions aided the emergence of three themes which are parallel to the themes that are present in the Literature Review Chapter. The themes are:

1. Trait Leadership

2. Taught Leadership
3. Leading other students.

Each participant agreed that a person needed to possess traits in order to be a leader, however each participant mentioned a variety of different traits they believed was vital to become a leader. There were more varying responses to the participants’ opinions on whether leadership can be taught and on the participants’ individual experiences of being the leader of other students.

Each interview is included in the Appendix and each question asked is numbered per interview, tables including the thematic analysis are also present. The participants will be referred to as “Interviewee” alongside the number of the interview they participated in.

4.1 Theme one: Trait Leadership

Whether the possession of specific traits creates a more effective leader is a matter of controversy within the topic of leadership. The first apparent theme within the collected data was the participants’ perceptions of whether leaders have specific traits which would make them effective. All participants believed that a leader possessed certain traits which made them different to their followers. When each participant was asked Q4 (Refer to Appendix 4) they all agreed that there were specific traits that would aid leadership, however each participant mentioned various different traits that they perceived to be important. All Interviewees
except Interviewee one and eight showed a repetition of the belief that a leader should possess traits of confidence, being motivational and empathetic. Although Interviewee one and eight did not mention the above traits, Interviewee one still believes for a leader to be effective they should be:

“…assertive with high levels of commanding skills. And I um, think that a leader also needs to be friendly so that they can be approachable to their followers.”

Additionally, Interviewee eight mentioned that they think a leader should “…use situational leadership wherever possible.”

When the researcher asked Q9, “Do you think you possess any traits of being a leader?”, each of the participants expressed having some personality traits in common with a leader. However, these traits were only similar to those mentioned in response to Q4 (Refer to Appendix 4), for half of the Interviewees. This suggests that only half of the participants believed that they would make an effective leader.

Previously, in response to Q4 (Refer to Appendix 4), Interviewee three expressed that a leader should possess “confidence” and should be “good at communicating” and later claimed that they held the same traits, potentially suggesting that Interviewee three possesses specific traits to make them an effective leader.

Interviewee four further mentioned that a leader should be “positive” and “motivational”, and when asked Q9 (Refer to Appendix 4), Interviewee four
expressed that they believed that they were positive and could motivate others.

Interviewee five stated that a trait an effective leader should have is:

“Good interpersonal skills to bond and interact with members of their team.”

Interviewee four also claimed that they are able to:

“Make my team mates listen to me.” And: “motivate them to perform well.”

Which would again support the idea that they believe they have similar traits to those of an effective leader.

Furthermore, Interviewee seven stated that an effective leader should be able to communicate well, believing that they personally possess this leadership trait as well.

![Figure Five](image.png)
Figure Five presents that only one of the participants does not believe that traits are fundamental to a leader’s effectiveness. Instead, it was claimed that:

“Certain traits would only like motivate a proportion of workers, not all of them as everyone needs a different type of guidance so having certain traits wouldn’t actually be effective for a leader to have.” (Interviewee Three)

This could mean that Interviewee three believes that solely possessing traits would not automatically make an individual an effective leader. Due to leaders’ having various followers with differing personalities, this would then directly affect the type of leadership that they would benefit from. Therefore, this could show that Interviewee three believes that traits need to be accompanied by other factors like possibly knowledge of leadership theories.

Whereas on the other hand, Interviewee two believes that traits are fundamental to the effectiveness of a leader. Interviewee two states:

“If there aren’t certain traits shown by a leader then I don’t think the followers will have a sense of respect for the leader and they will feel they cannot be inspired by them.”

From Interviewee two’s answer, it is evident they believe that followers need to be inspired by their leaders and this is only present if the leader is respected. They are of the opinion that the way for a leader to gain the respect of their followers is by the possession of certain traits.
This is also supported by Interviewee eight’s statement which says:

“Yes, I do I think they need to have charisma in order to gain the respect of their followers.”

Interviewee eight believes that in order for a leader to be respected they need to have a charismatic personality, so combining both views would suggest that if a leader was charismatic, they would be respected so then their followers can be inspired.

Interviewee four states that:

“If your followers aren’t motivated to achieving a goal then you will not be an effective leader.”

Thus, implying that in Interviewee four’s opinion, getting followers to achieve a goal is the main aim of a leader. They believe the only way to achieve this would be to ensure that the leader possessed the correct personality traits which would enable them to motivate the followers to do so.

Interviewee two and four contradict the views of Interviewee three, which is; that traits are not fundamental to leadership effectiveness, as they believe that the only way to either “have a sense of respect” or to “motivate” their followers would be down to the personality traits of the leader.
In response to the questions asking the Interviewees to reveal previous experiences with effective and ineffective leaders. The general consensus was that leaders were ineffective due to their lacking of certain traits. Interviewee seven stated that the reason a leader they have encountered was ineffective was because they “don’t have personalities to lead.” Interviewee two specified the traits their ineffective leader was lacking and they were: “lack of patience” and “no seeing things from the followers’ perspective.” Furthermore, Interviewee six claimed “effective leaders are naturally born to do so.” potentially implying that unless an individual is born with the ideal traits, they will be able to lead but they will not be effective. This view further develops the general opinion of the other seven Interviewees, as this viewpoint has a disregard towards an individual being able to learn to be a leader.

![Figure Six](image)

**Figure Six**
Figure Six represents the final question that is supportive of Theme One. The researcher asked the participants: “Do you think effective leadership is a trait or do you think it can be taught?”. Half of the Interviewees said that effective leadership could be taught, while two thought it is a trait and the remaining two believe it is a factor of both. Interviewee five believes that effective leadership is an element of both and stated that:

“Certain aspects of leadership are innate” however “you can teach someone to be like, a more effective leader.”

On the other hand, Interviewee seven’s opinion is that being an effective leader is down to the individual having specific traits rather than them being able to learn to be a leader by claiming “some personalities are just not suited to lead.” This could suggest that if an individual does not have a certain personality with specific traits, they will not be able to sufficiently, or effectively lead a group of people regardless of any relevant education or training development. Interviewee seven also stated: “they do need to have certain traits which will then like develop them further”. Which could imply that if an individual were to have these traits, then that would make becoming a leader easier for them.

Subsequently, Interviewee three is certain that effective leadership can be taught and having personality traits are not relevant:
“Due to there being like loads of effective leaders around the world, it like makes it, like it indicates to me that it can be taught.” (Interviewee three)

This highlights that if being an effective leader meant an individual had specific traits, this could actually limit the amount of leaders in society. However, this participant believes that due to their being copious amounts of leaders, leadership must be a skill that can be taught.

Interviewee one believes that “some people inhabit leadership traits when they are born.”

This view was also reflected by Interviewee six who claimed:

“I actually think people are natural born leaders. Like, um I think they are born with like the desired traits.”

For interviewee one and six the origins of leadership are non-negotiable as they think that leadership is innate, and that certain individuals are either born to be a leader or they are not.

4.2 Theme 2: Taught Leadership

The next theme that was made apparent to the researcher was the participants perceptions on leadership being taught to individuals, and to establish whether they believe academic knowledge is required in the quest to becoming an effective leader. When the researcher was analysing the information (Refer to Appendix
14), there were also two sub-themes which appeared throughout the eight interviews as well. The subthemes are:

1. University Modules

2. Situational Leadership

Subtheme one will discuss whether the modules in university have aided the development of the participants’ leadership skills, what the modules entail and if they were enjoyable or not.

Subtheme two arose due to the fact that throughout the interviews, each participant mentioned situational leadership and each participant believes that leadership effectiveness is reliant or dependent on their specific situation.

When the Interviewees were asked the question:

“Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?”
Figure Seven shows that half of the participants believe that possessing academic knowledge of different leadership theories is important, whereas the other half consider other factors are more beneficial for leadership effectiveness. Interviewee two mentions:

“There wouldn’t be a need to like look into academic theories on the leadership topic.”

Therefore, in Interviewee two’s opinion academic knowledge is important, because if it was not, there would not be a need for it to be present in the University’s curriculum.
Interviewee five does not think that learning about leadership in a classroom is effective, but believes practicing leadership in a work environment would be more beneficial. However, Interviewee five mentions that:

“Having knowledge of theory cannot hinder your abilities as a leader. Unless it begins to overcomplicate situations with too much guidance.”

So, despite the participant accepting that having academic knowledge would never be a weakness, they quickly implied that some situations could be overcomplicated if there were to be a leader that provided their followers with “too much guidance.” (Interviewee five).

Participants were asked how they perceived situations in which they practiced leadership whilst at University? Participants demonstrated various feelings towards being a leader, however the general consensus was positive and the experiences in University assisted the development of their leadership skills. Interviewee one said that leadership “comes easier to me now as I have done more projects over the three years.”

This provides evidence to support the view that leadership can be taught and developed within University, as the various group projects and opportunities for students to lead, have actually made being a leader for Interviewee one easier now than before they had attended University.
Interviewee three, when they were asked how their leadership experiences went in University, they responded saying:

“I am strong-minded type of person and I like to get my points across. I feel it has aided my leadership skills further, as now I feel like I am more um, like, responsive when listening to others.”

This statement from Interviewee three shows that they were aware that being strong minded was an element of their personality which could lead them to have a lack of consideration for the thoughts of their followers. However, practicing being a leader in university has made them realise this and has enabled them to now adapt their ways and become a more attentive listener and then hopefully a more effective leader.

In relation to sub-theme one, the researcher asked all of the participants the question:

“Over your time at university have there been situations where you have had to practice taking on the role of a leader?”
Figure Eight demonstrates that the majority of the participants stated that they practiced being a leader as part of the third-year Leadership and Change Module. Within this module according to Interviewee seven, it was required of the students to alternate the leader of the group each week and said leader then had to chair a formal business style meeting. This participant enjoyed this because:

“You could work out what was good and bad then make sure when it was your turn you incorporated that into your leadership style.” (Interviewee seven)

The above statement from Interviewee seven shows that by being given the opportunity within university to learn from experiencing other people’s leadership styles, aiding the ability to consider the needs and wants of the
followers. Furthermore, it can aid a review whether the leader achieved them or not and adapt your own personal leadership styles accordingly.

The view of Interviewee seven was a shared view with Interviewee one. Interviewee one also stated that alternation of the leaders within the Leadership and Change module assisted the development of their leadership skills because:

“When it came to being my turn I was able to adapt the way I led, by using what I had seen in previous meetings.”

Highlighting that they too, were able to practice adapting their leadership styles in accordance to the effectiveness of the previous leaders of the group.

Interviewee one stated that within University it was the “Business and Action module” that made them practice being a leader. Within the module, the participant took on the role of the “chair” and had to lead their team for the duration of the module. Prior to coming to University, Interviewee one found being a leader “straight forward”, however despite this, the modules that are in place in Cardiff Metropolitan University has made leadership “come easier” to this participant.

Interviewee three mentioned that while being in University they feel their leadership skills were improved through receiving feedback from tutors. They stated:
“I feel feedback for group presentations has developed my leadership skills, because they allow me to reflect on my performance and suggest reasons for improvement.”

Interviewee three also said that receiving feedback from tutors would be a sufficient way to learn your “strengths and weaknesses”, and when a similar situation was to arise, you could utilise the feedback in order to improve your individual skills.

The second subtheme that was made apparent during the application of thematic analysis of the participants’ responses; is situational leadership. Each Interviewee believed that a leaders’ effectiveness responds to the situation that has arisen. Interviewee four stated that:

“Being an effective leader in one situation doesn’t mean you would be one in um, another situation.”

The general consensus of this theme was that depending on the varying expectations of the followers, the leader should adapt their style accordingly. This is supported by Interviewee two, who states that:

“So, like, there could be a situation where a follower is having great difficulty, so the leader would need to show empathy. Although (pause) a different situation a follower may not be conforming to correct procedures so it would need to show a more coercive style of leadership.”
Interviewee one described their own personal leadership experiences and when they adapted their leadership style depending on the situation:

“I think that I can change my leadership styles when I am around different people. Because I coach netball, I need to show a more Autocratic style of leadership to make sure the children understand and know what they are doing, whereas when I have to lead meetings in University the skill sets tend to be a lot higher and then I show more of a democratic style, so that there is more of a discussion.”

This demonstrates that Interviewee one knows that in order for their leadership style to be effective, they need to take into consideration who they are leading. Maintaining a leadership style while leading children or other people on the same academic level as them, neither group would respond well as the style of leadership would not be suitable for the expectations of the followers.

4.3 Theme 3: Leading other students

The third theme explores the differing experiences each participant has encountered in University while having to be the leader amongst other fellow students. The participants have mentioned their experiences, feelings and their attitudes towards how well Cardiff Metropolitan University aid the development of students’ leadership skills.
The researcher asked Interviewee two how they found practicing the role of a leader in University. The participant found it “daunting” as they were leading “a group with students on the same level” and the participant “didn’t want to feel like I was telling them what to do.”

Interviewee four also stated that:

“All students are on the same hierarchical level and it can sometimes be hard to direct and to give orders.”

Additionally, Interviewee six mentioned that they found leading a group of fellow students “difficult to begin with” because:

“We had to like take control of a group of people who are of similar age to you and also who you are mates with.”

These statements from Interviewees two, four and six highlighted that leading other students was challenging at times as each member of the group would be in the same year in University, this would imply that they are all on the same academic level and around a similar age, therefore it could be more difficult than leading a group of younger followers and of a lower level of academia or skill.

The researcher asked each of the participants the question: “Do you feel confident that your leadership skills have developed in University in preparation for full time employment?” All eight of the Interviewees believe that their leadership skills have
developed from first year to third year and that Cardiff Metropolitan University has provided the students with plenty of opportunities to promote leadership development.

Interviewee seven believes that over the duration of being a student, their leadership skills have improved and that they have received “good grounding to begin full time employment.” This participant also mentioned in their response to Q14 (Refer to Appendix 11) that they do not think the University could provide students with any additional opportunities as they already provide them with:

“Leadership modules, sports teams, Student Union and student elections.”

They also believe that if a student is willing to step up, they will be able to develop their leadership skills to the best of their ability.

4.4 Summary of Key Findings

The key findings are a generalisation of the results from the study:

4.4.1 Theme 1:

- Leaders are seen to need to possess certain traits
- All participants believe they possess leadership traits
- Four believe leadership can be taught, two believe it is a trait and the final two believe that it is a combination of the two.
4.4.2 Theme 2:

- Academic knowledge of leadership theories can be seen as important
- Effective leadership is dependent on the situation
- Leadership skills of the students have improved since attending University

4.4.3 Theme 3:

- The experience of leading other students has aided the development of leadership skills

This chapter has highlighted the main themes of the primary research and has included the key findings. The next chapter will be a discussion to relate the primary research with the existing literature on the topic of leadership. It will also be presented using the themes from this chapter.
Chapter Five:
Discussion
5 Discussion

This chapter will show an analysis of the key findings from the primary data collection and the researcher will uncover links with existing literature. The researcher will present the analysis under the three key themes derived from the previous findings chapter.

5.1 Theme 1: Trait Leadership

Each participant believes that for an individual to be a leader, possessing certain traits is a requirement. Additionally, each participant stated that they believe they personally possess traits that would enable them to be a leader. This corresponds with the existing literature of Bass (2006) as he states that the traits required to be a leader are not remotely retained by a select few but are actually possessed by all.

Throughout the majority of the interviews, three traits were mentioned by six of the participants and they believe these traits are essential to leadership. The traits were; having “confidence” and being “motivational” and “empathetic”. These traits coincide with an affiliative leadership style that was described by Goleman (2000) as a type of leader that would promote harmony and would be empathetic towards followers while encouraging relationships and healing any issues among
followers. However, an affiliative leader may only be effective in times of stress, as they can calm followers down and reassure them. However, if there was a need for change, then instead, a more coercive style of leadership would not be the most effective (Goleman, 2000). This view is also reflected by Interviewee three, as they mention “everyone needs a different type of guidance so having certain traits wouldn’t actually be effective for a leader to have.” This would suggest in relation to Goleman (2000) that a leader would only be effective in certain situations.

Interviewee eight stated: “Yes, I do I think they need to have charisma in order to gain the respect of their followers.” When asked the question if traits are fundamental to leadership effectiveness. This statement also coincides with the views of Interviewee two that claimed:

“Yes, if there aren’t certain traits shown by a leader then I don’t think the followers will have a sense of respect for the leader and they will feel they cannot be inspired by them.”

The combination of these two views are parallel to those of transformational leadership (Bass, 2006). A transformational leader is someone that has an extremely charismatic personality and in the perceptions of their followers are extremely inspiring. They are respected by all of their followers and are enormously motivational. Interviewees two and eight believe that possessing the traits of a transformational leader are fundamental to leadership effectiveness,
however according to Adeniyi (2007) this type of leader, as they are deemed as superior by their followers can cause them to abuse their power and use it for evil. Interviewee seven stated “they do need to have certain traits which will then like develop them further.” This could indicate that the possession of traits simply aids the development process of becoming a leader as it provides the individual with the foundations to become a leader. This view is supported by Kirkpartick and Locke (1991 as cited in Daft, 2008) as they highlighted seven traits which would make a leader successful. However, it was also mentioned that the sole possession of the specified traits would not automatically enable an individual to be a leader, they would need to be alongside other factors, for example, knowledge of theories or experience.

Interviewee one and six stated that they believe individuals with the capabilities of being a leader are born that way. This would imply that no amount of training or experience could aid an individual to become a leader, they are either one or they are not. This view stated by Interviewees one and six is supported by the “Great Man Theory” that was introduced by Thomas Carlyle in 1849 and was a precedent in terms of leadership theory. This theory believes that individuals are natural born leaders and if an individual were born without the required traits, they would not be able to learn or to develop into a leader. This theory would imply that there would only be a select few natural born leaders, however
according to Judge et al. (2002) it is not probable that only certain people would possess the desired traits. This view from Judge et al. (2002) is contradictory of the researcher’s findings as each participant stated that they believe leaders are in possession of certain traits which enables them to be effective.

Interviewee four claims:

“If your followers aren’t motivated to achieving a goal then you will not be an effective leader.”

This statement suggests that an effective leader is one that aids the achievement of the followers’ goals. This view is corroborated by Derue et al. (2011) as they state that leader effectiveness is based on influencing followers to obtain their goals.

5.2 Theme 2: Taught Leadership

The researcher asked the participants how the university had developed their leadership styles over the duration of their university course. Interviewee one mentioned that the Leadership and Change module had developed their leadership skills as:

“When it came to being my turn I was able to adapt the way I led, by using what I had seen in previous meetings.”

A student that is capable of practicing the adaptability of their leadership styles is considered a competency that would be essential to the development of student
leadership, according to Van Velsor and Wright (2012). This states that the Leadership and Change module within Cardiff Metropolitan University is successfully aiding the development of their student’s leadership skills. And would be providing the students with desired competencies which could assist them in their future career path.

Interviewee three stated that “feedback for group presentations has developed my leadership skills”. Ensuring students are receiving feedback throughout the duration of their University course is a fundamental aspect of the learning process. Having knowledge on how individuals learn to develop leadership is an important element for Universities to consider. Receiving feedback is a part of the “Accessing Others” category of how individuals learn to become a leader (Lombard et al., 1990 as cited in Kouzes and Posner, 2011). As Cardiff Metropolitan University give the students regular feedback, they are providing them with a platform in order to continuously develop their leadership skills.

In accordance to the findings produced by the participants, Leadership and Change and Business in Action were the two modules within Cardiff Metropolitan University which enabled the students to practice being a leader. In order for individuals to be enabled to learn leadership they needed to be in a situation where they could apply their leadership skills, have time to practice them and then after this process, receive feedback (Gill, 2011). The University Modules mentioned by
the participants are deemed to comply with this particular theory, in the hope that
the students partaking in the modules are learning how to be a leader.

Every participant stated that they believe that leadership is dependent on the
situation. Interviewee one elaborated on this view and claimed that their
leadership style was adapted due to the capabilities of their followers:

“I think that I can change my leadership styles when I am around different people.
Because I coach cricket, I need to show a more Autocratic style of leadership to make
sure the children understand and know what they are doing, whereas when I have
to lead meetings in University the skill sets tend to be a lot higher and then I show
more of a democratic style, so that there is more of a discussion.”

This view coincides with Hersey et al. (2013) model of situational leadership as it
states that the effectiveness of a leader is reliant on the maturity levels of their
followers. The leader should actively adapt their leadership style in response to
how mature or experienced their followers are. Interviewee one demonstrates that
they have recognised the importance of adapting the style of leadership in
consideration of the followers. They applied this leadership approach in their
personal life, as their style differed from leading children to leading fellow
students.

The researcher asked the question:

“Do you think it is important for a leader to be able to switch leadership styles per
situation?”
Interviewee one responded saying:

“So, like, there could be a situation where a follower is having great difficulty, so the leader would need to show empathy. Although (pause) a different situation a follower may not be conforming to correct procedures so it would need to show a more coercive style of leadership.”

The variety of situations which could arise whilst being a leader highlight the significance of a leader being able to show a flexible approach towards utilising different leadership styles. Interviewee one’s view is similar to Daniel Goleman’s (2000) theory of the six leadership styles which have emerged from Emotional Intelligence. Goleman (2000) states that is a leader can flexibly adapt their leadership style in correspondence to either the behaviour of the follower or the situation, then they will be effective.

5.3 Theme 3: Leading other Students

Students leading fellow students in the same year could be deemed as a daunting task, as they are supposedly on the same level. Within Cardiff Metropolitan University there are a variety of opportunities for students to practice their leadership skills. When the participants were asked the question:

“Do you think there could be more opportunities to improve leadership skills within university?”
Interviewee seven stated that they didn’t think the University could provide any more opportunities to students as they already provide:

“Leadership modules, sports teams, Student Union and student elections.”

Universities like Cardiff Metropolitan University that have student elections in order to elect their student government body is an excellent way for students that want to develop their leadership skills to do so. This view is supported by Van Veslor & Wright (2012) as they claim students that are a part of the student government would enable the student to exercise leadership styles in order to develop them further.

Each participant is of the view that their leadership styles have developed since being in Cardiff Metropolitan University in preparation for full time employment. Interviewee two stated:

“Making students try out being a leader in a group is a good way to learn new skills.”

This view could be supported by the theory of Experiential learning, which is an alternative way of learning rather than doing so in a classroom. Instead, it encourages individuals to experience their studies in reality. It is evident from the
Interviewees responses that Cardiff Metropolitan University provides students with the chance to experience leading groups of other students rather than solely teaching them in a lecture hall. Interviewee four reflected on his experience of leading fellow students and stated:

“All students are on the same hierarchical level and it can sometimes be hard to direct and to give orders.”

Even though the participant found the leading of other students on the same level, they were still able to experience leading a team within a real situation and overcome the challenges that are brought with it.

This chapter has highlighted the commonalities and the differences between the primary research results and the existing literature that was explored within the Literature Review in Chapter Two. The next chapter will be the conclusion, which will focus on whether the aims and objects of the study have been supported by the findings. It will also include the limitations of the study, and the future recommendations if they study were to be conducted again.
Chapter Six:

Conclusion
6 Conclusion

6.1 Summary of Main Findings

The following statements are generalised from the findings of the study:

- Certain traits have been found to be fundamental in order to enable an individual to become an effective leader.

- Cardiff Metropolitan University has further developed individual’s leadership skills by allowing students to practice taking on the role of a leader.

- Effective leadership has shown to be dependent on the situation that arises. An effective leader in one situation may not reciprocate in another.

- Cardiff Metropolitan University has shown that they provide their students with sufficient opportunities to further develop their leadership skills.
6.2 Aims and Objectives of Study

The overall aim of this study was to determine whether students at Cardiff Metropolitan University believe that effective leadership is a trait a person possesses, or if it can be taught. The objectives that were set by the researcher preceded the conveyance of the research and assisted in the meeting of the aim.

The objectives of this study were:

1. To conduct secondary research on leadership theories, practice and the development of leadership education, in order to identify existing trends and beliefs.

2. To conduct primary research to develop a greater understanding of whether Cardiff Metropolitan University students believe their leadership skills have developed from their first year of study through to their third and what has prompted this development.

3. To identify the common trends and patterns in the research conducted in order to ascertain whether being an effective leader is a trait or if it can be taught.
Objective one was completed successfully as the researcher utilised secondary research to establish what the existing beliefs were on the topic of leadership. In response to the existing literature, which considers that leadership is innate; this view, according to many is outdated as many scholars have discovered that possessing traits are not vital in being an effective leader, however it can make the path to becoming a leader easier. It was also discovered that by having the correct knowledge, training and experience any individual is able to become a leader.

In order to achieve objective two, it was evident that there was a contradiction with the literature, as the general consensus of the primary research was that the possession of traits was fundamental to the effectiveness of a leader. Furthermore, the researcher found that each participant had practiced being a leader over the duration of the course and believed that since being in Cardiff Metropolitan University their leadership skills have developed. It was also discovered that the students believe that the University provides students with sufficient opportunities to develop their leadership skills.

Both the primary and the secondary research depicted common trends and patterns, however, it was also contradictory. In terms of students developing their leadership within the University, there were commonalities with Experiential learning as the students believed that through practicing being a leader led to the development of their leadership skills. However, in terms of the significance of
traits, scholars deem that the possession of traits does not make a leader effective, whereas the participants believe that it is a fundamental part of effective leadership.

To conclude, the overall aim of the study was to establish whether effective leadership is a trait or if it can be taught. Despite each participant stating that the possession of traits is essential to being a leader, overall the findings would support the argument that leadership can essentially be taught. The findings have supported the view of leadership being a process that can be taught as within Cardiff Metropolitan University’s Business Management course there are two modules focussing solely on the teaching and development of leadership. The findings also show the effectiveness of these modules as each participant states that from their involvement in the modules their leadership skills have developed. Also, in regard to the secondary research the trait approach of leadership theory is deemed to be outdated and has been replaced by the introduction of situational leadership. This was also apparent within the primary research as each participant claimed that leadership effectiveness was reliant on a suitable situation for that individual. It is also apparent that the students were able to improve their leadership skills by taking on the role of a leader in group tasks throughout University and putting the leadership theories in to practice. This type of Experiential learning was deemed to be effective for each of the participants.
overall majority of the participants stated that they believed leadership could be taught and that the possession of academic knowledge on leadership theories would further develop individuals’ leadership styles. This view claims that being an effective leader is available to any individual that seeks to pursue it and is not exclusive to specific people.

6.3 Limitations of the Study

A limitation of this study was the use of the sample of third year Business Students in Cardiff Metropolitan University, the findings were not representative of the perceptions of all students or the wider population meaning that they cannot be generalised.

Additionally, there was a limited amount of time for the conduction of the primary research meaning that the size of the sample had to be manageable for the researcher. Due to the research being qualitative, there needed to be a sufficient amount of time allocated to the analysis of the data. Therefore, in order for this to be achieved, the researcher conducted eight semi-structured interviews over a three-week period.

Furthermore, the questions within the interviews had an element of researcher bias, this is because the students partaking in the study may not have been aware of the actual leadership theories and terms. This resulted in the researcher asking
questions containing the theory in the question, which may have led the participants to just agree with the question rather than express their true opinions.

6.4 Future Recommendations

A future recommendation for the study would be to increase the size and the nature of the sample. There would be an improvement in the validity of the findings if the sample were to include students from other Universities that were studying alternative courses to Business. Also, in order to gain a different viewpoint, the interviewing of lecturers would enrich the findings and provide insight from professionals’ opinions. By doing this, students doing a variety of courses in various different Universities would prevent theoretical saturation as there would be a lot of differentiation within the findings.

Another recommendation would be to do a case study on a University which does not aid the development of student’s leadership styles through the teaching of modules based on leadership. The findings therefore could be compared to the original findings to establish whether the teaching of leadership through a leadership based module would be beneficial for students.
Chapter Seven:

Appendices
# Appendices

## Appendix 1 - Ethical Approval Forms

**CARDIFF METROPOLITAN UNIVERSITY**  
**APPLICATION FOR ETHICS APPROVAL**

When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

*If the project requires ethics approval from an external agency (e.g., NHS), you will not need to seek additional ethics approval from Cardiff Met. You should however complete Part One of this form and attach a copy of your ethics letter(s) of approval in order that your School has a record of the project.*

The document *Ethics application guidance notes* will help you complete this form. It is available from the Cardiff Met website. The School or Unit in which you are based may also have produced some guidance documents, please consult your supervisor or School Ethics Coordinator.

Once you have completed the form, sign the declaration and forward to the appropriate person(s) in your School or Unit.

**PLEASE NOTE:**

*Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.*

## PART ONE

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Celine Van der Bijl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Asif Zaman</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>Cardiff Metropolitan University</td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>St20074083</td>
</tr>
<tr>
<td>Programme enrolled on (if applicable):</td>
<td>Business and Management Studies with Finance</td>
</tr>
<tr>
<td>Project Title:</td>
<td>An exploration of whether being an effective leader is a trait, or if it can be taught.</td>
</tr>
<tr>
<td>Expected start date of data collection:</td>
<td>16/01/2017</td>
</tr>
<tr>
<td>Approximate duration of data collection:</td>
<td>Four Weeks</td>
</tr>
<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project:</td>
<td>N/A</td>
</tr>
<tr>
<td>Will the study involve NHS patients or staff?</td>
<td>No</td>
</tr>
<tr>
<td>Will the study involve taking samples of human origin from participants?</td>
<td>No</td>
</tr>
</tbody>
</table>

Does your project fall entirely within one of the following categories:

<p>| Paper based, involving only documents in the public domain | No |
| Laboratory based, not involving human participants or human tissue samples | No |</p>
<table>
<thead>
<tr>
<th>Practice based not involving human participants (eg curatorial, practice audit)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory projects in professional practice (eg Initial Teacher Education)</td>
<td>No</td>
</tr>
<tr>
<td>A project for which external approval has been obtained (e.g., NHS)</td>
<td>No</td>
</tr>
</tbody>
</table>

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required.

If you have answered NO to all of these questions, you must complete Part 2 of this form.

In no more than 150 words, give a non-technical summary of the project:

This qualitative piece of research seeks to explore the different types of leadership styles to see whether being an effective leader is a trait that an individual is born with or if it can be taught. This topic has been very popular since Francis Galton (1896) first argued that being a leader was a trait passed down from generation to generation in his book “Hereditary Genius” however, the relevance of the topic was rejected in the late 1940s and the early 1950s. Nevertheless, this topic’s relevance is still popular today as there is no definitive answer as to whether individuals are born leaders or not. This piece of research will look at different theories like the following; Trait Theory, Behavioural and Style Theory and Situational Theory. The researcher will collect data from holding semi-structured interviews and use immersive techniques to transcribe and make sense of the data gathered from the interviews and the researcher is hoping that the information gathered will answer the research question.

DECLARATION:
I confirm that this project conforms with the Cardiff Met Research Governance Framework
I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disseminate any material produced as a result of this project without the prior approval of my supervisor.

Signature of the applicant: [Signature]
Date: 10/01/2017

FOR STUDENT PROJECTS ONLY

Name of supervisor: Asif Zaman
Date: 10-01-2017

Signature of supervisor: [Signature]

Research Ethics Committee use only

Decision reached: Project approved
A RESEARCH DESIGN

A1 Will you be using an approved protocol in your project? No
A2 If yes, please state the name and code of the approved protocol to be used:
Click here to enter text.
A3 Describe the research design to be used in your project:
The research method the researcher will undertake will be semi-structured interviews. Semi-structured interviews will be beneficial as the researcher will be able to acquire detailed information on student’s in Cardiff Metropolitan University views on whether leadership is a trait or learnt from asking different questions and recording the participant’s answers.
The researcher’s sampling technique will be the use of students in Cardiff metropolitan University. Although the findings will not be generalised, the samples will be convenient and accessible for the researcher. The sample size will begin at eight interviews, however if there is not sufficient data the researcher will progress to between ten and twelve interviews. This will ensure that the researcher’s data collected will suffice. The participation will take between 10 and 20 minutes depending on the length of the interviewee’s answers.
The researcher will describe leadership styles, and ask the participant whether they think a leader would be able to learn the specific style, or whether they would have to possess certain characteristics in order to be an effective leader.
The researcher will also ask the participant what their opinion is on trait theory.
The researcher will contact the attendees using emails and phone calls. The researcher will persistently send follow up emails and phone calls to the participants to finalise attendance.
As the participants will be university students, all will be over the age of eighteen. There will be no discrimination towards different races, if the participant has a disability, the gender of the participant and their age.
Each participant will receive a consent form before starting which will highlight all obligations and inform the participants that they can remove their information at any time and do not have to continue with the interview. At the beginning of the interview the researcher will go through the ethical process and

1 An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here
CARDIFF METROPOLITAN UNIVERSITY
APPLICATION FOR ETHICS APPROVAL

unsure that the participant feels comfortable and ready to begin the interview. The researcher will also
ensure that the respondent is aware that their answers will be recorded using a recording device. The
data collection method the researcher will use will be asking the questions and recording the
participants replies and then later, the researcher will transcribe all the information. The researcher will
use thematic analysis and immersive techniques with the information gathered, to then use the
information to answer the research question.
The researcher will also ensure that the participants know that there will only be a record of their
gender, age and year of study so they can remain anonymous throughout the data collection. After each
interview the researcher will administrate the ethical documents.

<table>
<thead>
<tr>
<th>A4 Will the project involve deceptive or covert research?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A5 If yes, give a rationale for the use of deceptive or covert research</td>
<td>No</td>
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<tr>
<td>A6 Will the project have security sensitive implications?</td>
<td>No</td>
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<tr>
<td>A7 If yes, please explain what they are and the measures that are proposed to address them</td>
<td>No</td>
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<tr>
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<tr>
<td>Order of semi structured interview</td>
<td>Discussed</td>
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<td>-----------------------------------</td>
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<tr>
<td>1) Ask respondent approval to use recording systems</td>
<td>Discussed</td>
</tr>
<tr>
<td>Ask respondent to sign and acknowledge consent form</td>
<td></td>
</tr>
<tr>
<td>2) Ask Background questions</td>
<td></td>
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<tr>
<td>Confirm information about;</td>
<td></td>
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<tr>
<td>• Gender</td>
<td></td>
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<tr>
<td>• Age</td>
<td></td>
</tr>
<tr>
<td>• Year of study</td>
<td></td>
</tr>
<tr>
<td>3) Explanation of ‘Trait Theory’</td>
<td></td>
</tr>
<tr>
<td>Probes</td>
<td></td>
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<tr>
<td>• Do you feel there are specific traits a person needs to possess to be a leader?</td>
<td></td>
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<tr>
<td>• Do you think that possessing certain traits is fundamental for a leader to be effective?</td>
<td></td>
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<tr>
<td>• In your opinion, do you think you have any leadership traits?</td>
<td></td>
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<tr>
<td>• Do you think you would make a good leader?</td>
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<tr>
<td>4) Discuss other aspects of leadership</td>
<td></td>
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<tr>
<td>Probes</td>
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<tr>
<td>• Do you think that it is important for a leader to be able to switch leadership styles per situation?</td>
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<tr>
<td>• Have you had any negative experiences with ineffective leaders? If yes, do you think this was through lack of training or lack of certain traits?</td>
<td></td>
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<tr>
<td>• Have you had any positive experiences with effective leaders? If yes, do you think this was through excessive training or having certain traits?</td>
<td></td>
</tr>
<tr>
<td>• Are you aware of the difference between leadership and management?</td>
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<tr>
<td>5) Discuss the importance (if any) of academic knowledge on effective leadership</td>
<td></td>
</tr>
<tr>
<td>Probes</td>
<td></td>
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<tr>
<td>• Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?</td>
<td></td>
</tr>
<tr>
<td>• Do you think that a person learning different leadership theories can learn and apply them in everyday life?</td>
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</tr>
<tr>
<td>6) Thank them for their time and participation</td>
<td></td>
</tr>
</tbody>
</table>
# CARDIFF METROPOLITAN UNIVERSITY
APPLICATION FOR ETHICS APPROVAL

## B PREVIOUS EXPERIENCE

| B1 What previous experience of research involving human participants relevant to this project do you have? | None |
| B2 Student project only | Past experience with supervising research projects. |

## C POTENTIAL RISKS

| C1 What potential risks do you foresee? | None |
| C2 How will you deal with the potential risks? | N/A |

When submitting your application you **MUST** attach a copy of the following:

- All information sheets
- Consent/assent form(s)

An exemplar information sheet and participant consent form are available from the Research section of the Cardiff Met website.
Appendix 2 - Participant Information Sheet
Cardiff Met. Research Ethics Committee Guidelines

Participant Information Sheet

Ethics Reference Number: 2016D0483

“An exploration of Cardiff Metropolitan University Student’s perceptions of whether effective leadership is a trait, or if it can be taught.”

Project Summary

The purpose of this research project is to explore whether leaders are born with specific characteristics which make their leadership effective, or if they can be taught. This research project will benefit people that want to pursue a career in leadership, or lead a group of people with a common interest.

Why Have You Been Asked to Participate?

The researcher is asking for your participation in a semi structured interview because you fit the profile of being a Business student of Cardiff metropolitan University and are in your third year of study. The data that will be gathered from the interview, will then be analysed and be used as part of a study that is being undertaken at Cardiff Metropolitan University.

If you wish to find out more about the research, looking at different types of leaders and leadership styles would improve the quality of the answers within the interview. The interviews will be held in Cardiff Metropolitan University on the Llandaff campus, it will take between 10 and 20 minutes. Your participation is voluntary and during any point of the interview if you were to change your mind about participating, you may withdraw from it. You will not need to give a reason for withdrawing, it will be respected and there are no penalties for doing so.

If you were to join the study then this will broaden your knowledge on different leadership styles and also help them form an opinion on whether people are born leaders or not.

Project Risks
The research project involves the participants to partake in an interview which will be recorded and then later the data will then be analysed. The interview will not include any questions that require sensitive answers. The researcher does not think there are any potential risks, however, if at any point you feel uncomfortable you may withdraw from the interview at any point with no judgement and your decision will be respected.

Privacy

All of your personal details like your signature on the consent forms will be kept securely and in confidence by the researcher. Once the research project is finished and all the data has been analysed; all the information, documentation and recordings from the interview that was used in the gathering of the data will be destroyed.

- You will be offered a copy of this information sheet to keep -

If you require any further information about this research project please contact:
Celine Van der Bijl using st20074083@outlook.cardiffmet.ac.uk
Appendix 3 - Participant Consent Forms

PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student's perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Remona Monteith

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant

Signature of person taking consent

Date 17-1-17

Date 17/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student’s perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Alice Davies

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant: [signature]
Date: 18/1/17

Signature of person taking consent: [signature]
Date: 18/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student's perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Ben Ford

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant ___________________________ Date 24/1/14

Signature of person taking consent ___________________________ Date 24/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student’s perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Angharad Mellers

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant

Amellers

Date

20/1/17

Signature of person taking consent

Date

C.Vanderbijl

70/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student’s perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: 

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant

_________________________  25/1/17

Signature of person taking consent

_________________________  25/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student's perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Lewis Jesty

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered. ☑

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason. ☑

3. I agree to take part in the above research project. ☑

4. I agree to the interview being audio recorded ☑

5. I agree to the use of anonymised quotes in publications ☑

Signature of Participant ___________________________ Date 26/01/2017

Signature of person taking consent ___________________________ Date 26/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student's perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Jordan de Silva

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant

[Signature]

Date
31/1/17

Signature of person taking consent

[Signature]

Date
31/1/17
PARTICIPANT CONSENT FORM

Ethics Reference Number: 2016D0483
Title of Project: An exploration of Cardiff Metropolitan University Student's perceptions of whether effective leadership is a trait, or if it can be taught.
Name of Researcher: Celine Vanderbijl

Participant name or Study ID Number: Nathan Crompton

Participant to complete this section: Please tick each box.

1. I confirm that I have read and understand the information sheet for the above research project. I have had the opportunity to consider the information, ask questions and have had these answered.

2. I understand that my participation is voluntary and that I am able to withdraw at any time during the interview, without giving any reason.

3. I agree to take part in the above research project.

4. I agree to the interview being audio recorded

5. I agree to the use of anonymised quotes in publications

Signature of Participant                                    Date

Nathan Crompton                                           2/2/17

Signature of person taking consent                         Date

Celine Vanderbijl                                         2/2/17
Appendix 4 - Proposed Primary Research Questions

Q1. Gender?
Q2. How old are you?
Q3. Year of study?
Q4. Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?
Q5. Over your time at university have there been situations where you have had to practice taking on the role of a leader? Please explain
Q6. How did you find it?
Q7. Did you face any challenges you had to overcome when you were leading? How did you overcome these?
Q8. Have there been any aspects of your course which have developed your leadership skills? How?
Q9. Do you think you possess any characteristics of being a leader? If yes, what are they?
Q10. Do you think that possessing certain traits is fundamental for a leader to be effective? If yes/no, why?
Q11. Do you think being an effective leader depends on the situation? If yes/no, why?
Q12. Do you think that it is important for a leader to be able to switch leadership styles per situation? If yes/no, why?
Q13. Do you think there could be more opportunities to improve leadership skills within university? If yes/no, why?
Q14. Do you consider academic knowledge on leadership theories an important aspect of being an effective leader? If yes/no, why?
Q15. Have you had any positive experiences with effective leaders? If yes, do you think this was through excessive training or having certain traits or other and why?
Q16. Have you had any negative experiences with ineffective leaders? If yes, do you think this was through lack of training or lack of certain traits or other any why?

Q17. Do you feel confident that your leadership skills have developed in university in preparation for full time employment? If yes/no, why?

Q18. Do you think effective leadership is a trait or can it be taught? Why?
Appendix 5 - Interviewee One

Q1. Researcher: So please could you confirm your gender?

Participant: Yes, I am female.

Q2. Researcher: And how old are you please?

Participant: I am twenty-one years old.

Q3. Researcher: And what year are you in?

Participant: I am in my third year.

Q4. Researcher: Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: Um, yes, I believe that a leader needs to be assertive with high levels of commanding skills. And I um, think that a leader also needs to be friendly so that they can be approachable to their followers. And um, a leader needs to be like democratic so that members of the team or the group have a say in the decision-making process.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: At uni I have had to undertake group projects and meetings where I have had to lead or be the chair. In second year, we did a business in action module, where I was the chair and I had to give all of the team members roles and make sure that everyone knew what they were doing and completing the work to a high standard.

Q6. Researcher: How did you find it?
Participant: Um, when I first started coming to university, I found being a leader relatively straightforward. However, I have found it comes easier to me now as I have done more projects over the three years.

Q7. Researcher: Did you face any challenges you had to overcome when you were leading? And how did you overcome these?

Participant: There have been situations when I have been leading where the work that needed to be done may have not been completed on time. Um, I overcame it by organising extra meetings so that we could work efficiently as a team and spread the workload evenly.

Q8. Researcher: Have there been any aspects of your course, which have developed your leadership skills?

Participant: The Leadership and Change module has definitely helped me to recognise the different types of leadership styles and therefore I have developed various aspects like situational leadership.

Q9. Researcher: How has it done this?

Participant: Every three weeks we would hold a formal business style meeting, and take it in turns to change the chair. Because we got to watch our team members lead, it helped develop our leadership skills because we saw what worked and what didn’t. So when it came to being my turn I was able to adapt the way I led, by using what I had seen in previous meetings.

Q10. Researcher: Do you think you possess any characteristics of being a leader?

Participant: Yes I think I do actually.

Q11. Researcher: What do you think they are?
Participant: I think that I can change my leadership styles when I am around different people. Because I coach netball, I need to show a more Autocratic style of leadership to make sure the children understand and know what they are doing, whereas when I have to lead meetings in University the skill sets tend to be a lot higher and then I show more of a democratic style, so that there is more of a discussion.

Q12. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?

Participant: Yeah I do think some traits are essential to leadership.

Q13. Researcher: Why?

Participant: I think that traits such as self-confidence, patience and um, empathy are needed to be an effective leader.

Q14. Researcher: Do you think being an effective leader depends on the situation?

Participant: Yes I do.

Q15. Researcher: How come?

Participant: Sometimes leaders will be leading different groups of people and these people may work in a different way to others. So, there isn’t just one um, like universal style of leadership so it would mean that different approaches will need to be taken by leaders.

Q16. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: No I don’t think there can to be honest.
Q17. Researcher: Oh really, that’s good. Why?

Participant: I think there have been enough opportunities to be a leader like in the management day in first year, throughout all the presentations in every year and during all of the meetings.

Q18. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: No, Not necessarily.

Q19. Researcher: Why’s that?

Participant: I think that leadership is all dependant on how you approach... (pause) subordinates and whether they will actually listen and abide by what you say, having specific leadership knowledge is not actually essential for this.

Q20. Have you had any positive experiences with effective leaders?

Participant: Yes, I have.

Q21. Do you think this was through excessive training, or having certain traits?

Participant: Sometimes I think it can be through repetition of doing things leadership related, which makes someone a good leader. However I do believe some people inhabit leadership traits when they are born.

Q22. Have you had any negative experiences with ineffective leaders?

Participant: Yes.

Q23. Researcher: Do you think this was through lack of training or lack of certain traits?
Participant: I believe lack of knowledge of what someone is doing shows a bad leader. Someone can develop himself or herself into a good leader, the traits are not necessarily essential; they can be developed over time.

Q24. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: Yes I do, throughout my time in university I have undertaken enough group tasks to be ready for the real world and being a student has made my confidence to lead grow.

Q25. Researcher: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: To be honest I think it’s like half and half.

Q26. Researcher: And why is that?

Participant: Because I believe that people are born leaders and its like expressed in their, um, character. But, if people aren’t born with the traits then I do think they can develop them through like training and being around other leaders.

Researcher: Great thank you, that was the last question. Is there anything you would like to ask me?

Participant: No there isn’t.

Researcher: Okay good, thank you for taking the time to answer the questions.

Participant: You’re welcome.
Appendix 6 - Interviewee Two

Q1. Researcher: Please can I confirm your gender?

Participant: I am female.

Q2. Researcher: And how old are you please?

Participant: I am twenty-one.

Q3. Researcher: And what year are you in?

Participant: I am in year three.

Q4. Researcher: Thanks for that, right, we will get started then. So, do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: Yes, I do. I believe a good leader needs to have um, effective communication skills to conform to different situations and deal with them in like an like understanding way. And um, in order to be a leader I think that one must be um, confident in order for followers to build respect and feel influenced by them. And... (pause) a leader must have a sense of awareness to overlook all activity and have a perspective on everything going on. I also think that a leader must like have positivity and optimism in order to motivate others to follow and to like lead by example.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: (pause) Yes, in the leadership and management module in final year, um, as a group we all had to um, conduct meetings on different agenda’s. We were all expected to like take it in turns to be the leader for the meetings.
Q6. Researcher: How did you find it?

Participant: I actually found it quite um, daunting as in a group with students like all on the same level, I did not want to feel like I was telling them what to do or like um, stepping on anyone’s toes, so I tried my best just to like create a flow to the meetings and remain as respectful as I could to anyone’s actions or opinions.

Q7. Researcher: Did you face any challenges you had to overcome when you were leading?

Participant: One challenge that I faced was when a group member had the tendency to go off topic, this was a challenge as in a group meeting I did not want to undermine this particular member of the group in front of the others.

Q8. Researcher: How did you overcome that then?

Participant: I overcame this challenge by generally directing the topic of conversation back to the topic that was needed by making key points relating to it. And, like, instead of stating that the direction was becoming incorrect, I just asked questions about opinions of the correct topic.

Q9. Researcher: Have there been any aspects of your course which have developed your leadership skills?

Participant: Yes, I think my leadership skills developed in second year during the business in action module.

Q10. Researcher: Please could you explain to me how?

Participant: Yes, so basically we got like split into groups and in each group, there had to be a chair, which was basically like taking on the role of being the leader. I um, took the role of the chair in my group and at the start of the process I didn’t actually show any sense of like leadership as I didn’t think we needed it really.
Although later on, (pause) um, I did notice that we were not being productive as a group or like we weren’t completing the work that had been set. So, I took it upon myself to like make sure everyone had a section of the task to complete and gave everyone a deadline of when we were combining all pieces of work together.

Q11. Researcher: So how did this go on to develop your leadership skills?

Participant: Definitely by showing me a sense of need towards a leadership role.

Q12. Researcher: Do you think you possess any characteristics of being a leader?

Participant: Yes, I think I have patience, which I think is needed when leading a team as you need to be calm and collective at all times in order to reflect empathy. I also think I have a good um, attitude which would help to motivate others in a team.

Q13. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?

Participant: Yes, if there aren’t certain traits shown by a leader then I don’t think the followers will have a sense of respect for the leader and they will feel they cannot be inspired by them.

Q14. Researcher: Do you think being an effective leader depends on the situation?

Participant: Um, yes, I do. Different situations would demand a leader to have to handle things in different ways.

Q15. Researcher: Do you think that it is important for a leader to be able to switch leadership styles per situation?
Participant: Yes, I think that different situations have different requirements regarding the most appropriate ways to handle them. So, like, there could be a situation where a follower is having great difficulty, so the leader would need to show empathy. Although (pause) a different situation a follower may not be conforming to correct procedures so it would need to show a more coercive style of leadership.

Q16. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: I think that continuing with the specific modules relating to leadership and making students try out being a leader in a group is a good way to learn new skills about your personal leadership style. So, no, I don’t think there could be more opportunities as generally group work requires a leader to ensure that the task is being done in the correct time frame; especially if the group is lacking motivation.

Q17. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: Yes, I think it is.

Q18. Researcher: Why is this?

Participant: Because, otherwise um, there wouldn’t be a need to like look into academic theories on the leadership topic. And I think it is generally overlooked as everyone knows what a leader is in general terms. But, when it is a requirement and in the module essentials to learn about the specific theories then it raises awareness of them, because students wouldn’t have taken it upon themselves to learn about leadership theories. But by doing so it will actually improve their leadership skills.
Q19. Researcher: Have you had any positive experiences with effective leaders?

Participant: Yes, I have had positive experience with effective leaders, and I think it was because the leader had a lot of experience in the position that she was in. I also think it was because over that time there was experiences of different situations and how to best handle the situations.

Q20. Researcher: Do you think this was from the leader having training or possessing certain traits?

Participant: Um, I think it is due to training because as a leader you would learn new things all the time and it would be useful to apply to situations in order to get the best out of followers.

Q21. Researcher: Have you had any negative experiences with ineffective leaders? If yes, do you think this was through lack of training or lack of certain traits or other any why?

Participant: Yes, I have had negative experiences with leaders before.

Q22. Researcher: Was this down to the leader having a lack of traits or lack of training?

Participant: (Pause) I think this was mainly down to certain traits because I think the negative experience I had with a leader was because the leader did not possess enough positive traits to be able to lead effectively.

Q23. Researcher: Please could you explain traits the leader was lacking?

Participant: I think there was a um, a definite lack in patience which did not help the situation as there was like absolutely no seeing things from the followers’ perspective, it tended to be one sided which I think proved like to be an ineffective leader for that specific situation.
Q24. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: Yes, I think I could apply all the theories learnt on leadership to the workplace actually. And as all situations are different I am confident that I could use like the different theories depending on the situation. As I have done intensive learning on the topic over my time of being in Cardiff Met it has taught me how to chose what theory of leadership is most effective in certain situations.

Q25. Researcher: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: Um, I think it can be taught.

Q26. Researcher: Why is that?

Participant: Well, I think that if you are an effective leader you need to have um, leadership experience. By having learning about different theories and um, having training and like, over the course of time you would like pick up new skills and also like develop the skills you already have. So yeah, I think all of that contributes towards being an um, effective leader.

Q27. Researcher: Right, I think that is everything! Is there anything you would like to ask me before we end the interview?

Participant: No, thank you.

Researcher: Great, thank you very much for participating in my research, your answers were great.

Participant: You’re welcome.
Appendix 7 - Interviewee Three

Q1. Researcher: Please could you confirm your gender for me?

Participant: I am male.

Q2. Researcher: And how old are you please?

Participant: I am twenty-two.

Q3. Researcher: Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: Yes I do, I think they need to be um, confident and um, organised, and like good at communicating and definitely good at like listening to others opinions. They also need to be socially aware and have empathy with their followers.

Q4. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: Yes definitely throughout my three years here. In particular this year in the um, leadership and change module, where I had to like lead and organise a group meeting, and in the business and action module last year, where making sure the group was organised was essential.

Q5. Researcher: So, how did you find taking on the role of a leader?

Participant: I quite enjoyed it actually, as I am strong-minded type of person and I like to get my points across. I feel it has aided my leadership skills further, as now I feel like I am more um, like, responsive when listening to others.

Q6. Researcher: Did you face any challenges you had to overcome when you were leading?
Participant: Um, yes I did. Like, finding a solution that pleased everyone was a challenge as peoples’ opinions are different to others.

Q7. Researcher: What did you do to overcome this challenge?

Participant: I simply used a democratic approach, and had a team vote on the best solution. This way, all arguments were heard, and we then just went with the majority.

Q8. Researcher: Have there been any aspects of your course which have developed your leadership skills?

Participant: I feel feedback for group presentations has developed my leadership skills, because they allow me to reflect on my performance and suggest reasons for improvement. And the feedback has also like, helped me see what type of person I am and discover my strengths and weaknesses.

Q9. Researcher: Do you think you possess any characteristics of being a leader?

Participant: Yes, I feel I possess confidence and I am able to communicate effectively and I um, think I am good at motivating other people.

Q10. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?

Participant: No I think different people are motivated by different opinions. Certain traits would only like, motivate a proportion of workers not all of them as everyone needs a different type of guidance so having certain traits wouldn’t actually be effective for a leader to have.

Q11. Researcher: Do you think being an effective leader depends on the situation?
Participant: Yes I do definitely.

Q12. Researcher: Why do you think that?

Participant: Because in certain situations, like being in a state of panic, a more coercive leader will be listened to more and will carry out communication better.

Q13. Researcher: Do you think that it is important for a leader to be able to switch leadership styles per situation?

Participant: Yes definitely. Because certain situations demand a strong leader who needs to tell his followers exactly what to do. Whereas other situations need a leader who can listen to ideas, and put others before themselves.

Q14. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: Um (pause), no I don’t. I feel there is sufficient time and resources to enhance leadership skills in uni.

Q15. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: Not really, I feel you could have all the academic knowledge in the world but could still be a bad leader. Leadership is all about like, assessing the situation and achieving a goal, and I feel academic knowledge would only aid that to a certain point.

Q16. Researcher: Have you personally had any positive experiences with effective leaders? If yes, do you think this was through excessive training or having certain traits or other and why?

Participant: Yes I have.
Q17. Researcher: Was the leader effective because of possessing certain traits or having lots of training?

Participant: I actually think it was through having experience of being a leader, and knowing his profession extremely well. He was passionate about the work and it showed when we were in the workplace.

Q18. Researcher: Have you had any negative experiences with ineffective leaders?

Participant: Yes I have and I feel that it was due to him having a lack of understanding of not only the situation but the people that worked there as well. And, to be honest it could have been through a lack of knowledge and time spent dedicated to the situation.

Q19. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: No, I don’t, I feel they have prepared me to a certain extent. Because obviously it hasn’t prepared me to do specific things for a job, as they are unique to the job itself so they can’t really. But, from the different modules that I have completed during my time at uni, I think my confidence has definitely grown and I have become a lot better at listening. So, um, I guess it has improved certain aspects of myself ready for the real world, yes.

Q20. Researcher: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: I think it can be taught.

Q21. Researcher: Why is that?
Participant: I feel like um, the characteristics that are needed to make a leader an effective one like communication, like they need to be practiced for the leader to actually be effective when they are using them. And due to there being like loads of effective leaders around the world, it like makes it, like it indicates to me that it can be taught.

Q22. Researcher: Ok great, that’s everything now. Is there anything you would like to ask me?

Participant: Um, no, I think that is everything.

Q.23 Researcher: Fantastic, thank you for taking the time to participate in this interview.

Participant: No worries.
Appendix 8 - Interviewee Four

Q1. Researcher: Please could you confirm your gender?

Participant: I am female.

Q2. Researcher: And how old are you?

Participant: I am twenty-one years old.

Q3. Researcher: What year are you in?

Participant: I am in third year.

Q4. Researcher: Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: I think there are to be a good leader yes. I feel that a leader needs to be someone who is positive and liked by his followers. I feel a good leader is someone who is organised, motivational and has the ability to align people towards a goal or vision.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: Yes, in the leadership and change module specifically. We worked within groups and held meetings, each week a different group member would be the leader. I have also had to practice being a leader in a lot of different group projects throughout the three years in Cardiff met. In group work though there wasn’t an allocated leader, but I feel I always made sure everyone’s work was at a high level and completed on time.

Q6. Researcher: How did you find it?
Participant: To be honest, I found it pretty easy to lead a team, especially in the leadership and change module because I was working with friends so it was a lot easier.

**Q7. Researcher: Did you face any challenges you had to overcome when you were leading?**

Participant: Yes I did face challenges, and it was because um, all students are on the same hierarchical level it can sometimes be hard to direct and give orders.

**Q8. Researcher: What did you do to overcome the challenge?**

Participant: By using a less coercive method of leadership, because if I was using a coercive style it would have made the leader to follower relationship feel hostile.

**Q9. Researcher: Have there been any aspects of your course which have developed your leadership skills?**

Participant: Yes, the leadership and change module has taught me many different methods of leadership. This helped me develop my knowledge and it has allowed me to practice the different styles in uni.

**Q10. Researcher: Do you think you possess any characteristics of being a leader?**

Participant: Um, I feel that I do have certain leadership characteristics. I feel that I can be positive and motivate others.

**Q11. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?**

Participant: Yes I do actually. I think that if your followers aren't motivated to achieving a goal then you will not be an effective leader.
Q12. Researcher: Do you think being an effective leader depends on the situation?

Participant: Yes, different situations require different styles.

Q13. Researcher: Please could you explain what you mean?

Participant: Yes, like, a captain in a sports team will be able to lead his or her team to win a game, but may not be able or have the skills to lead a team of office employees to reach a sales target. So, being an effective leader in one situation doesn’t mean you would be one in um, another different situation.

Q14. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: I feel that leadership is actually covered rather well at university, especially on my course. There is a third year module called um, Leadership and Change and it’s aimed to like teach students leadership and in my opinion um, it has done it very effectively.

Q15. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: I think it’s good to have a base knowledge of certain leadership styles because it would increase awareness of how to handle different situations. But to be honest, I feel real-life situations and experiences would be more beneficial to learning to be a leader.

Q16. Researcher: Have you had any positive experiences with effective leaders?

Participant: Yes I have, it was my supervisor in work.
Q17. Researcher: Why do you think they were effective? Was it because of their traits, or training?

Participant: I feel that my supervisor was good mostly because of the personality traits they had. But was definitely trained to lead the people below him.

Q18. Researcher: Have you had any negative experiences with ineffective leaders?

Participant: Yes I have experienced a bad leader.

Q19. Researcher: In your opinion what made him a bad leader?

Participant: He used an incorrect style for a task that he had to complete and he just became very unpopular very quickly, with his followers and then because of that he was actually unable to motivate us.

Q20. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: Yes I do, especially considering that I am unlikely to be in a leadership role straight after I graduate. With what I have learnt from university and with some real life business experience I feel that I will be able to lead competently in the future.

Q21: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: (pause) Essentially yes, I um do think it can be taught.

Q22. Researcher: Why’s that?

Participant: Well, um, to be honest I actually think there are certain aspects of leadership that can be taught, like for example um, teaching ways to motivate
different followers. But, on the other hand, I do feel some characteristics people have mean that they are actually better leaders than others like for example if they had, um, a lot of patience.

**Researcher:** That was the last question, thank you very much for participating.

Participant: No problem.

**Q23. Researcher:** Is there anything you would like to ask me?

Participant: No, that is everything thank you.
Appendix 9 - Interviewee Five

Q1. Researcher: Please could you confirm your gender?

Participant: I am female.

Q2. Researcher: And how old are you?

Participant: I am twenty.

Q3. Researcher: What year are you in?

Participant: I am in third year.

Q4. Researcher: Right, do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: To an extent yes, I feel leaders need to have good interpersonal skills to bond and interact with members of their team. Whilst also having the necessary qualities to be successful, like being organised and um, knowledgeable to set out a good example and to be respected.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: When doing a module called leadership in change, each member of the team had to be a leader at some stage and had to like, organise and conduct a meeting on a given topic. But it has also been necessary to be a leader when doing group work, in some instances team members had been like, social loafers and needed direction and motivating to participate in the work.

Q6. Researcher: So, how did you find it?

Participant: Being a leader when you’re made to be a leader is not the best because it’s like you’re being forced to undertake a role that you aren’t familiar with or um,
you don’t even want it. Where as in some situations it happens naturally because you were more inclined to take on the role. This could be because you knew a lot or enjoyed the subject, when it occurs naturally I feel like it has more (pause) success.

Q7. Researcher: Did you face any challenges you had to overcome when you were leading?

Participant: Um, yes and the main challenge was, um, members of the team not pulling their weight, or there were actually some disruptive members as well. So they made being a leader quite challenging.

Q8. Researcher: What did you do to overcome these challenges?

Participant: To overcome it, I think that it was important to like, show the importance of what we were doing and making sure they had a substantial role to play

Q9. Researcher: Have there been any aspects of your course which have developed your leadership skills?

Participant: In Year one we did an outdoor activity day.

Q10. Researcher: How did this day develop your leadership skills?

Participant: Basically, there was a number of problem scenario’s that had to be tackled as a team, working as an effective team meant some members were better at certain tasks than others and that allowed those members to step up and take on a leadership role. They had to make sure they explained the task properly and supported every member by giving them specific roles that suited their skills. This was a day which encouraged leaders to emerge from a team.

Q11. Researcher: Do you think you possess any characteristics of being a leader?
Participant: Yes I think I do possess some.

Q12. Researcher: What do you think they are?

Participant: I have been the captain of various girl football teams and this was mainly due to me being able to make my team mates listen to me when we played and I could motivate them to perform well. And to be honest I also felt I set a good example on the pitch.

Q13. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?

Participant: Um, yes, I do.

Q14. Researcher: Why is this?

Participant: I think some people are naturally good leaders where as others can learn to be. Some people naturally gain respect from colleagues through being likeable or personable and I think respect is crucial to being an effective leader.

Q15. Researcher: Do you think being an effective leader depends on the situation?

Participant: Yes, I think certain situations require different types of leaders, some situations may require more compassion than others, where as some situations may require a certain mental toughness that other leaders may not possess.

Q16. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: (pause) I think outside of group work and looking at it specifically it could move slightly off topic, I think a lot of things can improve skills associated with leadership, simply by encouraging people to engage with one another means
that people get to know each other and therefore understand how people may react to certain situations.

Q17. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: I don’t think it’s crucial no, as I mentioned leadership has a certain degree of being innate and therefore it is hard to learn these qualities. I think some people are just more suited to being a leader, although having knowledge of theory cannot hinder your abilities as a leader. Unless it begins to overcomplicate situations with too much guidance.

Q18. Researcher: Have you had any positive experiences with effective leaders?

Participant: Yes I have and the best leader I ever encountered was a manager for one of my football teams, she made me want to perform to my best and to succeed.

Q19. Researcher: Why do you think he was effective? Was it do to training or having specific traits?

Participant: She didn’t have any training in the role other than a few coaching courses, and it was through her natural ability to communicate effectively, gain respect and motivate to us.

Q20. Researcher: Have you had any negative experiences with ineffective leaders?

Participant: Yes, definitely. Certain teachers throughout school, felt that one method was the best way to manage any situation. This was not an effective method, as a class has a variety of different personalities, so there needs to be a variety of different leadership styles to be used.
Q21. Researcher: Why do you think the teachers were ineffective? Was it through lack or training or lack of personality traits?

Participant: I think a lack of knowledge and traits was the issue here, or outdated training being used.

Q22. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: I feel that my leadership skills have developed, I’m a more confident individual and have practice in leading small work teams, and this can only benefit me in full time employment. I think they need to be developed further, but the best way to do this is through experience and learning whilst doing.

Q23. Researcher: Do you think that being an effective leader is a trait or do you think it can be taught?

Participant: Um, well I think certain aspects of leadership are innate like the actions that need respect. But then stuff like organisational skills, I think they can be taught. But I do actually think that um, to be a truly effective leader, I think it is mainly a trait but on the other hand um, I think you can teach someone to be like, a more effective leader.

Q24. Researcher: Great, thank you. Those are the last of the questions. Do you need to ask me anything?

Participant: No, I don’t think so.

Q25. Researcher: Okay great, thank you very much for participating.

Participant: You are welcome.
Appendix 10 - Interviewee Six

Q1. Researcher: So please could you confirm your gender for me?

Participant: Yes, I am male.

Q2. Researcher: And how old are you?

Participant: I am twenty.

Q3. Researcher: And what year are you in?

Participant: I am in year three.

Q4. Researcher: Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: Yes, I do, I think they need confidence and to be someone who understands people well, um, empathetic, motivating, give a lot of feedback to their followers and also be like willing to educate them.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: Yes, there have been, (pause) um, during various group projects and especially in third year leadership and change module because we had to act as a chairperson during formal meetings.

Q6. Researcher: How did you find it?

Participant: I actually found that it was quite difficult to begin with because we had to like take control of a group of people who are of similar age to you and also who you are mates with, but to be honest it did become more comfortable over time.
Q7. Researcher: Did you face any challenges you had to overcome when you were leading?

Participant: Um, yes I did face quite a few challenges when I was leading, like making sure everybody understood what I was like trying to say and also trying to control my nerves.

Q8. Researcher: How did you overcome these?

Participant: Um, I would say by striking a balance between being informative and not like, patronising, and also when giving feedback to be constructive and not negative.

Q9. Researcher: Have there been any aspects of your course which have developed your leadership skills?

Participant: Yes I would say so.

Q10. Researcher: How have they developed them?

Participant: Well there have been modules that we have studied that have focused on like developing specific leadership skills and how best to lead a team. We have also looked at different team leading theories and management versus leadership.

Q11. Researcher: Do you think you possess any characteristics of being a leader?

Participant: Yes, I think I have some like being empathetic and understanding and I am quite an organised person so this reflects when I am leading.

Q12. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?
Participant: Yes I think so, I think that for leaders to be effective it is important to have certain traits, as they need to have um, engagement from those they are leading.

Q13. Researcher: Do you think being an effective leader depends on the situation?

Participant: Yes I do. Some people respond to certain styles differently and it is important to change to suit this to be an effective leader.

Q14. Researcher: Do you think that it is important for a leader to be able to switch leadership styles per situation?

Participant: Yes. To suit who it is they are leading and the situation they are in. They may need to be more or less controlling depending on the individual and what it is that motivates them.

Q15. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: Yes, I actually think there could be, just to help the students with like their future employment but to be honest it is actually down to the individual to seek out opportunities.

Q16. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: Yes, I think so because learning about different leadership styles like situational leadership actually helps you to be aware of how you are leading other people.

Q17. Researcher: Have you had any positive experiences with effective leaders?
Participant: Not that I can recall, sorry.

Q18. Researcher: Oh its ok, um, what do you think would make a leader effective then?

Participant: I believe that the best leaders are effective because they are naturally born to do so.

Q19. Researcher: And why do you think may cause leaders to be ineffective?

Participant: I would say usually like a lack of training and lack of experience that means they cannot develop the traits needed.

Q20. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: Um, Yes I do, I feel that I have a better understanding of different situations when leadership is required and experience in doing so.

Q21. Researcher: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: Um, I think it’s a trait.

Q22. Researcher: Why?

Participant: Because I actually think people are natural born leaders. Like, um I think they are born with like the desired traits like motivation and confidence and stuff which would make them a good leader. But like, that doesn’t mean with like the right education, training and um, experience that somebody couldn’t like become an effective leader of the same, um, standard.

Researcher: Right, great. That is everything then, thank you very much for participating in the interview.
Participant: It’s ok.

Q23. Researcher? Anything you would like to ask me?

Participant: No, nothing.

Researcher: Great, thank you.
Appendix 11 - Interviewee Seven

Q1. Researcher: Please can you confirm your gender?

Participant: I am Male.

Q2. Researcher: How old are you please?

Participant: I am twenty-four.

Q3. Researcher: And what year are you in?

Participant: I am in third year.

Q4. Researcher: Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: Yes, I think there are. Um, I think that leaders need to be ambitious and driven, and have the ability to communicate this to their teams effectively to get them on board too. They need to have like competence and confidence in the task to lead by example, and have the courage to step up, especially when things are difficult instead of shying away.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: Yes, for our Leadership and Change Module during team the meetings.

Q6. Researcher: How did you find it?

Participant: I enjoyed it, because I felt that because the leaders were alternated each week, it actually helped you learn from seeing other people’s leadership styles so you could work out what was good and bad then make sure when it was your turn you incorporated that into your leadership style.
Q7. Researcher: Did you face any challenges you had to overcome when you were leading?

Participant: Yes I did sometimes the team members weren’t as well prepared or committed to the task as I was.

Q8. Researcher: How did you overcome that then?

Participant: By communicating with them by saying that we could achieve high marks with increased effort, and with leading by example, eventually then the quality of our meetings and our marks did actually increase.

Q9. Researcher: Have there been any aspects of your course which have developed your leadership skills?

Participant: Yeah, with the leadership and change module, but also for lots of modules we are forced from first year to do group work. In first year I often found this difficult because we had to work together with people we didn’t really know, and also sometimes have to lead the group. As I progressed through University though this became much easier, and my leadership skills have definitely improved with each group tasks.

Q10. Researcher: Do you think you possess any characteristics of being a leader?

Participant: Yes, I think that I have a high task focus, I like to get things done and to a good standard; this makes it easier when leading but, I do actually then expect others to do the same. I communicate well, and can alter this for different personalities to get the best from people. I also enjoy leading, so am enthusiastic and confident speaking to a group.

Q11. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?
Participant: Yes. I think there are different styles of leaders, but all of them must have certain traits. If leaders do not have the respect of their peers or like cannot communicate well, are un, incompetent in their own work and are unorganised or lazy then they do not have the basic traits needed to lead others.

Q12. Researcher: Do you think being an effective leader depends on the situation?

Participant: Yes, I think certain leadership styles suit certain situations better. Some people respond well to being asked to do a task politely, and receiving positive feedback and coaching. Whereas others like only work hard when they are being shouted at and work is demanded of them. I think it depends on the setting and the person you are leading.

Q13. Researcher: Do you think that it is important for a leader to be able to switch leadership styles per situation?

Participant: Yes, like I said before, I don’t think one leadership style would suit everyone. A top leader would adjust their approach based on the ability and the personality of the group. I coach football and I wouldn’t communicate with the under 12’s the same way I do when I captain the men’s team on a Saturday. Effective leaders need to be able to adapt to whatever is needed to get the best from the individuals.

Q14. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: No, I don’t really. With the leadership modules, the sports teams, the SU and the students elections I think there are loads of opportunities in University for individuals to step up and lead. Even students who don’t wish to are made to
in seminar group works. So everyone gets a chance, and those who enjoy it have the benefit of all extra-curricular activities and opportunities as well.

Q15. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: Yes, I do. I think learning academic theories helps to understand leadership and how to improve, but first-hand experience is more important and ideally you really need a balance of them both. I know lots of effective leaders who do not know the theory behind their methods, but they are still effective regardless of it.

Q16. Researcher: Have you had any positive experiences with effective leaders?

Participant: Yes, mainly in sports teams.

Q17. Researcher: What do you think made them effective? Was it training or them having traits?

Participant: These leaders normally had certain traits in their personality that made others listen and respect them. They weren’t ever trained as leaders but learned from others and developed by doing it on the pitch and in training sessions and stuff.

Q18. Researcher: Have you had any negative experiences with ineffective leaders?

Participant: Yes I have.

Q19. Researcher: Again, why do you think they are ineffective? Is it because of lack of training or lack of traits?
Participant: I actually think it is both. I have worked with ineffective leaders who didn’t have the personalities to lead, but also weren’t trained enough in their jobs to allow them too. In the workplace I think people have to be well trained and very competent in their roles before they can begin to lead others. Because it is actually really hard to get other employees to respect you and do as you ask, if they can see your work isn’t up to standard.

Q20. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: Through University and extra-curricular activities yes I believe it has. I have a good grounding to begin full time employment in my chosen career, but of course I will have to continue to learn and develop in my new role constantly as well.

Q21. Researcher: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: well, I um think that effective leaders can actually be developed through experience, but before that they do need to have certain traits which will then like develop them further. I just really think that some people’s personalities are just like not um, suited to lead even if they had like the best training and understanding.

Q22. Researcher: That’s all the questions done, is there anything you would like to ask me?

Participant: No, I don’t thank you.

Researcher: Great, thanks for doing this.

Participant: No Problem at all.
Appendix 12 - Interviewee Eight

Q1. Researcher: Please could you confirm your gender?

Participant: I am male.

Q2. Researcher: How old are you?

Participant: I am twenty-two.

Q3. Researcher: What year are you in?

Participant: I am in year three.

Q4. Researcher: Do you feel there are specific traits a person needs to possess to be a leader and in your view what are they?

Participant: Yes, I think that leaders should possess a multitude of different traits depending on the situation and who their followers are. And I think that they should use situational leadership wherever possible.

Q5. Researcher: Over your time at university have there been situations where you have had to practice taking on the role of a leader?

Participant: Yes, on several occasions actually I have had to act as a leader in group tasks. I have been responsible for chairing meetings as well as like ensuring team cohesiveness was present throughout all of the groups I led.

Q7. Researcher: And how did you find it?

Participant: I think that it was an enjoyable experience to be honest and one I would like to do again in a professional working environment. It has actually helped mould my leadership skills and traits for when I leave university.

Q8. Researcher: Did you face any challenges you had to overcome when you were leading?
Participant: Yes, there were actually, quite often various team disputes and conflicts that I had to resolve using different techniques and management styles. I found that the pressure of leading was also quite overwhelming at times.

Q9. Researcher: Have there been any aspects of your course which have developed your leadership skills?

Participant: Yes there have been definitely, the Leadership and Change module helped my understanding and application of different types of leadership traits, styles and competencies.

Q10. Researcher: Do you think you possess any characteristics of being a leader?

Participant: Yes, I think I am able to adapt my leadership style depending on the situation at hand. I have found this as well like in my personal life too, where I think I like subconsciously alter my personality depending on who I am with.

Q11. Researcher: Do you think that possessing certain traits is fundamental for a leader to be effective?

Participant: Yes, I believe being able to show a democratic style to leadership helps with team morale and effective productivity.

Q12. Researcher: That is more of a leadership style rather than a trait, do you think effective leaders need to have specific traits?

Participant: Oh sorry, um.

Researcher: It’s fine!

Participant: Yes, I do I think they need to have charisma in order to gain the respect of their followers.
Q13. Researcher: Do you think being an effective leader depends on the situation?

Participant: Yes, I think that it is quite evident that leadership styles are highly dependent on both like the environment and the culture. For example like Russia would have a more coercive style compared to other Western cultures where they tend to be more democratic.

Q14. Researcher: Do you think there could be more opportunities to improve leadership skills within university?

Participant: To be honest I think it depends on what course you are taking and the end goals of the individual. For example, like business management you would be something like nursing I don’t think you would get as much. However, overall I would actually say yes.

Q15. Researcher: Do you consider academic knowledge on leadership theories an important aspect of being an effective leader?

Participant: (pause) I do, however, I believe the best way of actually learning the skills is by carrying them out in real life situations. Like Perhaps work experience could incorporate more leadership requirements rather than learning about them in a classroom.

Q16. Researcher: Have you had any positive experiences with effective leaders?

Participant: Yes, the best experiences I have had is where the leader demonstrates a um, democratic style because this improved my morale and increased my productivity and job effectiveness.

Q17. Researcher: Have you had any negative experiences with ineffective leaders?
Participant: Yes I have, I have worked for a leader who only demonstrated a coercive style to leadership which led me to feel isolated and my morale definitely hit rock bottom. This eventually led to me seriously losing respect towards the leader.

Q18. Researcher: Do you feel confident that your leadership skills have developed in university in preparation for full time employment?

Participant: Yes, I think some of the modules mainly like Leadership and Change, has definitely prepared me well for the future. But, to be honest I also believe that more modules should encourage leadership throughout. There should also be more of an emphasis on practical approaches to leadership.

Q19. Researcher: Do you think being an effective leader is a trait or do you think it can be taught?

Participant: Um, I think it can be taught.

Q20. Researcher: Why?

Participant: I suppose it actually um, depends on what extent though.

Q21. Researcher: What do you mean?

Participant: Like, I think it would depend on like the age of the person and even the culture that they grew up in. Like, someone who is younger and has had like some or a little bit of experience would be able to be taught. But like, an older person from like a poorer background probably wouldn’t be able to be taught.

Q22. Researcher: That’s all the questions answered now, thank you. Is there anything you would like to ask me?

Participant: Oh good, no I don’t think so.
Researcher: Great, thanks very much for participating.

Participant: You’re welcome.
## Appendix 13 - Thematic Analysis of Theme One

**Trait Leadership**

<table>
<thead>
<tr>
<th>Interview:</th>
<th>Quotes</th>
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</table>
| **One**    | “Assertive”  
“Commanding”  
“Friendly”  
“Approachable”  
“Democratic”  

At the start of uni “relatively straight forward”

“Yes” – possesses characteristics of a leader

“Yes” – traits are fundamental to leader effectiveness

“Self-confidence”  
“Patience”  
“Empathy”.

“Some people inhabit leadership traits when they are born”.

“I believe that people are born leaders and its like expressed in their, um, character.” |
| **Two**     | “Yes”  
“Effective communication”  
“Conform to different situations”  
Deal with things in an “understanding way”  
“Confident” so followers can “build respect” and “feel influenced by them”.  
“Sense of awareness”  
“Positivity”  
“Optimism”  
“Motivate others”  
“Lead by example” |
“Yes” – possesses characteristics of a leader
“Patience” which is important to be “calm and collective at all times in order to reflect empathy”.
“Good attitude which would help to motivates others in a team”

“Yes” – traits are fundamental to leader effectiveness
“If there aren’t certain traits shown by a leader then I don’t think the followers will have a sense of respect for the leader and they will feel they cannot be inspired by them”.

 Traits
“Didn’t possess enough positive traits to be able to lead effectively”

“Lack of patience”
“No seeing things from the followers’ perspective”
“One-sided”

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<tr>
<th>Three</th>
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<tbody>
<tr>
<td>“Yes”</td>
</tr>
<tr>
<td>“Confident”</td>
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<tr>
<td>“Organised”</td>
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<tr>
<td>Good at communicating”</td>
</tr>
<tr>
<td>“Listening to other opinions”</td>
</tr>
<tr>
<td>“Socially aware”</td>
</tr>
<tr>
<td>“Empathy with their followers”</td>
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</tbody>
</table>

| “Enjoyed it” |
| “Strong minded type of person” |
| “Likes to get point across” |

“Yes” – possesses characteristics of a leader
“Confidence”
“Communicate effectively”
“Good at motivating other people”

“Traits would only like motivate a proportion of workers”
“Everyone needs a different type of guidance so having certain traits wouldn’t actually be effective for a leader to have” – traits being fundamental to effective leadership

| Four | “Yes”  
|      | “Positive”  
|      | “Liked by followers”  
|      | “Organised”  
|      | “Motivational”  
|      | “Align people towards a goal or a vision”  
|      | “Yes” – possesses characteristics of a leader  
|      | “Positive”  
|      | “Motivate others”  
|      | “Yes” – traits being fundamental to effective leadership  
|      | “If your followers aren’t motivated to achieving a goal then you will not be an effective leader”  
|      | “Personality traits” – experience with effective leader  
|      | “Some characteristics people have mean that they are actually better leaders than others” |

| Five | “Yes”  
|      | “Good interpersonal skills to bond and interact with members of their team”  
|      | “Necessary qualities to be successful”  
|      | “Organised”  
|      | “Knowledgeable”  
|      | “Set out a good example”  
|      | “Respected”  
|      | “Yes” – possesses characteristics of a leader  
|      | “Make my team mates listen to me”  
|      | “Motivate them to perform well”  
|      | “Set a good example on the pitch” |
“Some are naturally good leaders”
“Some people naturally gain respect from colleagues through being likeable or personable”

“Natural ability to communicate effectively, gain respect and motivate”

“Lack of knowledge and traits”

“Certain aspects of leadership are innate”

“Certain aspects of leadership are innate”

| Six | “Yes”
“Confidence”
“Understands people well”
“Empathetic”
“Motivating”
“Give a lot of feedback to their followers”
“Willing to educate them”

“Yes” – possesses characteristics of a leader
“Empathetic”
“Organised”

“Yes” – traits being fundamental to be a successful leader
“Certain traits”
“Engagement from those they are leading”

“Effective leaders naturally born to do so”

“Can’t develop the traits needed” – experience with ineffective leader

“Trait”
“Natural born leaders”
“Born with desired traits”

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| Seven | “Yes”  
|       | “Ambitious”  
|       | “Driven”  
|       | “Communication”  
|       | “Competence”  
|       | “Confidence”  
|       | “Courage to step up”  
|       | “Yes” – possesses characteristics of a leader  
|       | “High task focus”  
|       | “Communicate well”  
|       | “alter this for different personalities to get the best from people”  
|       | “Enjoy leading”  
|       | “Enthusiastic”  
|       | “Confident speaking to a group”  
|       | “Yes”  
|       | “different styles of leaders … must have certain traits”  
|       | “Respect of their peers”  
|       | “Communicate well”  
|       | “Incompetent”  
|       | “Unorganised”  
|       | “Lazy”  
|       | “Do not have basic traits needed to lead”  
|       | “Certain traits”  
|       | “Made others listen and respect them”  
|       | “Don’t have personalities to lead”  
|       | “Certain traits which will then like develop them further”  
|       | “Some personalities are just not suited to lead”  
| Eight | “Yes”  
|       | “Traits depending on the situation and who their followers are”  
|       | “Situational leadership when possible” |
| “Yes” – fundamental traits to be an effective leader |
| “Charisma to gain respect” |
Appendix 14 Thematic Analysis of Theme 2
Taught Leadership

Sub themes: Situational Leadership and University Modules

Key:

Taught Leadership

*Situational Leadership*

*University Modules*

<table>
<thead>
<tr>
<th>Interview</th>
<th>Quotes</th>
</tr>
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</table>
| One       | “Business in Action module”  
            “Being a chair”.  
            “Comes easier to me now as I have done more projects over the three years”.  
            “Leadership and Change module”  
            “Developed various aspects like situational leadership”.  
            “Saw what worked and what didn’t”  
            “Adapt the way I led, by using what I had seen in previous meetings”.  
            “Can change leadership styles when I am around different people”  
            “Autocratic”  
            “Democratic”  
            “Leaders will be leading different groups of people”  
            “People may work in different ways to others”  
            “So, there isn’t just one um, like universal leadership style.”  
            “Different approaches taken by leaders”  
            “No”. – university can’t do anymore to develop leadership |
| | “Lack of knowledge of what someone is doing”  
| | “Develop himself or herself into a good leader”  
| | “Traits are not necessarily essential; can be developed over time”.  
| |  
| Two | “Leadership and Change module”  
| | “Yes”  
| | “In second year during the Business in Action Module”  
| | “Yes”  
| | “Different situations would demand a leader to have to handle things in different ways”  
| | “Yes”  
| | “Different situations have different requirements”  
| | “Follower is having great difficulty, so the leader would need to show empathy”  
| | “A follower may not be conforming to correct procedures so it would need to show a more coercive style of leadership”  
| | “No”  
| | “Continuing with the specific modules relating to leadership”  
| | “Yes” – academic knowledge is important  
| | “Wouldn’t be a need to like look into academic theories on the leadership topic”  
| | “it is in module essentials to learn about the specific theories and it raises awareness of them”  
| | “By doing so it will actually improve their leadership skills.”  
| | “Training”  
| | “Learn new things all the time”  
| | “Useful to apply to situations in order to get the best out of followers”  
| | “Yes”  
| |  
| 138 |
“Apply all theories learnt on leadership to the workplace”
“Use different theories depending on the situation.”
“Intensive learning on the topic”
“Chose what theory of leadership is most effective in certain situations.”

“Taught” – effective leadership
“Leadership experience”
“Learning about different theories”
“Having training”
“Over time pick up new skills... develop existing skills”

| Three | “Leadership and Change Module”
|       | “Business and Action module”

“Aided my leadership skills further”
“More responsive when listening to others”

“Used a democratic approach, and had a team vote on the best solution”

“Feedback for group presentations has developed my leadership skills”
“Allow me to reflect on my performance and suggest reasons for improvement”
Feedback has also “helped me see what type of person I am and discover my strengths and weaknesses”

“Different people are motivated by different opinions.”

“Being in a state of panic, a more coercive leader will be listened to more and will carry out communication better”

“Certain situations demand a strong leader who needs to tell his followers exactly what to do”
Other situations “need a leader who can listen to ideas and put others before themselves”

“No” – academic knowledge
“Have all the academic knowledge in the world but could still be a bad leader”
“leadership is all about assessing the situation and achieving a goal academic knowledge would only aid that to a certain point”

“Having experience of being a leader”
“Knowing his profession extremely well”

“Yes” – experience of an ineffective leader
“Lack of understanding of not only the situation but the people that worked there as well”
“Lack of knowledge and time spent dedicated to the situation”

“No” – university developed leadership
“No” – university developed leadership

“Not prepared me to do specific things for a job”

“Taught”
“Characteristics that are needed to make a leader an effective one like communication, like they need to be practiced for the leader to actually be effective”
“Loads of effective leaders around the world”… “Indicates to me that it can be taught”.

Four

“Leadership and Change”

“Leadership and change module I was working with friends so I found it a lot easier”

“Using a less coercive method of leadership”
“It would have made the leader to follower relationship feel hostile”

“Yes”
“Leadership and Change module”

“Helped develop my knowledge”

“Yes”
“Different situations require different styles”
“Being an effective leader in one situation doesn’t mean you would be one in um, another situation”

“Leadership is covered rather well at uni”
“Leadership and Change module” effectively taught students about leadership.

“Good to have a base knowledge of certain leadership styles because it would increase awareness of how to handle different situations”
“Trained to lead the people below him”

“Essentially taught”
“Certain aspects that can be taught”

**Five**

“Leadership and Change Module”

“Some situations it happens naturally… feel like it has more success”

“Yes”
“Outdoor activity day”

“Others can learn to be”

“Yes”
“Certain situations require certain types of leaders”
“Some situations require more compassion”
“Some situations may require a certain mental toughness that other leaders do not possess”

“Knowledge of theory cannot hinder your abilities as a leader”
“Overcomplicate situations with too much guidance”

“Lack of knowledge” – ineffective leader
“Outdated training”

“Can only benefit”
“Developed further… through experience and learning whilst doing”

“Organisational skills… can be taught”

“Can teach someone to be like, a more effective leader”

<table>
<thead>
<tr>
<th>Six</th>
<th>“Leadership and Change Module”</th>
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<tbody>
<tr>
<td></td>
<td>Modules that focus on “developing specific leadership skills”</td>
</tr>
<tr>
<td></td>
<td>“How best to lead a team”</td>
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</tr>
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<td>“Important to change to suit”</td>
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<td></td>
<td>“Yes”</td>
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<td>“Suit who it is they are leading and the situation they are in”</td>
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<td>“more or less controlling depending on the individual and what motivates them”</td>
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<td>“Learning different leadership styles like situational leadership actually helps you to be aware of how you are leading other people”</td>
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<tr>
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<td>“Better understanding of different situations when leadership is required”</td>
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<td>“With right education, training and experience… leader of a same standard”</td>
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<th>“Leadership and Change Module”</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>“Helped you learn from seeing other people’s leadership styles so you could work out what was good and bad”</td>
</tr>
</tbody>
</table>
| Eight | “Leadership and Change module”  
|       | “Helped understanding and application of different types of leadership styles, traits and competencies”  
|       | “Adapt leadership style depending on the situation”  
|       | “Yes”  
|       | “Demonstrate situational leadership and changing styles is important depending on the situation”  
|       | “Yes”  
|       | “Best way of learning skills is by carrying them out in real life situations”  
|       | “Work experience could incorporate more leadership requirements … than a classroom”  
|       | “Yes”  
|       | “Democratic style”  
|       | “Improves morale and increased my productivity and job effectiveness”  

“Leadership and Change module”  
“Leadership skills have improved with each group task”  
“Yes”  
“Certain leadership styles suit certain situations better”  
“Depends on the setting and the person you are leading”  
“Made to in seminar groups works”  
“Learning academic theories helps to understand leadership and how to improve”  
“No trained but learned from others and developed”  
“Good grounding to begin full time employment”  
“Developed through experience”
<table>
<thead>
<tr>
<th>“Yes”</th>
<th>“Demonstrated coercive style”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Felt isolated and morale hit rock bottom”</td>
<td>Lost respect.</td>
</tr>
<tr>
<td>“Leadership and Change prepared me well for the future”</td>
<td>“More modules should encourage leadership throughout”</td>
</tr>
<tr>
<td>“Taught”</td>
<td>“Depends on extent”</td>
</tr>
<tr>
<td>“Depends on age… culture”</td>
<td></td>
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</tbody>
</table>
## Appendix 15 - Thematic Analysis of Theme 3: Leading Other Students

<table>
<thead>
<tr>
<th>Interview:</th>
<th>Quotes</th>
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</table>
| One        | “Work that needed to be done may not have been completed on time.”  
“Organising extra meetings”  
“Work effectively as a team”  
“Spread the work load evenly”.  
“Management day”  
“Presentations”  
“Group meetings”.  
“Yes.”  
“Group tasks”  
“Being a student has made my confidence to lead, grow”. |
| Two        | “Conduct meetings on different agendas”  
“Take it in turns to be the leader”  
“Daunting” as “in a group with students on the same level”  
“Didn’t want to feel like I was telling them what to do”  
“Created a flow to the meetings”  
“Remain as respectful as I could”  
“Directing the topic of conversation back to the topic that was needed”  
“Instead of stating that the direction was becoming incorrect, I just asked questions about opinions of the correct topic”  
“I um, took the role of the chair in my group”  
“Start of the process I didn’t actually show any sense of like leadership”  
“We were not being productive as a group” |
“We weren’t completing the work that had been set”
“Made sure everyone had a section of the task to complete”
“Gave everyone a deadline”

“Making students try out being a leader in a group is a good way to learn new skills about your personal leadership style”
“Generally group work requires a leader”

<table>
<thead>
<tr>
<th>Three</th>
<th>“Lead and organise group meetings”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Making sure the group was organised was essential”</td>
</tr>
<tr>
<td></td>
<td>“Sufficient time and resources to enhance leadership skills in uni”</td>
</tr>
<tr>
<td></td>
<td>“Become a lot better at listening”</td>
</tr>
<tr>
<td></td>
<td>“Improved certain aspects yes”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four</th>
<th>“Group projects through the three years in Cardiff Met”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“In group work there wasn’t an allocated leader, but I feel I always made sure everyone’s work was at a high level and completed on time”</td>
</tr>
<tr>
<td></td>
<td>“Easy to lead a team”</td>
</tr>
<tr>
<td></td>
<td>“All students are on the same hierarchical level it can sometimes be hard to direct and give orders”</td>
</tr>
<tr>
<td></td>
<td>“Allowed me to practice different styles in uni”</td>
</tr>
<tr>
<td></td>
<td>“With what I have learnt in uni and with some real-life business experience I feel that I will be able to lead competently in the future”</td>
</tr>
</tbody>
</table>

| Five             | “Each member of the team had to be a leader at one point” |
“Organise and conduct a meeting on a given topic”  
“Necessary to be a leader when doing group work”  
“Social loafers needed direction and motivating to participate in the work”  

“When you’re made to be a leader it not the best because it’s like you are being forced to undertake a role”  

“Yes” – leading was challenging  
“Members not pulling their weight”  
“Disruptive members”  

“Show the importance of what we were doing”  
“Making sure they had a substantial role to play”  

“Some members were better at certain tasks than others and that allowed those members to step up and take on a leadership role”  
“Explained the task properly”  
“Supported every member by giving them specific roles that suited their skills”  
“Encouraged leaders to emerge from a team”  

“Encouraging people to engage with one another”  

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<thead>
<tr>
<th>Six</th>
<th>“Group Projects”</th>
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</thead>
</table>
|     | “Difficult to begin with”  
|     | “Take control of a group of people who are of similar age to you … also mates with”  
|     | “Became more comfortable over time”  
|     | “Everybody understood what I was trying to say”  
|     | “Controlling my nerves”  
|     | “When giving feedback to be constructive and not negative”  
|     | “Yes” |
“Help students with their future employment”
“Down to the individual to seek opportunities”

| Seven  | “Forced from first year to do group work”
|        | Found it difficult at the beginning as had to work with unknown people and take the lead.
|        | Become easier with progression
|        | “Leadership modules, sports teams, SU, and student elections... lots of good opportunities... to step up and lead”
|        | “Made to in seminar groups works”
|        | “Those who enjoy it can benefit from extracurricular”
|        | “Good grounding to begin full time employment”

| Eight | “Yes”
|       | “Group tasks”
|       | “Chairing meetings”
|       | “Yes”
|       | “Team disputes and conflicts”
|       | “Resolve using different techniques and management styles”
|       | “Pressure of leading is overwhelming”
|       | “Depends on the course and individuals goals”
|       | “Overall yes”
|       | “More emphasis on practice approaches to leadership”

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Chapter Eight:

Bibliography
8 Bibliography

8.1 Books


8.2 Journals


