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Can leadership be taught – a
study about leadership
development in education



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Abstract

Historically there has been an ongoing debate whether leadership is innate behaviour, a trait or a skill. I believe leadership is both a skill and a behaviour that exhibits that skill (Doh 2003). ‘This dual definition generated an additional disagreement over whether leadership can be taught’ (Doh 2003, p. 54). I have had conversations with professors, alumni and leaders who have experience with leadership (broadly defined) and more specifically with leadership programmes. I have asked the experts how they would define leadership; if leaders are born; how the profile of a successful leader looks like; and how we should develop leaders. This study indicates that leadership can be enhanced with the development of (1) explicit knowledge (2) tacit knowledge (3) emotional intelligence (4) and ethical leadership.

Keywords

Caretaking, emotional intelligence, empathy, ethical leadership, explicit knowledge, feedback, innateness, integrity, leadership, leadership development, learning, mentoring, morality, reflection, self-awareness, tacit knowledge, willingness

Thanks

I would like to express my gratitude to Professor Philippe Daudi, who was my guide during my research journey. During one of our dialogues he mentioned that one who is writing a research should always keep in mind that the process is like trying to guide readers through ‘the dark labyrinth of the mind’. In the metaphor I the researcher hold a torch in one hand, and the hand of you the reader in the other. I will try to guide you through my ideas about leadership development. At times I struggled myself to find the way through the labyrinth of my own mind. Philippe’s advices have helped me to find my way. I also thank Professor Brörn Bjerke, Professor Mikael Lundgren and MaxMikael Wilde Björling who created a framework of literature for me that set course for this research. Not to forget I would like to thank those who took the time to sit down with me and converse about the subject. It is because of these contributions I have been able to create this writing. Let us begin!

Contents

1 Introduction	7
1.1 The field of leadership development	9
1.2 Research Field	10
1.3 The focus of the research and the research question	10
2 Can Leadership be taught?	12
2.1 Leadership	12
2.2 Are leaders born or made?	14
2.3 Traits, Skills and Competencies	17
2.4 Leader Personality	22
2.5 Emotional intelligence	24
2.6 Self-awareness	28
2.7 Reflection	30
2.8 Mentoring	30
2.9 Harnessing the research question	32
3 Methodology	34
3.1 To travel alone	34
3.2 Finding a designation for the journey	35
3.3 The creator of knowledge	35
3.4 Qualitative approach	36
3.5 The use of literature	36
3.6 The grounded theory	37
3.7 Memos	38
3.8 Analysing the Data	39
3.9 Data collection	40
4 Conversation	44
4.1 Dr. Karl-Henrik Robèrt	46
4.2 Harriette Thurber-Rasmussen	50
4.3 Sascha Christian Plöbst	52
4.4 Florian Hackbart	54
4.5 Glynn Arthur Kirkham	58

4.6 Dr. Lynn Butler-Kisber _____	60
4.7 Dr. Bruce Spitzer _____	62
4.8 Dr. Alan Muller _____	65
5 Analysing the findings _____	68
5.1 Categories and their properties _____	68
5.2 Developing explicit knowledge _____	71
5.3 Developing tacit knowledge _____	72
5.3.1 <i>Mentorship</i> _____	73
5.3.2 <i>Feedback</i> _____	74
5.3.3 <i>Reflection</i> _____	74
5.4 Emotional Intelligence _____	75
5.4.1 <i>Developing empathy</i> _____	75
5.4.2 <i>Developing integrity</i> _____	76
5.4.3 <i>Developing self-awareness</i> _____	76
5.5 Developing ethical leadership _____	77
5.5.1 <i>Morality</i> _____	77
5.5.2 <i>Caretaking</i> _____	78
5.6 The emerging theory _____	79
6 Conclusion _____	81
6.1 Limitations and future research _____	82
References _____	85

Tables

Table 1: Specific traits related to leadership effectiveness.....	18
Table 2: Skills and effective leadership.....	21
Table 3: Leader's personality and the organizational performance	24
Table 4 Key varieties	25
Table 5: Emotional Intelligence	26
Table 6: Interviewees.....	45
Table 7: Categories that impact the development of leadership.....	70
Table 8: The manager vs. the leader.....	71

1 Introduction

In this work I discuss the subject of leadership development. I am especially interested in the subject because I am a student of leadership myself. I have studied Human Resource Management in Amsterdam and I am interested in learning and development. To learn more about these subjects I decided to study leadership in Sweden. In the summer of 2014 I came to Kalmar to follow the programme '*Leadership and Management in International Contexts*' at Linnaeus University (LNU). During the first lecture in the end of August I met my fellow students for the first time. When I looked at them I recognized myself, a young and ambitious student who is not afraid to dream big. Just like my classmates and I, many others around the world started in a leadership programme this year and even more will do so next year. There are ten thousands of students of leadership around the world who all try to create a better understanding of the phenomenon. But I am wondering what leadership students like myself are learning; are we learning leadership; and are we becoming leaders because of the leadership programmes?

I remember a discussion in one of the first lectures during the Leadership programme at LNU my classmates and I had. We discussed the article '*Can Leadership be Taught*' by Jonathan P. Doh (2003). In the article management scholars involved in leadership research were asked if leadership could be taught. I remember that Kim Cameron, a professor of organizational behaviour and human resource management at the University of Michigan Business School, suggested to assume the answer to this question was 'no'. In the article he argues that if leadership cannot be taught we have to change the way we research leadership. "If leaders are born not made- and if no one can teach anyone else to improve- let's start investigating leadership in the biology lab rather than in the business world" (Kim Cameron cited by Doh p. 59). I agree with Kim Cameron that leadership development goes beyond a certain code of our genes and that the phenomenon should be studied within the business world. The article of Doh (2003) was an inspiration for my approach in order to create knowledge about the subject of leadership development. His way to ask people in the field, especially professors teaching leadership, encouraged me to do the same.

Whenever we raise the question if leadership can be taught one of the first subjects that sort of ‘naturally’ come up is if leaders are born or made. I believe the historical debate about born leaders that also Kim Cameron touches upon is still very relevant when we discuss the matter of leadership development today. Supposing that leaders are born we should create a focus on selecting talents instead of developing them (Gentry et al. 2012). I have been thinking a lot about this debate to create a standpoint. After some reflection I believe for me the answer is actually very simple, leaders are in generally not born. There are only two cases I can think of in which the leader is born. The first case is the one of John I of France. John was born as a king of France on November 15th 1316. John entered the world as a king because his father Louis X died and four months earlier. At the time Louis X died he left his legacy to his unborn child. John I is the only person ever been born as King in France. Unfortunately for the infant the reign on the throne was also one of the shortest in history because he died five days later. His uncle Philip V who succeeded him had been accused of having caused the death (The Editors of Encyclopædia Britannica 2015). The second case that comes to mind is the one of Shapur II, meaning ‘son of a king’. Shapur II was proclaimed king at his birth in the year 309. He was the 10th king of the Sāsānian dynasty (Wilber 2015). Legend has it that’ Shapur II was crowned before he was born, the crown was put upon his mother’s womb before his birth. This possibly makes him the only king crowned in utero.

In the two cases described the infant comes to life as king. This particular situation makes the baby a formal leader who is given authority by virtue of position at birth. We however can come to an agreement that a baby does not yet has developed the traits, skills and competencies of leadership. Thus from these cases we can conclude that leaders are only born when we approach the debate from the most literal perspective. However the debate is interesting because it influenced the way leadership was and still is studied. The argument set course for the well-known trait approach. I will describe the trait approach and why it is relevant for leadership development later in this writing.

1.1 The field of leadership development

Daudi, Elsas & Plöbst (2015) observe that the most Universities have a leadership development programme. They argue that 'leadership development programs have now assumed a critical role in supporting the educational, social and civic missions of institutions of higher education' (Daudi, Elsas & Plöbst 2015, p. 3). Professor Philippe Daudi indicated this trend during one of the lectures at Linnaeus University. He showed on the website of Harvard Business School [<http://www.hbs.edu>] that there is a variety of 88 programs in total. A selection of the topic 'leadership' results in 29 programs in total, meaning that 1 out of 3 programs have a focus on leadership. One of these programmes is the 'High Potentials Leadership Program'. According to the website the people who attend this programme will 'learn how to lead under pressure, champion change, build teams, and develop talent throughout the organization' (HBS 2015). Besides the university programmes many companies and coaches offer their services to develop leadership. Public and private organizations are investing a lot of hours and money in order to develop their (future) leaders. A look on the search engine of Google [<http://www.google.com>] shows over 401 million matches for 'leadership programs'. In 2005 Allio conducted a same search on Google showing approximately seven million matches. Of course the search engine of Google has improved during the last decade showing more results but it is a good indication that there has been an increasingly interest in the area of leadership.

It is clear that leadership development is a relevant topic. Many are investing money and time to develop leadership. But what exactly is it that students of leadership, like me, are learning? As a student of leadership myself I am wondering if these programs contribute to the development of leadership. Can we become leaders just by studying the subject from books? My first response to this question is a firm 'no'. But why is it we cannot learn the act of leadership just by reading about the phenomenon? Assuming that we cannot learn leadership by reading books, how then can we learn leadership? Is it something we can learn? There are more than enough people who believe that leaders are born. Supposing that leadership is innate, why should we bother developing leaders?

1.2 Research Field

We can also observe a growing interest in the research area of the subject. Dionne et al. (2014) indicate that there have been more than 800 leadership manuscripts that have been published by the Leadership Quarterly over the past 25 years. Dinh et al. (2014) support this and point out that there is a high scientific interest in leadership and development. In their study they focused on the 10 top-tier academic publishing outlets and began a manual search for leadership studies in the last decade. In total they included 752 articles. They argue that ‘the thoughtful review of leadership by House and Aditya (1997) identified leadership training and development as an opportunity for future studies’ (Dinh et al. 2014, p. 41). Researchers seem to have answered this call. Between the year 2000 and 2012, a total of 102 studies about leadership emergence and development have been published in the top-tier journals. The articles ‘prescribe and/or describe the process by which leaders come to possess their leadership capacity’ and the recognition of the leadership status by their followers (Dinh et al. 2014, p. 57). Examples of topics are leadership training programmes, learning from experience and identification of leadership. The studies on leadership development however do not yet provide answers to the emerging questions I formulated. Furthermore despite the massive offer of formal leadership training programmes there is relatively little research to assess the effectiveness. Thus the area of leadership development is an interesting field to study. This field is especially interesting for me because I am not only the subject but also the object of this study,

1.3 The focus of the research and the research question

The emerging questions in this introduction and the lack of answers in the field have provided me an interesting substantive research area. The questions lead me to the rather broad research question:

Can leadership be taught?

In the process of reading and creating more knowledge about the subject we will see if the question is still accurate. From this point on we will discuss theories about leadership to learn more about the subject of leadership development. We will have a look at theories in the research field. After the theoretical explanation we shall again have a look at the research question to see that it should be harnessed. After we have gone through the relevant theories I would like to bring in the opinion of practitioners of leadership. These practitioners vary from professors teaching the subject of leadership, alumni of leadership programmes, and leaders. They have provided me with more knowledge about the subject. The theoretical research, interviews, and my personal experience with the subject as a student of leadership have enabled me to create a better understanding of the subject. Lastly we will see in the data collection how a theory about leadership development in education emerges.

2 Can Leadership be taught?

As we have seen there is already a lot written about leadership development. As I mentioned, Dinh et al. (2014) identified that in the last decade more than 102 studies about leadership emergence have been published in the top-tier journals. I have studied some of the relevant literature about leadership development to create more knowledge about the problem. In this chapter I will start with an explanation of the term leadership. Since there is a lot written about the phenomenon, there are many different possible interpretations about the subject. In the study of leadership we come across an unresolved debate about leaders being born or made; nature or nurture; destined or developed. In this chapter I will give a brief overview about the importance of the subject. The debate of born leaders directs us towards the subjects of traits, skills, and competencies. Researchers have tried to identify certain characteristics of effective leaders. It is believed that some of these characteristics can be developed. This aspect is important whenever we consider the raised research question ‘can leadership be taught’. One of these aspects is emotional intelligence. I will discuss why emotional intelligence is relevant for leadership development. Part of emotional intelligence, and key for leadership development, is self-awareness. Thus at the end of this chapter self-awareness and reflection are discussed. Based on the findings we will reconsider the research question; ‘can leadership be taught’, to see if it is still accurate.

2.1 Leadership

To create more knowledge about the subject we first have to reach an agreement about what leadership is. As a student of leadership I thought this would be a rather simple task but I was wrong. It turned out to be one of the most challenging parts of this research. Where does one start discussing the matter of leadership? I could start by describing ‘the’ definition of leadership. But I ask us, is there one suitable definition? To understand the difficulty of defining leadership, I would like to compare the phenomenon with love (Bennis & Nanus 2007). We all know that love exists and we have all experienced it, but how can we define it? When somebody is asked to answer the question what is love, one could possibly say, ‘love is chemistry’ explaining the neurological condition. Someone else could possibly explain it by describing the feeling of having butterflies in the stomach. A third person could give a more philosophical explanation saying that ‘it is a passionate commitment’. Just like love, there are many

ways to describe leadership. Many researchers have tried to pinpoint it in different ways. But I believe there is not one definition. As we see there are several approaches that we can use to come to a common understanding about the subject of love. To create this same sort of common sense about leadership I believe it is important to shed light on the difference between leadership and leaders. Leaders are individuals and leadership can be seen as the act of the leader. However, I must note here that leaders as individuals have too often been linked with leadership (Avolio 2007; Day & Harrison 2011; Zaccaro & Klimoski 2001). As Bennis (2007) noted 'you cannot tickle yourself.' Thus it is important to consider the follower whenever we speak of leadership.

A definition I personally like of a leader is the one of Howard Gardner, an American developmental psychologist. In his book 'Leading Minds' he studied 11 men and women who are considered as effective leaders. As we will see later in this writing, studying leaders is an approach that is much applied to better understand the concept of leadership development. Gardner wrote in 'Leading Minds' that 'a leader is an individual (or, rarely, a set of individuals) who significantly affects the thoughts, feelings, and/or behaviours of a significant number of individuals' (2011, p. ix). Thus leadership is the product of leaders but how that product looks like is not definite simply because there is no best practice. Most of us have had persons in our lives to whom we looked up to. I like to see these people we look up to as leaders. Gardner differentiates direct and indirect leaders (2005). Indirect leaders are those who we look up to and do not have formal authority. Direct leaders are those who have formal authority but are not always looked up to. In the example of the two born kings we can argue that they were formal leaders. They were however not informal leaders because at birth they yet not developed leadership skills, traits, and competencies. Another example is the one that Eikenberry & Harris (2011) use in their book from 'From Bud to Boss'. The authors argue that there is a difference between a leader and a boss. Whenever I think of a boss, I think of someone who takes credit for results, tells people what to do, is a commander and says 'Go' instead of 'Let's Go'. Also I would like to mention the difference Wiseman and Mckeown (2010) describe between diminishers and multipliers. The authors describe that diminishers are leaders that underutilize people. Because of their behaviour people are not able to grow. On the other hand leaders that are multipliers increase the intelligence in people and organisations (Wiseman & Mckeown 2010, p. 28). 'If diminishers see the world of intelligence in black and white,

multipliers see it in Technicolor' (Wiseman & Mckeown 2010, p. 19). So when I use the term leader, not boss, I do not only refer to leaders with signature authority. Leadership goes beyond that and is about affecting the thoughts, feelings, and behaviours of followers (Gardner 2011).

2.2 Are leaders born or made?

Now we have reached, hopefully, sort of an understanding about leadership we can move on and have a look at how leadership develops. A closer look at the etymology of the word development teaches us that the word comes from the Old French 'développer', meaning to unroll or unfold. So developing can be seen as 'evolution or bringing out from a latent or elementary condition' (OED 2015). Thus development is about activating potential. When we think of the potential of leadership the question that I would like to raise is; do we all have it? This is I believe essential because the way we think people become a leader is influenced by the way evaluate people's leadership potential (Gentry et. al. 2012). When we, for example, believe that leaders are born, we more likely have a tendency for selecting the right people rather than on developing them. On the other hand, we would more likely have a focus on giving people the right opportunities to develop when we suppose that leaders are made (Gentry et al. 2012).

The debate about born leaders is not one of modern times. Plato already wrote about the subject around 380 B.C.E. in the Socratic dialogue 'The Republic'. In the dialogue the inherent qualities of the utopian ruler of Kallipolis is discussed. Plato believed that the city should be ruled by the 'philosopher king'. It was discussed that the status of philosopher king could be achieved in case that one had the right dispositions and training. We will see later in this writing that this thought is still very common. The term 'disposition' will be a recurring theme in this writing and to create a common understanding I believe it is important to describe the definition of the term. According to the Oxford Online Dictionary a disposition is the action of setting in order, or condition of being set in order. Because of dispositions we have natural tendencies or a 'bent of the mind' (2015). Especially the term natural is interesting because it implies that we are born with it and that it is a permanent condition. So Plato would have argued that only people who are born with the right conditions can become a leader when they get the right development to utilize these talents.

In Plato's view philosophers have the task of ruling because 'philosophers possess the knowledge that is necessary to govern and have moral and intellectual virtues to be superior to those of others' (Plato cited in Purshouse 2006, p. 82). Plato describes the character of the philosopher and believes that their knowledge of Forms provides them with a theoretical basis for government. The philosopher has a desire for knowledge, disdain themselves for material goods and have morality. Socrates distinguishes three different types of philosophical characters (Purshouse 2006). First there are the people who have a 'philosophic nature' but are corrupted by society. These leaders will fail to succeed as a philosopher (ibid). With philosophical nature Socrates means the capabilities that make one suitable for becoming a philosopher; for instance, 'courage, high-mindedness, ease in learning, and a good memory' (Plato cited in Purshouse 2006, p. 87). The second group of 'philosopher' is the one of 'pseudo-philosophers' (ibid). Pseudo-philosophers lack the qualities required to do the subject well in comparison with the ones who have the nature but still seek the power. The third and small group comprises those who both have the quality and do not let themselves being drawn away from the subject (ibid). The last group is obviously according to Plato's view the most suitable for government

In the view of the philosopher's king I want to address three lessons that are still applicable nowadays and that should be kept in mind when we discuss leadership development. The first lesson is that Plato believed that people are born with a certain disposition to lead. Second is that we need morality. Morality comes from the Latin 'moralis' what means the proper behaviour of a person in society. Third is that we need the willingness to become leaders.

Only a few can possibly become philosophers' king and for those who can be categorized in group three Plato foresees a problem. The problem is that the ones in category three are not practical useful because of two reasons. The first reason is that the wise philosophers who have experienced the beauty of an intellectual life does not want a position of power in the public arena because in these spheres 'hardly anyone acts sanely' (Plato cited by Purshouse 2006, p. 91). The second reason that the philosopher is most likely not able to succeed in the political world is because "he (Plato referred to the philosopher as being a 'he') operates on a higher intellectual level using abstract concepts that others do not understand" (ibid). This problem addresses a

fourth lesson. The fourth lesson is that those who have the potential to develop into a capable leader lack the willingness to become a formal leader with signature authority.

We can conclude that the 'philosopher's king' is one out of many. In the 19th and early 20th centuries authors like Thomas Carlyle believed in the 'great man theory'. The theory was mentioned by Carlyle, a Scottish philosopher, who claimed that 'great men' or in other words heroes had an impact on history. He famously wrote that 'the history of the world is the biography of great man' (Carlyle 1906, p. 13). The book was based on a course of lectures analysing influential leaders in history including: Muhammad, Shakespeare, Luther, Rousseau, and Napoleon. Studying the lives of great leaders became an influential way of creating knowledge about leadership. According to Bennis in the old days leadership was taught primarily by the use of biographies of heroes (2007). He argues that even if we produce divers mathematical models, for the discipline it will always be important to leave space for inspirational stories of wonderful leaders, just as we should grim cautionary of stories from the destructive leaders (Bennis 2007).

Another influential work in the 19th century was the work of Sir Francis Galton, an English psychologist. He was inspired by the work of his half-cousin Charles Darwin's 'The Origin of Species' (1859). As we know the book of Darwin is considered to be the groundwork of evolutionary biology. Galton was a pioneer in eugenic and argues in his book 'Hereditary Genius' that some traits are immutable and cannot be developed. He uses the term genius to express an eminent ability that is inborn and hereditary (Galton 1892, viii). Besides interesting insights about hereditary of human abilities the work was also ground breaking because of certain new use of methodology. Galton created a statistical concept of correlation and applied methods like questionnaires and surveys to study human behaviour. The works of Carlyle and Galton influenced the idea that leaders are born with certain characteristics which predispose them to leadership positions. The study of specific characteristics and traits can be referred to as the trait theory of leadership. The term 'traits' refer to several individual attributes that include aspects of 'personality, temperament, needs, motives, and values' (Yukl 2013, p. 143).

When we assume that leadership is something that is a specific code in our genes, it means that some persons have it and some do not. In this case the implication is that if someone is not born with the leadership 'code' he or she is not able to become a capable leader. De Neve et al. (2012) have used a twin design methods on data from the National Longitudinal Study of Adolescent Health to study if leadership is innate. The researchers conclude that there is a partially innate predisposition to occupy a leadership role (De Neve et al. 2012). I believe, just as Plato describes, we are indeed born with predispositions and that some people are predisposed to lead. This however is no guarantee that the person becomes a leader, let alone a capable one. Furthermore this does not mean that those who are not born with the particular predispositions cannot become leaders. I agree with Goleman (2007) that genes are not destiny and only influence certain traits, skills and competencies that are important for effective leadership (Stogdill 1974; Bass 1990).

2.3 Traits, Skills and Competencies

The theory of great man evolved into the trait approach which also had the assumption that leaders are born because the traits are dispositions. A lot of researchers have tried to identify certain traits of effective leaders. This has been done to create a better understanding of leaders and leadership. These traits 'are a particular feature of mind or character and can be seen as a distinguishing quality' (OED, 2015). The outcomes of researches have implications for improving managerial effectiveness (Kirkpatrick & Locke, 1991). Yukl wrote in his book 'Leadership in Organizations' that 'some traits and skills increase the likelihood that a leader will be effective' (2013 p. 144). Evidence shows that traits do matter (Kirkpatrick & Locke 1991) but the specific traits and skills are not a guarantee that the leader will be effective because the path to leadership is multifaceted. Yukl (2013) describes eight specific traits that in earlier researches have been related to leadership effectiveness. Table 1 shows the specific traits with a brief description.

Table 1: Specific traits related to leadership effectiveness

Specific traits	Description
High energy level and stress tolerance	The energy level, physical stamina and stress tolerance influence effective leadership (Bass 1990; Howard & Bray 1988).
Internal locus of control orientation	People with an internal locus of control are more likely to take responsibility for their own actions because they believe they can influence their own destiny and that destiny is not set (Covey 2004; Rotter 1966). Thus they are more likely to be proactive.
Emotional maturity	They who have a good control of their emotions are also likely to have self-awareness and an oriented towards self-improvement (Yukl 2013). We will notice later on that self-awareness is a reoccurring theme in this writing because it is the basis of learning.
Personal integrity	This trait is about being honest. People that are considered integer have strong moral principles and their behaviour is consistent with espoused values. (Yukl 2013, p. 150)
Socialized power motivation	McClelland & Boyatzis (cited in Yukl 2013) have argued that those who have a high need of power tend to seek positions of authority. In this trait there is a distinction made between socialized power and personal power. Persons with a socialized power orientation are more

	likely to show effective leadership in comparison with those who have a personalized power orientation.
Moderately high achievement orientation	Yukl (2013) argues that the relationship of achievement orientation with effective leadership is difficult. A possible explanation he gives is that it is curvilinear rather than linear because effective leaders have a moderately high, instead of a low or high, achievement orientation.
Moderately high self-confidence	Self-confidence is among other things important for succeeding in difficult tasks and people who are self-confident are more likely to set challenging objectives for themselves (Paglis & Green 2002). However a level of self-confidence that is too high can be considered unpleasant by others. Furthermore people who have too much self-confidence are more likely to block feedback.
Moderately low need for affiliation	Leaders with a high need for personal affiliation are primarily concerned about interpersonal relationships. Leaders with a low need for personal affiliation may have a tendency to avoid social interactions. Thus moderately low need for affiliation is most effective (Yukl 2013).

Source: Based on Yukl (2013, pp. 145-152)

Besides Yukl other researchers have formulated certain traits (Bass 1990; Hogan et al. 1994; Judge et al. 2002; Kirkpatrick & Locke 1991; Northhouse 1997; Stogdill 1974). One of the most influential theories nowadays is the Big Five theory. The big five personality traits are: surgency, conscientiousness, agreeableness, adjustment and intellectance (Hogan et al. 1994). According to Goldberg (cited in Judge et al. 2002, p. 766) consensus is emerging that 'the Big Five can be used to describe the most salient aspects of 'personality neuroticism, extraversion, openness, conscientiousness and, overall relationships'. The qualitative review and meta-analysis shows that most of the five factors are related to leader emergence, behaviour and effectiveness (Judge et al. 2002). Results show that leaders had higher scores on extraversion, openness, and conscientiousness. On neuroticism they scored lower. Here I would like to emphasize that I personally believe that someone who does not have a high degree on all traits can still become a capable leader. On the other hand a leader who possesses all traits does not axiomatically become successful. It takes a lot of practice to learn how to direct the traits. Someone with all traits but a vision that is unrealistic to accomplish, can have a tendency to keep on trying because of the high level of energy, achievement orientation and moderately high self-confidence. Another thing that is important to note is that all strengths can become weaknesses, just like a trait taken into an extreme. Confidence, for example, can become arrogance and high achievement can be experienced by others as fanatical. I however do believe the formulated eight traits or the traits described in the big five theory can form a certain disposition or talent. These talents however need to be utilized and this takes willingness. Thus people also need to have a desire to become a leader.

Beside the indication of certain traits researchers have identified several skills that influence the effectiveness of leaders (Yukl 2013). Before we take a look at the skills we have to keep in mind that leadership goes beyond a right set of skills (Day 2001). The three skills that Yukl (2013) describes are: technical skills, interpersonal skills and conceptual skills.

Table 2: Skills and effective leadership

Broadly defined skills	Description
Technical skills	Knowledge and capabilities to perform specialized tasks.
Intrapersonal skills	The ability to listen to the inner voice.
Interpersonal skills	Skills to communicate and interact with others individually and in groups.
Conceptual skills	Skills to think analytical and creatively.

Source: Based on Yukl (2013)

Yukl (2013) originally formulated three skills related to effective leadership; I however believe that intrapersonal skills are also relevant (Gardner 1983). Leaders need to be self-aware; have a strong set of values; and have a personal vision that drives them. These intrapersonal skills are influential aspect of learning. Intrapersonal skills however need to be combined with good interpersonal skills. I agree with Day & Harrison (2006, p. 457) that ‘effective leadership development requires attention to both human and social capital concerns’. In their writing about leadership development they argue that what is typically referred to as leadership development is actually leader development because there is a focus on developing the individual. The programmes focus too much on developing technical, intrapersonal and conceptual skills. The focus should however shift more towards interpersonal skills because leadership can only exist in a social context (Day & Harrison 2006).

In addition to traits and skills there are also managerial competencies. Competencies involve ‘a combination of specific skills and complementary traits’ (Yukl 2013, p. 158). Examples of competencies are emotional intelligence, social intelligence and a learning ability. According to Yukl (2013) leadership competencies can be acquired by formal training, developmental activities and self-help activities. The interpersonal skills that are important regarding the social context can be developed based on these leadership competencies. The skills, traits and competencies are relevant for this study because they create knowledge about teaching leadership. If we, for instance, know

competencies for successful leadership we can take it a step further and see how we can develop them.

2.4 Leader Personality

All the skills, traits and competencies combined form the leader's personality. According to Bass (1990) researchers have historically ignored personality in the field of leadership. There is little empirical literature on the subject of personality development. According to Avolio and Gardner (2005) leader development literature furthermore ignored personality as a potential mediator of changes over time. Also there was a call for research into dispositional factors in trainings that may influence success of training programmes (Tannebaum & Yukl 1992). Harms, Spain and Hannah (2011) seem to have answered these calls. They conducted a longitudinal study of three years on military cadets to evaluate the subclinical traits on externally-rated measures on the leader development. Harms, Spain and Hannah (2011, p. 497) argue that:

'Leader development involves changes in the perceptions, motivations, competencies, and patterns of behaviour of individuals in leadership positions in order to help them function in their roles more effectively'

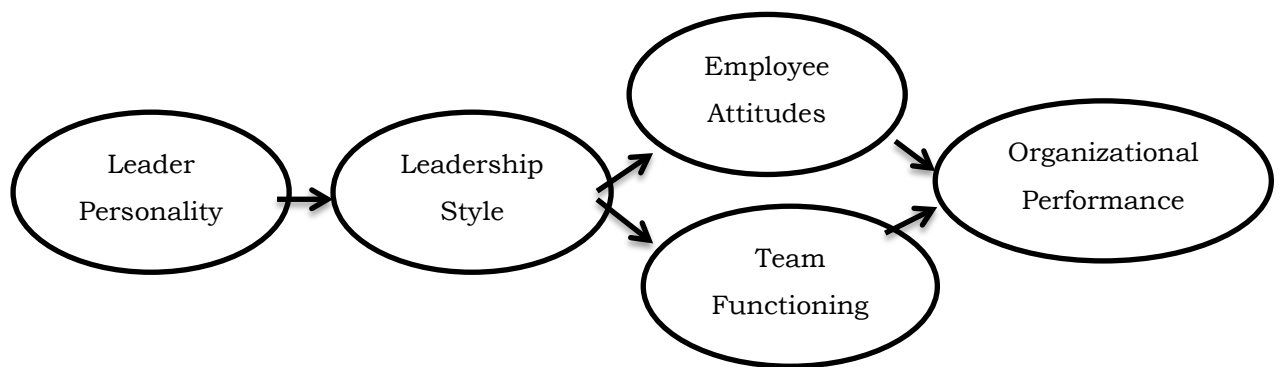
Warren Bennis (2009, p. 59) said something in the same line and argued that 'true learning must often be preceded by unlearning'. McCauley (2008) found that leadership development can be achieved with formal and informal methods including 'mentoring programs, multisource feedback, guided reflection, development assignments, mastery experiences and role models (cited in Harms, Spain & Hannah 2011, p. 497). Hogan and colleagues have argued that several personality factors are important in the leader development process (cited in Harms, Spain & Hannah 2011). First individuals must be high on self-control and be good students in general. Second, self-confidence has a non-linear relationship with leader development feedback (Harms, Spain & Hannah 2011). Leaders that have a self-confidence level that is too high or too low are more likely to block feedback. Thus leaders need a high moderately level of self-confidence. According to Hogan & Warrenfeltz (cited in Harms, Spain & Hannah 2011) a third impact could be that individuals with a psychological-mindedness will be more responsive to feedback. The psychological-mindedness refers to the degree that a person

thinks about the motives and feelings of oneself and others. The last personality factor in order to respond to feedback well is rationality. People who only use their own intuition and do not know how to open up to feedback will not have their opinions changed by others, and those who never change their minds will not be able to learn.

The insights from the studies about personality show that for leadership development individuals need self-control, a moderately high self-confidence, psychological-mindedness and rationality. These outcomes are very similar with the traits that are mentioned by Yukl (2013). It is however not mentioned how these aspects can be best developed in a formal setting. For this research those answers would have been very relevant.

Hogan and Kaiser (2005) have researched the empirical literature on personality, leadership, and organizational effectiveness and argue that we should approach the concept of personality from two perspectives. The first perspective is that personality consists out of the self-image of a person and how ones see his or her owns identity. The second perspective is about reputation; how do others see us? Furthermore the research of Hogan and Kaiser (2005 p. 171) illustrates that it is important to make a distinction between two aspects in reputation which they call 'the bright side' and the 'dark side'. The bright side of reputation reflects the impression a person makes in his best behaviour, for example, a job interview. The dark side shows our personality when we let our guard down and do not show our best side. The dark side, for instance, shows when we are intoxicated. These dark sides can be subclinical traits that meet some criteria for clinical status but not enough for diagnosis. They can be considered as personality quirks that do not create problems in daily activities but can lead to negative outcomes in particular circumstances, for instance, leadership (Harms, Spain & Hannah 2011). Hogan and Kaiser (2005) argue that in plentiful cases the dark side co-exists with good social skills. These well-developed social skills mask the dark side. Paulhus and Williams (2002) noted that the most widely studied subclinical traits are identified as the 'Dark Triad' (cited by Harms, Spain & Hannah 2011, p. 496). In the literature the dark triad refers to a group of three personality comprising narcissism, Machiavellianism, and psychopathy. Hogan and Kaiser (2005, p.170) believe that personality predicts leadership. They argue that 'who we are determines how we lead' (ibid).

Table 3: Leader's personality and the organizational performance



Source: Based on Hogan & Kaiser (2005)

Table 3 shows how leader personality influences the organizational performances. I mention the personality and the dark triad because I believe creating a sense of morality can avoid devastating results of dark personalities on the organizational performance. There are too many examples of leaders that made unethical decisions. According to Goleman (2007, p. 131) 'social emotions operate as the facto moral compass'. They can create a feeling of guilt or shame. People with one of the dark triad traits lack these social emotions that can result in destructive leadership. The mentioning of emotional intelligence brings us to an essential component of leadership.

2.5 Emotional intelligence

The competency of emotional intelligence is very relevant for this research because it is believed that it can be developed with the right practices (Goleman 1998a). To create a better understanding of the concept of emotional intelligence I will give a brief description of the background in the development of the theory. The term emotional intelligence came up in the 1980's because of among others Howard Gardner, a psychologist and professor of neuroscience at Harvard. Gardner influential work published in 1983 '*Frames of Mind*' suggested that we should not approach intelligence as something monolithic but rather consider it as a wide spectrum of intelligences with seven key varieties. The key varieties are mentioned in table 4.

Table 4 Key varieties

Key varieties	Hallmarks
1. Linguistic intelligence	Strength in words
2. Logical-mathematical intelligence	Rational reasoning
3. Musical intelligence	The ability to recognize and appreciate musical patterns
4. Spatial intelligence	Visualizing
5. Bodily kinaesthetic intelligence	Strength in physical control of one's body
6. Interpersonal intelligence	Ability to understand and interact with individuals and groups
7. Intrapersonal intelligence	Strong knowledge of self

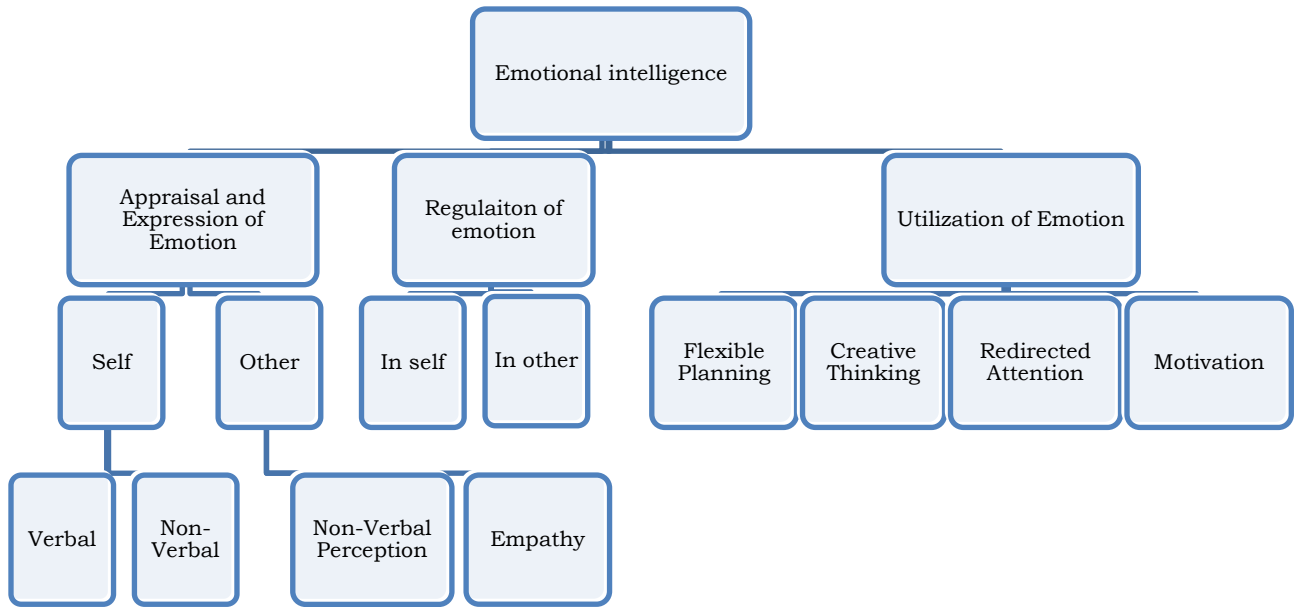
Source: Based on Gardner (1983)

With his work Gardner created a new way of thinking about intelligence. Gardner acknowledged that there is no magic number to the multiplicity of human talents and that the number seven is not statically. With his work he showed that we should not only focus on IQ. Peter Salovey, president of Yale University and John D. Mayer who is a psychologist at the University of New Hampshire inspired by Gardner took a wider view of intelligence and tried to map what it takes to lead life successfully. They define emotional intelligence as:

'The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions' (Salovey & Mayer 1990, p. 189).

In table 5 we find the map Mayer and Salovey (1990) created. The table contains the appraisal and expression of emotion, the regulation of emotion and the utilization of emotion.

Table 5: Emotional Intelligence



Source: *Emotional Intelligence* (Salovey and Mayer, 1990, p. 190)

Salovey and Mayer (1990) suggested that the appraisal and expression of emotions accurately are part of emotional intelligence because people who are also accurate can better and quicker express their emotions to others. People who are emotional intelligent are skilful in recognizing and respond to emotional reactions of others. According to Salovey and Mayer (1990) empathy is therefore an important characteristic in the behaviour of emotional intelligence. According to Salovey and Mayer (1990, p. 194) ‘empathy is the ability to comprehend another’s feelings and to re-experience them oneself’. They have included the ability of empathy as a component of emotional intelligence. Empathic individuals are perceived as warm and genuine by others. They have also included, see Table 4, the regulation of emotion in the construction of emotional intelligence. Salovey and Mayer (1990) argue that this ability leads to a more adaptive and reinforcing mood state. Emotional intelligent people can use this to meet particular goals. They argue that the negative side can be that this ability can be used manipulatively. Sociopaths, for instance, use emotional intelligence for their own purpose. This is why I mentioned the theory of the dark triad before. I believe a focus on morality and ethics should be an important aspect in leadership development. Finally Salovey and Mayer argue that emotional intelligence also has an influence on how people harness their emotions an approach life tasks.

- Joep Metz -

The term emotional intelligence gained popularity after Goleman's publication in 1995 '*Emotional Intelligence – Why it can matter more than IQ*'. The work of Daniel Goleman was built on the work of Salovey and Mayer. Goleman, a psychologist, argues that truly effective leaders are distinguished by a high degree of emotional intelligence (1995). Without it leaders who are experts in their field, have an incisive and analytical mind, can still fail to become successful leaders (Goleman 1998b). Emotional intelligence is the sine qua non of leadership (ibid). Goleman even takes it as far by saying that IQ takes a second place in comparison with emotional intelligence. Here I must note that meta-analysis by van Rooy and Viswesvaran (2004) does not support this claim. Even though IQ and technical skills are also necessary, they are more the entry-level requirements for executive positions. Emotional competence is particularly centre of attention in the field of leadership because in leadership it is about getting others to do their jobs more effectively (Goleman, 1998a). As people rise in organization, emotional intelligence seems to get extra important. Goleman (1995) argues that the five components of emotional intelligence at work are:

- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Social Skill

We can see that most of these components were already coined by Gardner. Goleman however creates a bridge to leadership. Goleman (2004) argues that too often leadership programs are not effective because they focus too much on technical skills. In numerous programs that intend to build leadership skills and include emotional intelligence, there is a focus on the left part of the brain. According to Goleman (2004) to enhance emotional intelligence, trainers, coaches and teachers have to focus their programs on the limbic system of the brain that is active in the right side of the brain. Creators of leadership development programs have to shift their attention towards emotional intelligence. Goleman (1998b) argues that this can best be done through:

- Motivation
- Extended practice
- Feedback

Goleman (1998 p.97) argues that 'emotional intelligence is born largely in the right part of the brain that influences our feelings, impulses, and drives'. The best way to develop leadership is by changing these feelings, impulses and drives. Programmes should focus on how to break old behavioural habits and establish new ones (ibid). Changing behaviours can best be done with a focus on intrapersonal skills. This requires that participants reflect upon personal experiences. Furthermore interpersonal skills are essential for leadership development because they form 'the culmination of the other dimension of emotional intelligence' (Goleman 1998b, p.102). As I stated earlier intrapersonal skills and interpersonal skills should be combined. With the other dimension Goleman means the relational aspect of leadership. As mentioned, whenever we discuss the topic of leadership we should always take the follower into consideration. This relational aspect makes empathy an important skill. People who have strong interpersonal skills can empathize with the feelings of others. In his writings Goleman however does not really give an answer on how emotional intelligence can be learned, in other words how old behavioural habits can be broken. In my opinion it all starts with self-awareness.

2.6 Self-awareness

We have already discussed the matter of self-awareness. As mentioned the topic is reoccurring during this writing because self-awareness enables us to learn. To create a better understanding of the topic self-awareness I would like to refer to Warren Bennis (2009). In his book 'On becoming a Leader' Bennis mentions five ingredients that are important in the development of leaders. These ingredients are all about self-awareness:

1. 'A guiding vision
2. Passion
3. Integrity
4. Curiosity
5. Daring' (2009, pp. 33-41)

Bennis (2009) and Goleman (1998b; 2004) both refer to the Delphic oracle to underline the importance of self-knowledge. Thousands of years ago, the oracle already gave the advice: 'know thyself'. Knowing oneself is the essence of self-awareness and is about having a deep understanding of one's own emotions, strengths, weaknesses, needs and drives (Goleman 2004). So to teach how to become a successful leader, it is important to teach people how they can become self-aware (Bennis 2009; Goleman 1998 & 2004; Shamir & Eilam 2005). Leaders who are self-aware have strong intrapersonal skills. Goleman (1998b) argues that self-awareness extends to a person's understanding of his or her own values and goals and know where they are going and why. They have self-confidence, a realistic self-assessment and self-deprecating sense of humour (ibid).

At the leadership programme of the Linnaeus University that I am following while writing this thesis, self-awareness is a meaningful attribute to develop students, if not the most important one. A look at other programmes, for example, Harvard Business School, Dartmouth and the University of Chicago indicate that self-awareness is among the key attributes (Showry & Manasa 2014). Universities and business schools are introducing tools and processes to make students more self-reflective. Showry & Manasa (2014, p. 16) argue that 'besides explicit knowledge, tacit knowledge related to self can be the hallmark of managerial success'. The authors argue that the road to self-awareness is introspection (ibid). Introspection makes us more aware of our traits, skills, competencies and personality. It enables us to examine and understand our deep beliefs, values and desires. It is important to note that no one can teach us how we can become ourselves. There are however lessons that Bennis (2004, p. 52) describes that can be helpful in the process of creating self-knowledge:

Lesson 1: 'You are your own best teacher'

Lesson 2: It is necessary to accept responsibility or in other words to have an internal locus of control orientation.

Lesson 3: You can learn anything you want to learn.

Lesson 4: True understanding comes from reflection upon experience

2.7 Reflection

As discussed we are our own best teacher in creating self-knowledge. Furthermore we can see in the literature that true understanding comes from reflection (Bennis 2004). According to Taylor (Cited in Brown & Posner 2001, p. 274) scholars have advanced a 'transformational learning theory' that has received more attention than any other adult learning theory. According to Mezirow 'transformational learning is the process of construing and appropriating a new or revised interpretation of meaning of one owns experience as a guide to action (Cited in Brown and Posner 2001)'. According to Merrion & Cafferalla (ibid) mental constructions of experience, inner meaning, and reflection are key concepts in transformational learning. The starting point in this approach is an experience that becomes the content for reflection. Thus transformational learning is about breaking old behavioural habits and establishing new ones (Goleman 2014). The key in creating these new behaviours is reflection. According to Bennis (2009, p. 56) 'reflecting on an experience means to have a Socratic dialogue' with ourselves. When we have a Socratic dialogue we are asking ourselves questions in order to discover the truth within ourselves (Bennis 2009). When we truly understand ourselves we are able to become self-expressive. This self-expression is in my opinion essential in becoming a capable leader because only in case that we are free to express ourselves, we become able to shape life rather than being shaped by it (Bennis 2009)

2.8 Mentoring

Besides reflection to become more self-aware and self-expressive, it is important for leaders to have mentors (Bennis 2009). Bennis and Nanus confirm this in their book 'Leaders' (2007). They conducted 90 dialogues with a wildly diverse group of leaders. An interesting lesson from the book is that all the leaders could indicate one or more important mentors in their leadership development. The mentors helped the leaders to shape their 'philosophies, personalities, aspirations and operating styles' (Bennis & Nanus 2007, p.176).

The importance of having mentors can be explained through a theory of Michael Polanyi, who was a Hungarian-British polymath. In 1958 Michael Polanyi developed a theory about explicit and tacit knowledge in his magnum opus 'Personal Knowledge'. I

believe this theory is very relevant for leadership development because it gives us a better understanding of learning. Let us get familiar with the terms. Explicit knowledge can be codified and therefore be transmitted through words. This knowledge can be learned from a book. Take, for example, the game of chess. We can learn from a book that chess is played on a square board that has eight ranks that are denoted with the numbers 1 to 8, and files denoted with letters a to h. In total there are 64 squares with alternate dark and light colours. We can learn from a book that there are 16 pieces for each player that comes in sets of white and black. We can learn how to move the pawns, knights, bishops, rooks, queen and king. Also we can learn how we can define the end of the game. To win we can use different tactics that we can also learn from a book. We can, for example, create a tactic to open the game. When the white player starts, the black player has 20 possible moves. The player can make 16 pawn moves and 4 knight moves. After the first move for white followed by the first move for black, there are already 400 possible chess positions. There are already around 71,852 and 197,742 possible positions after four moves. These numbers give an idea about the complexity of the game and indicate that we cannot only learn how to win a game of chess by just reading a book. We cannot create a strategy and become a good player without practice. This knowledge we can only obtain through experience and can be referred to as tacit knowledge (Polanyi 1958). I believe this is the same with leadership. Leadership goes beyond explicit knowledge.

Tacit knowledge is more subtle than explicit knowledge. Tacit knowledge is 'a performance achieved by the observance of a set of rules which are not known as such to the person following them' (Polanyi 1958, p. 49). As an example Polanyi describes the principle by which the cyclist keeps balance. Whenever we teach children to ride the bike, we cannot exactly tell them how to do it. To avoid that children hurt themselves in the process we often attach side-wheels. On the bike with the side-wheels the child has the opportunity to 'get a feeling' how to handle the bike. If the child learned how to drive and steer the bike, the side-wheels are taken off. Without the side-wheels the child has to learn to keep balance. This is a process of practicing. In the Dutch language we have a proverb saying that the process of learning is one of 'falling and standing up'. The child will fall and has to get back on the bike. This is a process of trial and error and the skill can only be acquired by practice. Polanyi notes that learning a new skill is

‘an art which cannot be specified in detail because it cannot be transmitted by prescription, since no prescription for it exists’ (Polanyi 1958, p.51).

For this research about leadership development the theory of Polanyi is relevant because it indicates how tacit knowledge can best be learned. Polanyi noted that it can only be passed on by example from a master to apprentice. In order to learn the apprentice has to meet with the master on a regular basis and it is important that the apprentice trusts the master, even though the master does not always know and account in detail for its effectiveness (Polanyi 1958). The apprentice unconsciously picks up the rules of the art. Some of these very subtle rules are not explicitly known by the teacher him- or herself. To describe the subtleness we can think of the craft of silversmith. The apprentice can learn from books what the tools, materials and techniques are to create objects from silver. It is however not possible to learn from a book how to successfully polish and buff a piece of work. This skill must be observed from someone who has mastered the metalworking.

2.9 Harnessing the research question

At this point of the research we have seen that whenever we discuss leadership we should differentiate the role and the activity. Leaders are individuals and leadership can be seen as the act of the leader. Furthermore it is important to consider the follower if we speak about leadership. Leadership affects the thoughts feelings and behaviours of the followers (Gardner 2011). On the occasion that we examine the innateness of leadership we see that there is a partially innate predisposition to occupy a leadership role (De Neve et al. 2012). We are born with predispositions and some people are predisposed to lead. Those who are born with a certain talent for leadership do not necessarily become leaders, let alone capable ones. The trait approach furthermore teaches us that there is not one leadership disposition. Leadership is a combination of many traits, skills and competencies. Also the situation and context is always important. According to Yukl (2013) leadership competencies can be acquired by formal training, developmental activities and self-help activities. Leadership development can be achieved through formal and informal methods. These methods include mentoring, reflection and feedback. Hogan and colleagues have argued that several personality factors like; self-control; self-confidence; and psychological-mindedness are significant in the leader

development process (cited in Harms, Spain & Hannah 2011). The psychological-mindedness mentioned is part of the emotional intelligence we discussed. It is this emotional intelligence that is the key to leadership development. It has been argued by Goleman (2008) that leadership programmes fail because there is too much of a focus on creating explicit knowledge (Polanyi 1958). We can however not learn leadership from a book. Thus creating tacit knowledge is also relevant for creating leadership. Goleman argues that we should focus programmes more on the limbic system of the brain to develop emotional intelligence (2008). Part of emotional intelligence is self-awareness. It has been argued that this self-awareness is important in understanding our own emotions, strengths, weaknesses, needs and drives (Goleman 2004). We need to be self-aware to create strong values, a vision and be inspirational (Shamir & Eilam 2005). We can become self-aware through feedback and reflection. With reflection we can break old behavioural habits and establish new ones (Bennis 2009; Brown & Posner 2001; Goleman 2014).

At this point of the writing we can see that the course of the research has changed. We are not primarily discussing the subject of teaching leadership. The theory I collected does not primarily focus on the formulated question ‘can leadership be taught’. Thus I would like to harness the question to make it more accurate. A more appropriate formulation at this point of the writing is:

What can leadership programmes do to develop leaders?

To create knowledge about this problematization we will see what practitioners have to say. I have entered the field of leadership development in education and asked professors and alumni of leadership programmes, and leaders what their experiences are with the subject of leadership development. But before we will learn from their insights we will discuss the methodology.

3 Methodology

We have seen that the theories about leadership development have changed the research question. But how did I come up with my topic and how did I execute my research? In this chapter I will describe my mode of thinking and acting (Arbnor & Bjerck 2009). I will describe the steps and relations that were needed in the process of searching and creating knowledge.

3.1 To travel alone

One of the first decisions I had to make during the process of the research was if I wanted to write by myself or with somebody else. This decision was not an easy one for me. I have always preferred to work in groups because I believe that everyone has different qualities as a person. A combination of different roles can become complementary. When we consider the team roles of Belbin [<http://www.belbin.com>] I can identify myself with the role of the plant. My quality is that I am creative but my weakness is that I can be forgetful and unstructured. Thus for me it would be best to work together with someone who could be described as a perfectionist. However as Ingeman Arbnor and Börn Bjerck argued in their book *'Methodology for Creating Business Knowledge'* methodology concerns one's own personal development (2009, p. 17). I realized that for my own development it would be best to work by myself. For me the research process was like traveling alone. When I came to Sweden for my studies I went to a place without people within my close circle of relationships. When I faced problems, I could not always rely on others. I had to come with solutions myself. I had to do things for the first time but this enabled me to learn. I not only learned how to approach certain problems but it also made me more self-aware. Thus my personal development was decisive for my decision to writing alone.

During the process of the thesis I wanted develop my punctuality. I must admit that there were moments that I regretted the choice to write by myself. Sometimes I got stuck in the process and wished I had a sparring partner to share ideas. Furthermore, when one is stuck in the process of writing, the other can keep on going. Therefor two persons can be more productive than someone alone. Lastly a research partner can avoid certain blind spots. I however have always had the possibility to discuss problems with

my supervisor Professor Philippe Daudi who has helped me several times to pick up the pace again. Looking back at the overall process of writing the thesis by myself I must say that I am proud of myself. At all times I was able to motivate myself, I have developed my punctuality and the journey has made me more self-aware.

3.2 Finding a designation for the journey

After I decided to write by myself I had to come up with a topic. Corbin and Strauss (2008, p. 21) argue that finding the topic is ‘one of the most difficult aspects of research’. This statement happened to be very true in my case. Leadership is multifaceted and my interest is very broad. I have a background in Human Resource Management and have some experience in recruitment. I am especially interested in the interrelated subjects of motivation and training and development. In my search of a topic that matched my interest a myriad of possible topics came to mind. It was especially difficult to choose a subject because every week during our classes in the Leadership programme our group was introduced with new interesting subjects. It was my supervisor Professor Philippe Daudi who helped me to arrive to a definite topic. In and out of the classrooms we discussed, and above all had dialogues about the topic of teaching leadership. Philippe Daudi, who himself is also writing about the topic, has a lot of expertise within the particular substantive area of teaching leadership. I want to thank him for sharing his knowledge and experiences with me. Professor Philippe Daudi, Professor Brörn Bjerke, Professor Mikael Lundgren and MaxMikael Wilde Björling created a framework of literature for me that set course for my research. Philippe inspired and motivated me to write about this very relevant subject. As a student of a leadership programme I feel very engaged to the subject because during the research I was the research subject as well as the object. This personal experience increased my sensitivity with the subject (Corbin & Strauss 1998).

3.3 The creator of knowledge

Arbnoor and Bjerke use the term ‘knowledge creating’ because they believe that knowledge arises (2009, p. 19). During this research I have carefully planned every step to confirm, disqualify or enlarge knowledge. The authors note that the way we look at a problem is intimately related to our personal view (2009). This presumption will influence how we will look and approach the problem. In this research I have tried to

always clarify what I am doing. In this writing I have tried to be as transparent as possible in sharing why I have taken certain steps and how I have come to results and furthermore what these results mean to me.

3.4 Qualitative approach

To create knowledge I have applied a qualitative approach. The qualitative approach produced findings that weren't produced by 'statistical procedures or other means of quantification' (Corbin & Strauss 2008, p.13). Statistics may be interesting but the qualitative research allowed me to get the inner experience of participants. It is this inner experience I am most interested in. This approach gave me the possibility to research where not yet much research has taken place. I collected data from eight people in the field in order to create a better understanding of what people are doing and thinking. I interviewed professors and alumni of leadership programmes, and leaders to create a better understanding of leadership development in education. Because this research concerns human action and experiences I decided not to work with quantitative data. To combine the research with quantitative data would have compromised the qualitative input. I believe this compromising would have restricted the outcomes of the research. I believe for this research interviews provided me with meaningful outcomes.

3.5 The use of literature

I started my research with conversations with Professor Philippe Daudi and my fellow students. In one of the first lectures during the Leadership programme at LNU my fellow students and I had a debate about leadership innateness. These conversations for me set course for the research. To create sensitivity with the subject I started collecting, and obviously reading, literature to enhance theory development. The literature was firstly important because it formed primary data that created a framework for my research. Secondly it increased my sensitivity with the subject and gave me a better sense where to look in the data. The data formed a foundation for the development for my interview questions. Due to the sensitivity I also created knowledge about what the data really says (Corbin & Strauss 2008). After the interviews I used the literature for my analyses. I compared the data with the literature what made me able to come up with a theory. I used theoretical comparison because details are not always evident. These

comparisons enabled me to look at certain parts that I used to examine the incidents in the data. These parts were not applied to the data but gave me a meaning for examining the data (Corbin & Strauss 2008). This has enlarged my thinking process about certain aspects of the research and gave me an approach in which I could question personal assumptions that could possibly affect the study. With this I do not assume that I tried to camouflage my personality in the text. I am aware that it is important that the personality of the author is visible in the text (Daudi 1986, p.116). Professor Philippe Daudi has since the beginning of the leadership programme emphasized that, as soon as the writer puts the pen on the paper it becomes his or her own story. So in this writing you hopefully not only gain insights about leadership development in education but you also get to know me.

3.6 The grounded theory

For this study I adopted the grounded theory approach in order to create a theory about teaching leadership. The grounded theory method is conducted more and more since the 1960's. The approach was developed by sociologists for sociologists (Goulding 2005). In the 'academy' in the 1950's and 1960's a qualitative approach was regarded as 'subjective, unsystematic and unscientific' (Goulding 2005, p. 41). Therefore a method that could track, check and validate the development of theory from a qualitative perspective was needed (Goulding 2005). The development of the grounded theory was thus an attempt to avoid abstract sociology (ibid). Glaser and Strauss, two sociologists, answered the call for a deeper systematic procedure for collecting and analysing qualitative data and developed a method that was labelled 'grounded theory'. In 1967 they introduced the approach in their book *'The discovery of Grounded Theory'*. The aim was to reflect the source of the developed theory that is grounded into behaviour, words and actions. 'The approach provides relevant predictions, explanations, interpretations and applications' (Glaser & Strauss 1967, p. 1). Since their publication, Glaser and Strauss stopped working together because they had a disagreement about how to apply the grounded theory. Because of this disagreement the grounded theory method has been divided in, at least, two camps: the 'Glaserian' and the 'Strauss and Corbin' method (Goulding 2005). On the one hand, Glaser argues that theory develops through an interpretive, contextual and emergent nature and, on the other hand Strauss believes that the theory is created by systematic coding techniques (Goulding 2005).

In 1997 Strauss and Corbin wrote in their book '*Grounded theory in practice*' that the grounded theory methodology is now one of the most influential used modes of carrying out qualitative research when the aim is to generate theory. They define the grounded theory as 'a theory derived from data, systematically gathered and analysed through the research process' (Strauss & Corbin 1998, p. 12). They argue that in the method the data collection, the analysis of the data and the eventual theory stand in a close relationship to each other. The basic assumption of the grounded theory is that the theory will emerge from the data that is systematically gathered and analysed in the research process (Strauss & Corbin 1998).

The research question has a big influence on the research methods and it will set boundaries for the research and narrows the problem down to a workable size (Strauss & Corbin 1998, p.40). For this reason I formulated the problem sufficiently abstracts so that I was able to research other substantive areas. This increased the chance that a more generally theory was created (Strauss & Corbin 1997, p.37). As I mentioned, in this writing the research question is evolving. With theories and data we see that the character of the question changes. I could have chosen to formulate a static research question. I however wanted to show you, the reader, how the findings impacted the course.

3.7 Memos

To make sure that ideas during the process did not get lost I have used memos (Corbin & Strauss 2008). I would like to compare these memos with making pictures when we travel. Whenever we travel we tend to make pictures to memorize specific moments. We make pictures of beautiful sights, pleasurable moments and each other. We collect the pictures in a book, label it, and put it away. Supposing that we look at these pictures after a few years our memory is triggered and we are able to memorize the moment in a detailed way. I needed these 'pictures' in my research journey to create a detailed memory. To do this I have used memos. The memos are basically my ideas that emerged during the research process and all the memos together therefor form my research travel book. According to Glaser (1978) the use of memos is essential and in the case the researcher is not using them, theories stay superficial and concepts that are generated during the process will be unoriginal. The memos have helped me applying a

grounded theory because without memos there would be no ideas. For me it was especially important to structure the memos. I have a tendency to collect my thoughts that emerge at different places. In the past I used different note blocks, documents and programmes. Because in the past I have worked unstructured at times, I sometimes encountered problems with formulating my ideas. Thus for me it was meaningful to label the map theory and to identify concepts and their properties (Goulding 2005).

3.8 Analysing the Data

Corbin and Strauss note that the process of analysing data is ‘the act of giving meaning to data’ (Corbin & Strauss 2008 p. 64). The process of analysing is not something that is done after all the data is collected but already takes place during the first collections of the data. Glaser and Strauss (1967) introduced a ‘constant comparative’ method of generating and analysing data that involves four stages (Dey 1999; Glaser and Strauss 1967):

Stage 1: Generating data

Stage 2: Integrating categories and their properties

Stage 3: Delimiting categories and their properties

Stage 4: Writing the emerging theory

I started to analyse my data after the first interview and I have applied what Corbin & Strauss (1998) call microanalysis. In their book ‘*Qualitative research*’ they explain that ‘microanalysis is used mostly at the beginning of a research ‘in order to break into the data’ (1998, p. 59). I studied each piece of data up close to explore all possibilities before arriving at any interpretations. It was a very time consuming process but it enabled me to identify relevant concepts. A concept I, for instance, developed after the first interview is the golden rule. Furthermore the interview made me aware of the importance of the discussion about the innateness of leaders. This process of data collection based on concepts is termed theoretical sampling (Glaser & Strauss 1967).

In the process of analysing the data I have used open-, axial- and selective-coding. Open coding is the process of breaking down data into distinct units of meaning (Goulding, 2005). According to Corbin & Strauss concepts form the building blocks of the theory and is ‘the first basic analytical step from which everything else follows’ (Dey 1999, p.

97). Everything else involves axial- and selective-coding. I went through literature and my data to search for patterns. I selected the relevant words and phrases and compared them with each other. This enabled me to group the concepts into categories and to reduce the number of units I was working with (Corbin & Strauss 2008). After the process of open coding I started the process of axial coding where I related categories to their subcategories (ibid). 'Axial coding is crosscutting or relating concepts to each other' and goes hand in hand with open coding (Corbin & Strauss 2008, p. 195). Axial coding basically means that the data was broken open and constructed back together again. Axial coding helped me to reassemble the concepts. Axial coding is the process of relating concepts and categories to each other (Corbin & Strauss 2008, p. 198). When I constructed the data back together again I was able to start the selective coding. Selective coding is 'the central phenomenon around which all other categories are integrated' (Strauss & Corbin 1990, p. 116) and is the process of organizing the categories around an integrated theme (Dey 1999). As Creswell notes 'the intersection of the categories becomes the theory' (2013, p. 85).

One of the most relevant analytic tools for me during the research was the use of questioning (Corbin & Strauss 2008). Like I mentioned at moments I got stuck in the process of the research. Questioning helped me to get started the analytical thinking about the data. Another tool I have used frequently to get started again when I was stuck is making comparisons (ibid). Making comparisons was especially helpful to me in moments when I came across incidents in the data. The analytic tool enabled me to understand phenomenon by looking at the property and dimensional level (ibid). 'It is because of these properties and dimension we get to know things' (Corbin & Strauss 2008, p. 75).

3.9 Data collection

The data collection was for me the fun part of the research. I started my research with conversations with people in my close surroundings. I spoke with fellow students, professors, friends and family about the subject. These conversations gave me 'feelers' and created a sensitivity to the subject. Furthermore the conversations prepared me for the interviews with the experts. The conversations enhanced me with questions that I could ask during the interviews. In this writing I will use the term conversations instant

of interviews (Bjerke 2007, p. 226). Here I like to emphasize that although I use the term conversation, I was listening most of the time.

There are a lot of similarities between the forms of an interview and conversation. I have combined the two forms (Bjerke 2007). According to Bjerke (2007, p. 226) 'the main purpose of a conversation in a research is to collect data of a subjective kind to try and explain subjective reality'. The use of conducting conversations enabled me talk about the inner experience of the interviewees. Before I started the conversations I decided on the research questions that I formulated open-ended, general and focused on understanding the central phenomenon of the study (Creswell 2013). I then identified a group of interviewees who could best answer the questions. This group consists out of professors, alumni and leaders who are active in leadership education. I searched and approached interviewees online. The conversations I have had with the experts have opened a lot of doors for me in the sense that they introduced me to plentiful new topics. With permission of the interviewees I have recorded the interviews so that I could make transcripts. Right after each interview I created the transcripts. The transcripts form the constructions of the oral conversations I have had with the experts. My transcripts are written down word by word. I have not used my own formulations in the transcripts. Unfortunate I have had some problems with the recorded files. I was not able to make a transcript of the interview with educational administrator Dr. Mati Palm-Leis. The two hour long recording of the conversation with Dr. Palm-Leis was not audible. It is very disappointing that I could not have used the data of the conversation. Even though I could not use the data, the conversation has made me more sensible to the subject and broadened my knowledge about the subject. With two other transcripts I had to ask the interviewees to make some additional notes because the files were at some moments not audible. I asked the two interviewees for their input to avoid my personal formulations and interpretations in the text. The two files that were partly not audible have not influenced the outcomes of my research.

Over the years I have developed an interview style in which I try to embrace moments of silence. I believe in many conversations people have a tendency to avoid these moments of silence because they can be experienced as awkward. I however believe these moments are very important because they enable us to go deep into our thoughts

and structure them before we speak. I noticed during the interviews that this style has given me the opportunity to collect a lot of meaningful data.

Because I worked on my research alone I was restricted in the amount of conversations I could conduct but I am very pleased with the result of eight interviews. I believe it is not about the quantity but about the quality of the conversations. To me the data is very valuable. To collect and process the data was a very time consuming process but has led me to very interesting results and have provided me with energy to continue the research with enthusiasm.

All the people I spoke with have agreed that the conversations will be reproduced as a summary in this writing and will be analysed. The interviewees are mentioned in order of appearance:

Karl-Henrik Robèrt is a Swedish cancer scientist and holds a PhD in medicine from Karolinska Institute. Karl-Henrik Robèrt is one of the co-founders of the Master programme Strategic Leadership towards Sustainability (MSLS) in Karlskorna, Sweden.

Harriette Thurber Rasmussen is a consultant who has been working in the area of performing education in the United States of America since the early nineties.

Sascha Christian Plöbst works for one year and seven months in a leading position for a supermarket chain and did the leadership programme “Leadership and Management in International Context” at the Linnaeus University in Kalmar, Sweden.

Florian Hackbart Florian is Alumnus of the LNU Leaders class 2013/2014. At the moment he is finishing a second Master of Science at the University of Augsburg in Bavaria.

Glynn Kirkham is an independent consultant in leadership and adviser to Minister on national education strategy and expert adviser in the field of teacher and head teacher competencies based in Prague.

Lynn Butler-Kisber is a professor of education at McGill University in Montreal, Canada. She succeeded her graduate doctoral work at Harvard in

'Teaching Curriculum in Learning Environments'. She has had various leadership positions within the McGill University

Bruce Spitzers is dean of the school of education at Quincy University in Quincy Illinois in the United States.

Alan Muller is an Associate Professor of International Management at the University of Amsterdam Business School and he is also the director of the MBA programme.

Let us now move on and see what the practitioners have to say about what leadership programmes can do to develop leaders?

4 Conversation

In this part of the research I will move on to the primary data collection. I have collected data from interviews conducted with professors who teach leadership, alumni of leadership programs and leaders. The group of interviewees exist out of a diverse group of people from different backgrounds. The experts involved come from seven different countries, two continents, and different professional experiences. They all invested their personal knowledge to make a contribution to this research. With their contributions the interviewees have set direction for my writing. I have asked the interviewees if leadership can be taught and what programmes can do to develop leadership. All the interviewees are experts who are specialized in the field of leadership by teaching it, learning it or putting it into practice on a day-to-day basis.

In this chapter you will find a selection of the most important outcomes of the interviews. I would like to recommend reading the transcripts of the interviews. Those of you who are interested in the transcripts can email me: joepmetz@hotmail.com

I have selected the interviewees according to a few criteria. First the interviewee had to match with one of the following categories:

- Teacher of leadership
- Alumni of a leadership program
- A leader

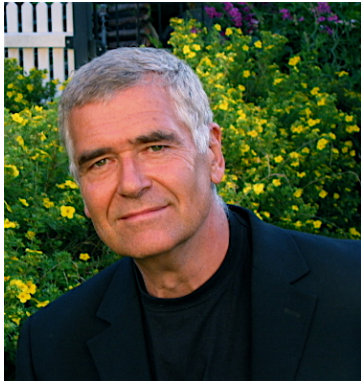
I got in contact with the interviewees through a search on the Google search engine. I particularly searched for professors who created leadership programmes. In total, I interviewed 2 people who I found through the search engine. Furthermore I used LinkedIn. I posted in the group 'Educational Leadership' with at that time 41,346 members. In the post I explained that I am a Master's student who is interested in the question 'can leadership be taught'. I wrote that I would like to learn from professors teaching leadership, alumni of leadership programmes and leaders. In total nine people who matched the criteria commented. I contacted them personally to participate in the research. In total I interviewed seven people who replied on LinkedIn. The following

figure gives an oversight of the interviewees and in which country they are professionally active.

Table 6: Interviewees

Name	Profession	Country
Karl-Henrik Robèrt	Cancer scientist	Sweden
Sascha Christian Plöbst	Manager	Austria
Harriette Thurber - Rasmussen	Consultant	USA
Lynn Butler-Kisber	Professor	Canada
Florian Hackbart	Alumni	Germany
Glynn Arthur Kirkham	Consultant in Leadership and Management in Education	Czech Republic
Bruce Spitzer	Dean	USA
Alan Muller	Associate Professor and the director of a MBA programme	Netherlands

4.1 Dr. Karl-Henrik Robèrt



Dr. Karl-Henrik Robèrt is a Swedish cancer scientist and holds a PhD in medicine from Karolinska Institute. He has served on the faculties of numerous Sweden's prestigious hospitals and universities. He is well-known and recognized with different awards for his contributions in the area of sustainability. He is founder of the non-for-profit organization The Natural Step (TNS). TNS is dedicated to education, advisory work, system change initiatives, innovation and research in sustainable development (The Natural Step, 2015). The organization initiated the Framework For Strategic Sustainable Development (FSSD), that is developed to help organisations make pragmatic decisions to move towards sustainability. For more information about The Natural Step I would like to refer to the website: www.naturalstep.org. Furthermore Karl is one of the co-founders of the Master programme Strategic Leadership towards Sustainability (MSLS) in Karlskorna, Sweden.

The setting

I found the profile of Karl-Henrik Robèrt with a search on Google. I searched 'Master programme leadership Sweden'. The first result was a link to the Master programme 'Strategic Leadership towards Sustainability (MSLS). On the webpage there is a video with Karl-Henrik, the co-founder, in which he speaks about the essence of the programme. I send him an email and asked him to participate in the interview. He replied with an explanation of his vision on the subject. Build on the explanations he gave in his email we had a Skype interview March 24th 2015 at 10:00. In total the interview took 52 minutes.

Key Words

Apprenticeship model, coach, golden rule, mentor, natural leader, talent, theory of mind, visionary,

The first question I asked Karl-Henrik Robèrt was to define leadership. This is the first question I asked in all the conversations to create some sort of framework for the rest of the conversation. He started by saying that there is a difference between managers or

- Joep Metz -

bosses and leaders. We have already noticed that in the literature this distinction is also made (Bennis 2009; Eikenberry & Harris 2011). To define leadership Karl-Henrik mentions three aspects. He believes the leader should be a visionary, a pathfinder and a coach:

- The visionary: Leaders have an ability to know where to go and where to lead. “If you do not know where you are going you are probably a manager and certainly not a leader”.
- The Pathfinder: The leader has to know how to conceptualize and find elegant paths to the visions. Finding this challenge becomes more and more a complex challenge. He believes that leading organizations towards goals in our today’s world is about finding elegant paths.
- The Coach: The leader as a coach has the competence and the capacity to keep a team together. A good coach takes care of his or her people and knows, for example, when people are left out. Furthermore the leader as a coach is integer. It is important that the leader can be trusted. Being a coach is about inspiration. Also the leader needs a good moral meaning the competence to resist temptations like being selfish and greedy.

Karl-Henrik believes that ‘high-performing leadership can be divided into different qualities, where some are possible to train, and the others- not so much’. He makes a distinction between three qualities that an effective leader all should embody.

Quality 1: The personality of top performing leaders. Karl-Henrik argues that leaders are born to a certain level which can be referred to as ‘the talent of leadership’. He believes that whenever you lack this talent, it is very difficult to train it. People with this talent can be seen as ‘natural leaders’. He gave the example that in ecology and biology there is a lot written about alpha animals that lead groups. These natural leaders come across as charismatic and have a natural authority. He said that natural leaders are not afraid of taking the lead. Natural leaders have good communication and are good listeners. The leader has to be truly interested in the group and the interactions between the individuals. For people around it comes natural to follow them. According to Karl-Henrik these characteristics are very subtle elements that are difficult to teach because they are intimately linked to personal constitutions. Therefore he believes that this quality

does not lend itself for book studies. He believes the best way of training this quality is with an apprentice model where the leader can see how good leaders conduct themselves because he said, 'it is a refined and subtle combination of different characteristics that are put together. People who have the talents are then likely to develop that part of the leader, that wonderful element of good leadership, the personal aspect of it'.

Quality 2: Conceptual knowledge. Karl-Henrik says that high-performing leaders have acquired enough theoretical and practical competences and knowledge on the area on which the leader is supposed to lead. Thus this quality is entirely about training and can be taught. During the interview Karl-Henrik uses the metaphor of playing chess to demonstrate that the conceptual understanding is comprised in a visionary element. The visionary element, for example, is how to define checkmate and is about an understanding of success. The other is the pathfinder element. This element is about understanding how to structure the game and how to accomplish the success. To accomplish this success the player has to make use of opportunities and come up with complex strategies. This requires a lot of conceptual knowledge. Thus this conceptual knowledge can be studied.

Quality 3: Management skills. The quality of management skills is about understanding enough about the management of people, administration, learning how to listen etc. As regards the extent to which this quality can be taught, it sits in between the first two. It can be taught to a certain level.

Karl-Henrik definitely believes there is a relationship between successful leadership and emotional intelligence. When I asked him this he emphasized that empathic people are not necessarily kind and nice. People who are empathic have the ability to put themselves in the clothes of others and he argues that this competence could be used by sociopaths who act under extremely selfish matters. Therefore he believes that emotional intelligence should be combined with the golden rule, 'not doing to others what you would not like them to do to you'.

'There are studies mainly from the US showing that students from economic faculties perform lousier when it comes to empathy and, for instance, game around the prisoner dilemma. Training in ethics can improve their performance. So obviously there are attitudes coming in certain faculties and that those attitudes can be manipulated in a positive way'.

Karl-Henrik argues that one of the most crucial aspects of the prisoner dilemma is trust. He argues that strong systems characterised by its members feeling trust is the main consistent of a socially sustainable system. Another important aspect is to have a strong theory of mind. People who are uncertain about who they are, particularly in the case they come across as a natural leader, are at risk of being exposed of projections of people around them. These leaders can have the risk to absorb what the environment wants to see. The person starts to act accordingly and conformingly to what the people around this person are projecting on him or her. This can create an escalating false image of oneself which becomes more and more difficult to defend and then punishment and more kinds of stuff can follow from that. It can even create paranoia what most dictators, for example, express later in their careers with all kinds of bad things happening. Therefore it is very essential that a leader should understand and have a good mental model about oneself. When I asked him how we can create a strong mental model he said that it is something that follows from childhood. He argues that creating self-awareness, what is very often a focus in leadership programmes, is overvaluated. Karl-Henrik believes an intimate relationship and ongoing communication with the first leaders, mothers and fathers, in life is very relevant. He argues that through mirror neurons that respond to how we are educated by our parents in the early development stages of personal growth create a theory of mind. In this early development stage we can, for example, see on the facial expression of our mothers that we are validated and understood, that we see the same things. In this way we are able to create an image of who we are. Supposing that this relationship is disturbed in an early age, it may influence the development. He believes that the haste in today's life runs in the face of that kind of relationship between infants and their mothers in the first years of development.

4.2 Harriette Thurber-Rasmussen



Harriette Thurber-Rasmussen has been working in the area of performing education in the United States since the early nineties. She has worked with the state department in the state of Washington and has been involved in crafting policies in education and has coached educational leaders. She has co-authored a book: 'Change Leadership: A practical guide to transforming schools'.

The setting

Harriette replied on the post I created on the website LinkedIn in order to find people who have experience in teaching leadership. Even though she does not fully match the selection criteria, I had the opinion that her many years of experience in the field of education and leadership could lead to very interesting insights. The interview was conducted through Skype on April 2, 2015. The duration of the interview was 92 minutes in total.

Key words

Caring, Courage, credibility, integrity, good listener, learning environment, mobilization, reflecting, respect, sequencing, trust

Harriette defines leadership as the capacity to move people towards a common goal. Leadership is for her an act of mobilization. In her view there is a difference between managing and leading. She sees management as execution, making sure things get done and leadership as lifting up and moving people towards a specific place. However, leaders often have to be managers. According to Harriette, successful leaders are good learners and create an environment where others can learn as well. In her work she sees leaders that really enable people to consistently learn so that the organization can learn from itself. To create a learning environment it is meaningful for leaders to create trust. Her work is very impacted by the work of Tony Bryk, president of the Carnegie Foundation for the Advancement of Teaching. He found four elements that go along with creating a trusting environment:

- Joep Metz -

- Caring
- Integrity
- Credibility
- Respect

The leader has to be a good listener. People feel highly respected when they feel they are heard. In the case that people do not have the feeling a leader cares, they are not going to follow. Also it is very relevant to be curious, to ask questions. In her work she sees leaders who put themselves in the learning stance but tend to stay there. They do not use learning to help defining where they need to go. These leaders throw out the most provocative questions and are not afraid to take on any conversation but do not use this information to mobilize and thus there is no traction occurring.

In the interview Harriette mentions the metaphor being on the dancefloor and going up the balcony coined by Ronald Heifetz, author of books about adaptive leadership and Founding Director of the Center for Public Leadership. The metaphor of going up to the balcony refers to the ability of the leader to have a feeling with what is happening in the organization and being in the action and to take distance and reflect. A necessary role for the leader is sequencing. The leader needs a lot of emotional intelligence to do that because leaders have to pay attention to how people feel. Leaders have to regulate stress. She believes that people need to get time and space to change. People have to find out what the changes mean for their daily lives. So as a leader it is important that people can connect with the vision.

‘A leader who gets too far ahead of his troops will not have troops anymore and will be mistaken as the enemy. Whenever you want people to follow you, and you are too far ahead, you lost them. You have to go back and find them ahead’.

Harriette believes a lot of these traits can be taught. You can, for example, learn how to listen, how to respond to people in a way that allows them to be heard. Leaders can learn what to pay attention to. Leaders can learn what their own values are and how to connect people to those values. But what cannot be taught is that people can get mad at you. This takes a level of courage.

4.3 Sascha Christian Plöbst



Sascha Christian Plöbst is from Austria and is 28 years old. He now works for one year and seven months in a leading position for a supermarket chain and currently supervises six employees. Under those people there are 90 people. He leads directly and indirectly. He followed the leadership programme “Leadership and Management in International Context” at the Linnaeus University in Kalmar, Sweden. Additional to that he followed and succeeded a Master degree in Marketing and sales in Krems, Austria.

The setting

Sascha replied on a discussion I started on the website of LinkedIn in order to get in contact with people who have experience about teaching leadership. I started the discussion in an alumni group because I wanted to speak with someone who already finished the programme and to hear what the influence was of the learnings in their leadership behaviour. Sascha matches the selection criteria because he is alumni and has leadership experience. We spoke on Skype, April 1th, 2015. The duration of the conversation was 68 minutes.

Key words

Emotional intelligence, empathy, making mistakes, leading oneself, self-awareness, trust, values, vision

Sascha believes that leadership is quite difficult to define. He splits it into two parts. The first part, and for him the most crucial part, is leading oneself. He believes it is important to know your own frame of references and how to make sense. Knowing yourself is knowing your vision. Assuming that you are really good in leading yourself and know what you stand for, you can go into the second step of leadership which is leading others. He refers to the slogan of the Leadership programme of Linnaeus University that states that the art of leading others comes from the art of leading oneself.

When I asked him how we create this self-awareness he mentioned that he wrote his thesis about the art of leading oneself. In this thesis he came up with five steps to describe the transition from leading oneself to the art of leading one other:

1. The first step is to make sense of your frames of references. You have to know your know your own mind map.
2. The second step is to have a vision and value of frames. You truly have to know where you stand for and what you want in life.
3. The thirds step is to reflect regularly. It is meaningful to really go into yourself and question the vision and values and to see if they are still true.
4. The fourth step is that you need an open mind. Not always to stick to your map but be open for the opinions of others.
5. The fifth step is the dimension of sense giving. In this step the leaders has to find a way to communicate the vision and the values to the outside. This step is the bridge in leading others.

A crucial part in succeeding as a leader is emotional intelligence. As a leader you have to know in which state someone is and how to act to that. He believes there is not a recipe for one leadership style. The six persons he leads, for example, all have a different development stage. He, for instance, is leading people who are very experienced but also people who are new and need more guidance. Therefore it is important for a leader to have emotional intelligence. If a leader is not empathic, it is difficult to know how people are feeling. This can result in losing the trust that employees have. We discussed that trust is something you must earn. When I asked him how he builds trust he said that he first took the time to introduce himself and to get to know everybody. He has an open door policy to create a feeling among employees that whenever there is a problem they can come to him and above all according to Sascha it is essential how to deal with failure and problems. He says that the first mistakes are crucial in creating trust. He believes that a leader should not be too harsh if mistakes are made. He believes his employees trust him because he allows them to make mistakes. He believes making mistakes is decisive in learning. He argues that ‘supposing you make a mistake once it is good for your development, whenever you make them twice or three times there is a problem’.

When I asked him the questions ‘are leaders are born or made’, he said that everybody can become a leader. However, what we learn in a MBA programme are models. They are telling you how to do things. He quotes Professor Philippe Daudi to underline the importance of expressing oneself ‘when it comes to leadership, effective leadership not management, it is a question of how to be and not how to do’. He believes that you can be born with certain traits. He mentions the example of a musician. Musicians are not born, but there are people who have a certain talent for music but if they never utilize this they will never become a musician. Utilizing these talents takes willingness.

Sascha believes that leadership cannot be taught, ‘a professor in a MBA programme cannot teach someone how to lead’. However, when I asked him the leadership programme he followed made him more successful as a leader he said ‘yes’. The programme taught him to lead himself. He became more aware of his own vision and believes.

4.4 Florian Hackbart



Florian Hackbart is 27 years old and is born in Munich, Germany. He is an Alumnus of the LNU Leaders class 2013/2014. At the moment he is finishing a second Master’s of Science at the University of Augsburg in Bavaria. Currently he is employed as a management consulting intern working for Berylls Strategy Advisors, a top management consulting firm specializing in the automotive industry following the business model ‘Modern Premium Automotive Consulting’.

The setting

I posted a discussion in the LinkedIn group ‘*Leadership and Management in International Context*’. Florian replied on this discussion and was pleased to give input for the research. We spoke on Skype at April the 6th, 2015. The duration of the interview was 71 minutes. During the interview we had to reconnect one time because the connection dropped once. This did not affect the outcomes of the interview. During this interview I had some problems with the recording. Because of this I was not able to

create a complete transcript because some parts were not understandable. I made a construction of the transcript and asked Florian to do some additions wherever needed. I am very grateful he did this.

Key words

Inspiration, leading by example, mentor, gratitude, honesty, communication, humour, confidence, willingness, knowing oneself

Florian believes that a leader is someone who inspires others and helps them to improve themselves. To succeed a leader needs good communication skills and the leader has to make sense. Furthermore the leader is someone who leads by example and wants to learn and grow as an individual and inspires others to do the same. He mentioned that Professor Philippe Daudi fulfilled this role for him during the programme. Philippe inspired Florian to travel with his thesis partner to Shanghai and Beijing, China, in order to conduct interviews with Chinese international business leader. It is important that leaders get people out of their comfort zone in order to grow and that is what Philippe did in the case of Florian.

When I asked Florian to describe characteristics of a leader he mentioned that a leader needs gratitude, honesty, communication, positivity, humour and confidence and willingness:

- **Gratitude:** A leaders needs to show gratitude for things others do. Gratitude is the ability to say thank you. According to Florian leaders need to be respectful and take care of their employees and followers in general in order to make sure that they stay on track.
- **Honesty:** Leaders need to build trust in order to create followers. An relevant characteristic therefor is that leaders are honest. ‘Who wants to be tricked by someone that should support you and be loyal to you’?
- **Communication:** It is important that a leader knows how to communicate clearly. Leaders need to make sense so that followers can understand the message and can deliver the right things. At the same time leaders do not hide from telling the truth so that followers always know what i7s going on and have

clarity. Furthermore what is especially significant is that the leader has a clear vision and is able to communicate this vision so that others are inspired and motivated.

- **Humour:** Florian was the first to mention that an important characteristic of a leader is that they also have humour. He says ‘what would the world be without having fun, without laughing and not taking the world and oneself too serious’. He argues that in a work environment it is extremely influential to find the golden middle between being too serious and behaving like a clown. It is about enjoying work and having fun in bringing things forward.
- **Confidence:** A good leader believes in the success of one own's vision. There will always be obstacles but the leader knows how to overcome these and inspires followers to do the same.
- **Willingness:** In case that we want something strong enough we are able to overcome obstacles.

When I asked Florian if leaders are born or made he said that he believes it is some sort of talent but that also the surroundings are very important. Surroundings are, for example, education he says. He believes that 30% is born and 70% is developed. To develop becoming leaders they need a good mentor. A mentor can give advice and helps people to get out of the own comfort zone. Furthermore when I asked him what the role is of a leader he mentioned that ‘a mentor is also someone who builds you up after you fall apart’. Florian believes that a mentor needs practical experience. This enables the student to learn from the mistakes the mentor has made. Personally he tries to learn as much as possible from others by grasping and applying beneficial behaviours from others and at the same time trying to avoid disadvantageous behavioural patterns.

I also asked Florian about the importance of emotional intelligence for the success of leaders and he replied that it is important for a leader to be a good judge of people. Good leaders can read people thus empathy is imperative for leaders.

I asked Florian if the programme enabled him to become a more successful leader. His reaction was that he does not believe it is about the programme but what you do from the programme. More extensive is what you do from the point you are done. You do not become a leader by reading books about leadership. Now he is back in Germany he

realizes that the experience really helped him. The programme strengthened his character a lot and because of the programme he is trying to know himself better every day in order to be able to lead others and to inspire the people around him.

The last question I asked Florian how he would design his own leadership programme if he, in a later phase in his life, was given the opportunity. He mentioned that he would create it very similar to the programme of LNU that is very much focused on a small group with no more than 30 to 40 students in order to be able to focus on individuals. In this way the professors can help everybody in their personal development. Furthermore an important aspect of the programme according to Florian is a very mixed class in terms of nationality, age, background, gender etc. A good environment to grow is always one where you can broaden your horizon thanks to people that are different than yourself. This helps you to create a better picture of the world we are living in. Lastly he would adopt and apply the spirit of the program ‘the art of leading others comes from the art of leading oneself’ because according to him this is the essence:

‘People need to be able to know themselves and to know what they are able to achieve but at the same time their limits, they need to know where their strengths lie (which they can build on) as well as what the weaknesses are (they need to work on) – otherwise one is not able to lead others. And above all it is important to find out the motivation about leadership and the will to become a leader, in order to gather people who can inspire each other and help one another to grow and to become leaders’.

4.5 Glynn Arthur Kirkham



Glynn Arthur Kirkham is an independent consultant in leadership and adviser to Minister on national education strategy and expert adviser in the field of teacher and head teacher competencies based in Prague. He has been involved in leadership development for 40 years. He, for instance, worked as a University teacher of Educational Leadership and Management, was Director of CPD in Education and wrote books, chapters and articles on educational leadership.

The setting

Glynn also replied on the post I created on LinkedIn in the group ‘*Educational Leadership*’. The interview was conducted through Skype on April the 6th, 2015. The duration of the interview was in total 106 minutes. Sometimes we were disconnected and had to reconnect again but this didn’t influence the outcomes of the interview. However, just like the recordings with Florian, there were problems with the recorder. Therefore I was not able to make a complete transcript. I asked Glynn if he wanted to make some additions to the construction of the transcript I was able to create. He was very kind to do this and has sent me numerous articles and references after we conducted the interview that has been very helpful.

Key words

Relational, emotional wisdom, equality, respect, inspiration, self-awareness, openness, clarity

Glynn believes that leadership is what we describe as the ‘behaviour of leaders’ regarding a number of other relational and ideational concepts. He believes that “no-one is born as a leader, unless one confuses ‘role’ with the ‘activity’ of leadership”. He argues that people learn from experience(s) and behave according to certain beliefs and principles they have acquired. People are leaders when their behaviour is according to what others call ‘leadership’. In his definition of leadership also Glynn makes the distinction between managers, bosses and leaders:

'Management, that is, what one must do and how one must do it, can be taught and is successfully taught to many who hold hierarchically-significant positions in organizations and society. Being an effective manager is not the same as being a leader'.

According to him the neatest differentiation comes from Warren Bennis who wrote that leadership is about men (people) and ideas, whereas management is about systems and structures. When we study leaders we examine what 'leaders' in different contexts do. He underlines that all the actions of leaders are situational. Leaders move situations forward or at least in a different direction. To succeed as an organization it is meaningful to prosper both leadership and effective management. For leaders to succeed it is relevant to inspire people and to move people forward in their own thinking, about themselves and others. Successful leaders keep their eyes, ears and minds open to new ideas and are creators and co-creators of ideas. That is according to him a big difference with bosses who only listen to their own ideas.

According to Glynn leadership is relational and it is crucial for leaders to create an environment in which relationships are good and that a 'we' feeling is created rather than 'I am the boss and here are the others'. In order to create good relationships leaders need to be emotionally wise. It is necessary to be empathic as long as it does not become sympathy. Integrity is vital just like seeing people as equals. He argues that someone who demonstrates respect for persons is more likely to be a leader than someone who does not. When I asked him if these are characteristics he said 'when does something become a characteristic that becomes or seems to be a determinant'? Characteristics are observations of people that the observant maybe is not aware of. The observant only becomes aware of them when he or she starts to examine oneself. This examination creates more self-awareness. Creating self-awareness is about openness, what is very important for leaders.

The leader should continually learn. We discussed the learning organization and Glynn mentioned that every organisation is made up of individuals thus he does not believe in 'organizational learning' because it are always the individuals that learn and contribute collectively. Whenever we have a meeting with a group of colleagues everybody takes out something different from that meeting. It might be something everybody agrees on

but even the interpretation of that could be slightly different and that can make a difference to how we perform. It is therefore very essential that the leader creates clarity. In order to create this clarity the leader has to be an effective communicator.

4.6 Dr. Lynn Butler-Kisber



Dr. Lynn Butler-Kisber is a professor of education at McGill University in Montreal, Canada. She holds a Bachelor of Education and a Masters in Special Education. She has succeeded her graduate doctoral work at Harvard in 'Teaching Curriculum in Learning Environments'. She has had various leadership positions within the McGill University for several years, from dean, to associate dean, to director. Currently she is the director of 'The Office of leadership and Community in International Initiatives' and director of the 'Graduate Certificates in Leadership'.

The setting

Lynn was one of the first to react on the website of LinkedIn in the discussion I started. We spoke on April the 7th, 2015. We spoke for 50 minutes on Skype. There were no problems with the connection and we were not disturbed.

Key words

Propensities, leading from behind, leader as a teacher, building relationships, not afraid, networks, isolation

When I asked Lynn to define leadership she said that she believes we construct our realities together and that there are people who have propensities for leadership but there are also ways to develop those propensities. She said it is kind of a nature vs. nurture argument which she thinks is both. She believes fundamentally that leadership is about relationships. It is about relating to other people in ways that are positive and productive. For a long time we talked about programmes that were Masters in Administration. Administration for Lynn applies managerial and organizational aspects. She believes that leadership moves beyond that and is the whole task. 'Leadership has

some intangible dimension to it that a lot of people have tried to pinpoint in different ways. The in-between things of leadership, the relational things are the hard part to get the substance of it but we know it is there. People experience it, leaders and people who work with leaders but it is less tangible than when we talk of administration of these kind of organizing tasks, being efficient, doing paper, pencil things and adding up numbers and all those kind of things'.

She believes that programmes adopted a type of leadership because they wanted to move away from the paper pencil managerial aspect and move more towards leadership. When I asked her how leaders succeed in nurturing good relationship she said that they lead from the ground up. They have a vision but do not necessarily impose that. They try to work together with people to create something rather than demanding something. To build from the ground up leaders need to be very good listeners. She mentioned that these leaders lead from behind, in other words facilitate things but not necessarily demand things. Leaders that lead from behind lead by example. She argues that capable leaders are teachers. Many famous leaders we know, like Ghandi, were teachers because they taught by example and through stories. Furthermore capable leaders are not afraid to say what they think but also hear what other people have to say and take time to reflect and digest before they make decisions. She argues that capable leaders are not afraid to say so when they are wrong.

In her work at the university she has seen leaders come and go. She mentions that the selection process of the leaders in the university is a very political one. Some leaders that are catapulted into the leadership position are not always very good in building and nurturing relationships with people. She has seen unites that became dysfunctional or unsupportive and resentful of leaders because the leaders were not able to use the interrelational aspects that are so important to foster a productive atmosphere. In a productive atmosphere everybody in a sense can contribute to leadership. It does not have to be the designated person. She argues that we should recognize there are multiple talents in people. In the literature they talk about distribute leadership but Lynn is not crazy about this term because it sounds like it is possible to parcel it out in little gifts to different people. She mentions that the idea behind distribute leadership is collaborative leadership that brings people into a role of decision making and operating together.

Lynn created a graduate certificate programme in leadership and has been directing it for fifteen years. She tried to create a balance between theory and practical. Furthermore the graduates are put together in groups. She believes this is important in order to create networks between the leaders. Many leaders face isolation when they are in a leadership position. In school systems particularly she says, the principal of schools are often segregated in social terms of responsibilities and duties. Sometimes these leaders are afraid to approach people within their own circle of contacts because it could be a vulnerable thing. The networks thus can help them to talk about problems and share experiences. Another important part of the programme is that the teachers are role models who have been in leadership positions themselves.

I was in a school last week and one of the principals of the school said, I am still so pleased I was in that programme because I am in touch with my colleagues and we are still helping each other among the way. It was very nice feedback to hear two or three years later.

4.7 Dr. Bruce Spitzer



Dr. Bruce Spitzers is dean of the school of education at Quincy University in Quinsy Illinois in the United States. Previous before that he was faculty and department head of the school of education at Indiana Universiy South Bend. Before he started working in education he worked in training and development for a corporate organization.

Setting

I spoke with Bruce through Skype on 15th of April. The duration of the conversation was 79 minutes. Bruce was very enthusiastic and the conversation was very pleasant. In the end of the conversation Bruce thanked me for the conversation. He believed the conversation was helpful for him because it enabled him to reflect upon his own ideas about leadership. There were no problems with the connection.

Key words

Servant leadership, leading from behind, reflection, trust, knowledge, skills, dispositions,

When I asked Bruce to define leadership he referred to the concept of servant leadership. He mentioned that as a leader he has both budget knowledge and power by virtue of the office. With the tools of information and signature authority he always asks the question to the faculty of the school, 'what can I do to make your work easier'? When I used the word 'employee', Bruce replied that he is not firm of that word. He works very hard to work around the word because his colleagues do not belong to him as he argues. He mentioned that as a leader he is not up front but leads from behind. He is not trying to push or pull them but instant supports them. Because the servant leadership style he sometimes forgets himself. At the end of our conversation he concluded that he needs to take more time to take a step back to reflect, providing himself with professional development. He believes leaders sometimes tend to forget that, especially servant leaders because they are focused on what can I do to make the work of others easier.

I asked Bruce how he created support as a leader and he mentioned that he spend the boke of his time with listening. He does this in order to get to know the people, their joys and concerns. He tried to create trust. An important way to create trust in the opinion of Bruce is that there is a combination of social and professional interactions. The leader must be seen as a human being and not only as a decision maker or manager. I asked him what the difference is between a manager and a leader. He believes that the leaders needs to have vision, they have to understand people and they understand that leading and decision making has impacts beyond the offices the decisions are made. So when a leader has an idea or has a vision for the future the leader also has to take into account that implementation of those ideas and implementation of that vision will undoubtedly impact the people they are leading.

Bruce believes that leadership can be taught and that leaders are not born. He believes in the idea of knowledge, skills and dispositions. Furthermore it is important to care. Without care we may not be able to develop necessary skills or totally assimilate knowledge.

'I think leadership knowledge can be taught. You can pick up any number of books and read about leadership. You can garner the knowledge and you can come to a better understanding of what leadership is. You can be taught skills so you could take a course on how to evaluate employees, how to manage Human Resource oriented complaints and you would know the steps to follow. When a female employee comes and levels a complaint of harassment against another employee you know you can have a checklist of the things to do and you know what the law says you can do. Those things I can teach. Those things we can read in books. We can go to training seminars and we can learn those things'.

When I asked him how we could recognize the dispositions he said that we can learn the words we use. It is however the delivery of those words, the compassion with which we speak that is very difficult to learn. He believes that this is something innate, something that is born within. In the case that you are born with it, you can practice the delivery and master it. Assuming that you do not have it to begin with it will be more difficult to develop. In addition to the subject I asked Bruce if we can see dispositions as a talent. He was silent for a moment, thinking about the notion.

'I like the notion that these dispositions are talents that can be developed. Supposing that the concept of a talent is something that you are born with, you cannot go out and get it. Much as I want to be Olympic swimmer, I cannot go out and get the long arms and the slender body in order to have that talent to move through the water. Part of that is genetic predisposition'.

Scientists have found seeds that are thousands of years old. The seeds have been sitting in the correct conditions to survive for all this time. Provided with the right conditions, the seeds grew. Bruce said that's what leadership maybe is within everyone, that with the right conditions, development and nurturing leadership capacities can grow. He believes that whenever a child is never exposed to leadership or compassion and never exposed to those qualities that lead them to become a leader they might never develop the predispositions. They might have leadership capacity within them, just as that one thousand year old seed has the capacity to grow and reproduce fruit, but in the case that it never gets the right conditions for growth, it won't grow. I wonder if the same can be said about leadership.

4.8 Dr. Alan Muller



Dr. Alan Muller is an Associate Professor of International Management at the University of Amsterdam Business School and he is also the director of the MBA program. Alan holds a PhD in Management from RSM Erasmus University, a Masters in International Relations from University of Amsterdam and a Bachelor in History from the University of Washington.

Settings

I spoke to Alan March 17th, 2015 in Amsterdam. We spoke face-to-face in his office at the University of Amsterdam Business School. Alan speaks fluently Dutch but for the interview we switched to his mother tongue English to avoid that the context of words would disappear in the translation. The duration of the conversation was 50 minutes.

Key words

Vision, clear communication, delegate responsibilities, motivating people intrinsically, getting people passionate, predisposition natural charisma, self-awareness, reflection, introspection, feedback,

When I asked Alan how he would define leadership he said that he does not have a particular vision or style of leadership. In his mind leadership is being able to formulate a vision, being able to communicate it with others and being able to delegate or allow others to take responsibility to execute. ‘Leadership is not micromanagement’. It is about motivating people intrinsically based on getting them passionate about whatever the objective is and that everyone feels a shared sense of ownership for that responsibility. ‘Running behind someone with a stick and tell them to do anything is not leadership’. He gives an example of his son who plays rugby who one time came home complaining that his teammates were not listening to him when he told them what to do. Alan told his son that ‘it is not only about telling people what to do, if you do not have followers you cannot be a leader’. Part of that is technique that you can learn. The other

part is something that is a predisposition. In the rugby team of his son the team captain is a born leader. He says that whenever he is on the pitch, everybody trusts him and relies on his judgement. The kids are willing to follow him. The captain has a natural charisma that you are born with or not. In the case you do not have the natural foundation, nurture won't make a difference.

To become a leader it is essential to have knowledge of self. That is the focal point of the leadership programme of the University of Amsterdam Business School. To become self-aware it is important to do a lot of introspection and reflection. You cannot be clear on the role you fulfil in social relationships until you know yourself, who you are and why you are who you are. It is relevant to understand what former experiences made you. There are personality's tests to create a sense of who you are but in the end you have to do it yourself by reflecting. Besides reflection also feedback is very meaningful to create a better sense of self and in the personal development. Students are asked to review each other. Everyone has a personal development portfolio they work on which involves skills development. According to Alan this helps the students to achieve their ultimate career goals. In the MBA it is not only about personal development but also about where do the students want to go and what kind of skills is needed for that? To help the students Alan says the University creates workshops and applies one on one coaching. Alumina is asked to mentor students, not really as in an apprenticeship but more study related. Another important part of the MBA program is teamwork. The intention of the program is that people really start to think about their role in teams and that there are different ways to interact with team members. The program is an excellent environment where they can try to step up and take charge.

When I asked Alan about the importance of emotional intelligence he said that in the leadership literature it is very rational oriented. People can make very calculated decisions but in reality emotions are important. He says that there is always an emotional undercurrent. As a leader you have to be able to read people and how to respond. Thus the response is usually emotional and not fully cognitive. Alan notes that sometimes people are put into a position of power and lack the natural leadership. They only have a formal leadership and are placed above somebody but are not able to motivate people. Alan believes you have to show people that you, as a leader, are willing to trust them and that it is a mutual thing.

When I asked Alan if leadership can be taught he said:

Yes, leadership can be taught. You can make a continuum of someone's potential, zero to a hundred and obviously it helps whenever you work in the end of the spectrum but some people takes more work and others do not need guidance at all, they just are. Taught, I do not think you starting with a blank shade and say these are the things you need to know to be a leader. It is more like trying to bring things out in people and making them aware of choices they can make so that they are able to make those choices.

Alan believes that you cannot learn leadership from a book. In terms of being taught, to some degree. The most important thing is that people are able to talk about their own experiences and their experiences in the programme otherwise it won't make sense. Alan says that his son is at the moment close to zero, at the end of the spectrum but at the moment is not very introspective. He does not step out of himself to see how others see him and therefor does not know how his actions are perceived. The only mode that works than is dictatorship. 'Assuming that you cannot motivate people what to do, you have to yell'. Alan tells his son that it is he shouldn't beat himself up about it. Not everybody is a leader and not everybody has to be a leader and not everybody should want to be a leader.

5 Analysing the findings

In the preceding chapters we have discussed the pertinence of the themes. Practitioners have shared their experiences with leadership development in education, and in this chapter we will see what the relations are with the discussed theories. Furthermore here we will see how the theory emerges through the data that is collected. This theory is grounded in both the theories discussed in chapter 2 and the data collected from the conversations in chapter 4.

5.1 Categories and their properties

Analysing the data involved the four stages of generating data, integrating categories and their properties, delimiting categories and their properties and writing the merging theory (Glaser & Strauss 1967). In the first step I collected the data. The most relevant data for this research and the emergence of the theory is represented in chapter 2 and chapter 4. The second step was integrating categories and their properties. I scrutinized the data to create an understanding, the essence of what expressed in the raw data (Corbin & Strauss 2008). In this process I broke the data into manageable pieces. I explored these pieces and started to develop keywords. You can find the most relevant key words in table 7. I would like to emphasize that these key terms are already some sort of categorizations. A better look at the key term ‘dark triad’ in table 7, shows that it is labelled under the group of developing ethical leadership. Chapter 2 however describes that dark triad contains three different personalities. These personalities are narcissism, Machiavellianism and psychopathy. So, as we can see each key term is already a categorization. Furthermore I am aware that listening could be merged with the group of communication. In this and other cases it is correct that there is some overlap. However, the data has shown that for this research it is important to separate the groups.

As I mentioned in chapter 3, the process of coding started directly after the first interview. For this process I have not used computer programmes because I did not want to fall into the trap of ‘just fixing labels’ (Corbin & Strauss 2008, p. 163). I really wanted to take the time to reflect and see what the data was saying. As Corbin &

Strauss (2008, p. 163) noted, 'thinking is the heart and soul of doing qualitative analysis'. Also I want to emphasize the importance of the memos I used in this part of the research. After I established the identification and understanding of the 'key words' from the conversations I was able to create categories. I delimit the amount of categories with 4 overarching groups:

1. Developing explicit knowledge
2. Developing tacit knowledge
3. Developing emotional Intelligence
4. Developing ethical leadership

An important note is that the categorization of terms is discussable because the mentioned elements are in many cases interrelated, for example, it can be said that the ability to create a vision should be grouped in the process of developing explicit knowledge. I however believe that to create a vision it is necessary to have self-awareness. In other words, to create a vision it is important to have a strong set of values. This self-awareness is as mentioned part of emotional intelligence (Gardner 1983; Goleman 1995, Salovey & Mayer 1990). Furthermore emotional intelligence can be taught (Goleman 1998b) thus it can be argued that emotional intelligence should be grouped in the process of developing explicit knowledge or tacit knowledge. The subject of emotional intelligence however had such a large and reoccurring impact in the data that I have chosen to use it as an exclusive group. The same goes for ethical leadership. The table on the following page shows how I have grouped the key words that I identified during the analysis of the data.

Table 7: Categories that impact the development of leadership

Developing Explicit Knowledge

Communication	Technical knowledge
Competences	School training
Listening	Scenarios
Rhetoric's	Skills

Developing Tacit Knowledge

Being supportive	Honesty
Confidence	Integrity
Courage	Positivity
Creating ownership	Practical knowledge
Credibility	Resilience
Determination	Seeing the bigger picture
Gratitude	Willingness
Humour	

Developing Emotional Intelligence

Compassion	Opening up
Empathy	Passion
Feedback	Self-awareness
Introspection	Values
Humility	Vision
Leading oneself	

Developing Ethical Leadership

Abusing roles	Resistance of temptations
Avoidance of selfish- and greediness	The dark triad
Golden rule	The emperor
Morality	Vision
Positive self-image	

5.2 Developing explicit knowledge

An interesting observation is that in seven out of eight conversations the practitioners mentioned the difference between a manager and a leader. Most of the interviewees made the distinction when they were asked to define leadership. They all agreed that leaders often have to be both. Dr. Lynn Butler-Kisber thoughtfully mentioned that leadership is both and more. She argued that we can learn managerial aspects from books. These are models, scenarios and, for example, tactics. Leadership however also has some intangible dimension to it that is more subtle. This we cannot learn from books. This is why leadership goes beyond the managerial aspects. As she said ‘leadership is relational’. Also Glynn Arthur Kirkham emphasised this. He argued that management is successfully taught to many who hold hierarchically-significant positions. But being a manager does not make one a leader. Here I would like to quote Warren Bennis who famously wrote that ‘the manager does things right; the leader does the right things’ (2009, p. 42). In his book ‘On Becoming a Leader’ he describes the difference between education and training. He argues that leaders are the sum of education and managers are the result of training.

Table 8: The manager vs. the leader

	Education	Training
	Broaden	Narrowing
	Deepening	Surfacing
	Active	Passive
	Questioning	Answering
	Strategy	Tactics
	Whole Brain	Left brain
	Changing	Stabilizing
	Ideas	Facts
The sum	Leader	Manager

Source: Based on Warren Bennis (2009)

In the distinction the practitioners and Warren Bennis (2009) make, training is about developing explicit knowledge (Polanyi 1958). Facts we can learn from a book, ideas we have to develop ourselves; tactics can be learned from books, how to use them as strategies cannot. Thus the explicit knowledge is the managerial aspect. Dr. Karl-Henrik Røbert mentioned in our conversation that this knowledge can be referred to as conceptual knowledge. He mentioned that this knowledge is entirely about training. During the interview he used the metaphor of chess. He said that we can learn how to define checkmate but how we can accomplish is a different thing. In my conversation with Karl-Henrik I referred to something that Mary Ann Evans wrote under her pen name George Eliot. I used this example to create a bridge to the social context of leadership. In *'Felix Holt, the Radical'*, Eliot (1866) suggests fancying a game of chess in which the chessmen had passions and intellects. Supposing that the knight could shuffle himself on to a new square; that the bishop could wheeled the pawns out of their places; the player could all the sudden be checkmate. Assuming that the pieces come to life the player can lose because of the own pieces, especially *'you would likely to be beaten, if you depended arrogantly on your mathematical imagination, and regarded your passionate pieces with contempt'* (Eliot 1866, p. 237). I believe this brings emotional intelligence in perspective. Leadership is not only about delegating. It is also about an interaction with followers. As I mentioned leadership always has to be considered into a social context. Furthermore it is always contextual. This makes leadership so difficult to define. Thus leadership cannot be acquired from a book; we need more than explicit knowledge.

5.3 Developing tacit knowledge

We cannot learn leadership from a book. One of the reasons is that it is relational and contextual. As I have argued there is a difference between knowing about and acting as a leader. In the conversation with Dr. Karl-Henrik Røbert he explained why tacit knowledge is something that is hard to grasp and cannot be learned from books. He argued that he has come across many natural born leaders who gather people and make them feel as if it is natural to follow. He does not know what that is but he encountered various. This is why I earlier compared the phenomenon leadership with love. We have all experienced it but we cannot always define it. That's because a lot of leadership has to do with tacit knowledge (Polanyi 1958). Tacit knowledge goes beyond explicit

knowledge because we cannot learn it from a book. We cannot learn from a book how we can stay in balance when we ride a bike. It is this kind of knowledge that we have to put in practice. Tacit knowledge goes beyond technical and managerial skills and is about intrapersonal skills, interpersonal skills and conceptual skills (Yukl 2013). I believe that there is always some overlap between explicit knowledge and tacit knowledge. We can, for example, learn communication models. How to apply them is a different thing. We cannot learn to listen to the inner voice by visiting lectures about mindfulness; we cannot learn how to genuinely listen; and we cannot learn how to think creatively after a training session with a coach. The things that I mentioned are things we have to put into practice and experience ourselves. We have to ride our bicycle, we have to fall and stand up again. Once we learned how to ride a bike, we never forget

During my analysis I found three different ways to develop tacit knowledge that I will discuss:

- Mentorship
- Feedback
- Reflection

5.3.1 Mentorship

Firstly leadership can be developed through mentorship. Bennis and Nanus (2007) found after 90 dialogues with leaders that all off of them could indicate one or more important mentors. This was also the case in the conversations I conducted. All practitioners believe that mentorship is important in the development of leadership. This confirms that mentorship can help us in changing our perceptions, motivations, competencies and patterns of behaviour in a more effective way (Harms, Spain & Hannah 2011, p. 497). Mentors can help us in the process of creating tacit knowledge. Dr. Karl-Henrik Robèrt argues that mentors can help us in this process. With an apprenticeship model we can see how good leaders conduct themselves. It is a refined and subtle combination of different characteristics that are put together. Florian Hackbart argued that mentors are important support. He argued that mentors are able to activate potential and stimulate people to step out of the comfort zone. It is meaningful for students of leadership to have mentors that have leader experience. People who have

theoretical knowledge but lack the practical experience are not the ideal mentors. Dr. Lynn Butler Kisber also shed light on the importance of having experience as a mentor. Furthermore she argued that leaders can be seen as teachers. Numerous famous leaders taught in a way because they were leading by example.

5.3.2 Feedback

The second way leadership can be developed is through feedback (Harms, Spain & Hannah 2011). It has been argued that self-confidence has a non-linear relationship with leader feedback (ibid). If the level of self-confidence is too high or too low the student is more likely to block feedback. Furthermore psychological-mindedness and rationality are important for opening up to feedback (ibid). In addition, Goleman (2008) has argued that leadership programmes should focus more on the limbic system of the brain and that one of the best ways of becoming emotional wise is through feedback. Surprisingly only three out of eight practitioners mentioned feedback during the conversations about leadership development. Mayo et al. (2012) investigated the effects of peer feedback on MBA students. They found that the self-rating of students decreased when they got peer feedback. The effect on women was stronger than for men. Women more quickly align their self-ratings with the feedback (2012). Mayo et al. imply that receiving feedback increases self-awareness (2005). Thus education programs would benefit from peer-evaluation systems (ibid).

5.3.3 Reflection

Lastly leadership can be developed through reflection. Reflection enables transformational learning (Brown & Posner 2001). In the process of transformational learning new revised interpretation of meaning are constructed. Like Bennis has argued this is important because 'true learning is preceded by unlearning' (2009, p. 59). With reflection we unlearn behaviours and learn more effective ones (Goleman 2008). In most of the conversations with the practitioners the concept of reflection was discussed. Harriette Thurber Rasmussen explained that it is important to reflect regularly because it can be easy to lose ourselves in, in-attentional blindness. When I formulated reflection as a tool, Sascha Plöbst pointed out that it is more a process. When he reflects he, for example, asks himself if his actions are in line with his visions. Based on these reflections he adapts his visions regularly. Furthermore Dr. Alan Muller explained that

reflection and introspection are a very significant aspect for the MBA at the University of the Amsterdam Business School because it creates knowledge of self. Showry & Manasa (2014) support this with their study and argue that introspection is the road to self-awareness. According to most practitioners self-knowledge is the most important aspect in leadership development, what brings us to the part of emotional intelligence.

5.4 Emotional Intelligence

In the literature review we have seen that Gardner (1983) introduced the idea that we should not approach intelligence as something monolithic. Truly capable leaders have in common that they have a high degree of emotional intelligence (Goleman 1995). It seems that emotional intelligence becomes more important as people rise in organisations. The higher the position, the more a high degree of emotional intelligence becomes a *sin qua non* (ibid). Leadership programmes seem to fail because there is too much a focus on the managerial aspects (Goleman 2008). I agree with Goleman that leadership programmes should shift the focus from developing explicit knowledge to tacit knowledge. Programmes should focus attention more on the limbic system of the brain to develop emotional intelligence (Goleman 1998b). All the practitioners have emphasized the importance of a high degree of emotional intelligence for effective leadership. Glynn Kirkham said that leaders have to be emotional wise. Leadership is about relationships and building and nurturing relationships is about emotional intelligence. Dr. Alan Muller supports this and described that emotional intelligence is critical because there is an emotional undercurrent all the time in the interaction with people. As Dr. Lynn Butler-Kisber said 'capable leaders need to be good with people'.

5.4.1 Developing empathy

In the conversations all of the interviewees confirmed that empathy is an important aspect of leadership (Salovey & Mayer 1990). As the researchers have argued people who are emotional wise are skilful in recognizing and responding to emotional reactions of others. Both Sascha Plöbst and Dr. Alan Muller said that as a leader you need the ability to read people. Sascha Plöbst mentioned that in the case that a leader is not able to take care of the surroundings there is a chance that he or she loses trust. After analysing the data I would even like to take it a step further and argue that a leader who lacks emotional intelligence will encounter problems building trust because it cannot be

acquired but must be given (Bennis 2007). In all the interviews the practitioners noted the importance of trust. Dr. Karl-Henrik Robèrt argued that strong systems are characterised by its members feeling trust. Trust is the main consistent of a socially sustainable system. Florian Hackbart emphasised that leaders need to be honest to build trust. Furthermore trust is not something that goes in one direction. Dr. Alan Muller noted that trust is a mutual thing.

5.4.2 Developing integrity

In four out of eight conversations integrity was discussed. 'Integrity is the basis of trust' and according to Bennis it is the most important characteristic of a leader (2007, p. 35). Sascha Plöbst agrees with Bennis that a leader cannot function without it. According to Harriette Thurber Rasmussen it is part of creating trust. Dr. Karl-Henrik Robèrt said that it is being part of meaning well. In the research field it has been argued that it is a trait that is about being honest. Those who are considered integer have strong moral principles (Yukl 2013, p. 150). Furthermore Bennis argues that it is part of becoming self-aware.

5.4.3 Developing self-awareness

All of the practitioners believe that creating self-awareness is essential in leadership development. In the theory of traits self-awareness is part of emotional maturity (Yukl, 2013). Those who are emotionally mature have good control over their emotions and have an orientation towards self-improvement. Gardner (1983) referred to it as having intrapersonal skills. He argued that it is the ability to listen to the inner voice. Goleman (1995) argued that self-awareness is one of the components of emotional intelligence. He furthermore argued that it extends to a person's understanding of his or her own values, goals and vision (1998b). Sascha Plöbst mentioned the importance of self-awareness and believes that it is the first out of two steps towards leadership. He referred to the motto of the leadership programme of the Linnaeus University that says: 'The art of leading others comes from the art of leading oneself'. Dr. Alan Muller also argued that knowledge of self is extremely important. Creating self-knowledge is one of the focal points of the MBA program the Amsterdam Business School. He mentioned that we cannot be clear on the role we fulfil in social relationships without knowing ourselves. It has been argued that self-knowledge lead to a clear vision. All interviewees

discussed that leaders need to have a strong vision. Dr. Karl-Henrik Røbert speaks about the leader as a visionary. Warren Bennis argued that those who are self-aware are able to create a vision (2009).

5.5 Developing ethical leadership

When we discussed emotional intelligence I indicated the importance of trust and integrity. Integrity is about having strong moral principles. Hogan and Kaiser (2005) have discussed the 'dark side' of leadership. They and, for example, Goleman (1995) mentioned the dark triad that refers to a group of three personality comprising narcissism, Machiavellianism, and psychopathy. Hogan and Kaiser (2005, p.170) believe that personality predicts leadership and argue that 'who we are determines how we lead'. We can imagine that having a boss with a psychopathic personality is not the most pleasurable experience so how can we avoid personalities that lead to destructive leadership? So how then can we develop trustworthy and integer leaders, or in other words ethical leaders?

5.5.1 Morality

I believe the first step in creating ethical leaders is developing awareness of morality. During my first interview with Dr. Karl-Henrik Røbert I was made aware that morality is a relevant aspect of leadership development. Those who have a high degree of emotional intelligence can use it for selfish goals. Empathy, for example, could be used to manipulate others. Røbert believes that emotional intelligence therefore should always be combined with the golden rule. With this he means that we should not do to others what we would not like them to do with us. It is important that the leader has the competence to resist temptations like being selfish and greedy. If we look at the historical foundation of ethical leadership we see that Plato in the Republic argues that the philosopher king should be ethical. Likewise Aristotle argued that leaders must demonstrate moral character (cited in Ferh, Yam & Dang 2015). A better look at the word morality teaches us that it comes from the Latin 'moralitas' what can be translated as proper behaviour. I agree with Røbert that emotional intelligence should be combined with the golden rule. This golden rule involves equality and treating people with respect.

5.5.2 Caretaking

The second step to develop ethical leaders is to create a sense of caretaking. Glynn Kirkham argued that a strong ethical belief and above all respect of other persons is important. He argues that someone who demonstrates respect to another is more likely to be a leader than someone who does not. Dr. Lynn Kisber-Butler argued that relations are built on a caring ethic. Dr. Bruce Spitzer believes in servant leadership. One of the core components of Robert Greenleaf's servant leadership theory is behaving ethically (1977). Bruce describes his own leadership style with the question; what can I do to make your work easier? He believes that taking care of others is an important aspect of leadership. When we discussed the matter ethics he mentioned an example to explain what ethical leadership is not. He mentioned the malicious acts of Bernard Madoff, a former non-executive chairman of the NASDAQ stock market. Bernard Madoff admitted a Ponzi scheme, a fraudulent investment where an individual or organisation gets money from investors and pays returns from new capital paid by new investors. Another example so often used in literature is the case of Enron Corporation. Enron was one of the world's most major energy companies. At the end of 2001 a report revealed that the financial condition was sustained by an accounting fraud resulting in bankruptcy and thousands of people losing their jobs. It has been argued that it was an ethical fault because no one stood up. Warren Bennis (2007) describes many other corporate scandals in his introduction that illustrate the devastating effects on the stock market and people's lives. Thus for leadership development it is crucial to be a caretaker. Trevino, Brown & Pincus (2003) conducted a qualitative investigation of perceived executive ethical leadership. They have found that ethical leaders are thought to be receptive and open, set ethical standards, and hold followers accountable for their actions (2003). Ethical leaders do not only set goals for job performances but also create performances that are about ethical values and principles (Trevino, Brown & Pincus 2003). The researchers confirm that ethical leader care for people. In all the conversations I've had with the practitioners they argued that leaders should be caretakers. Ethical leaders are people oriented and have the best interest of followers in mind (Trevino, Brown & Pincus 2003). In leadership development caretaking should be a focal point. The studies referred to in this research however have not outlined how ethical leadership can best be developed. Further researchers should study if ethical leadership can be developed with mentorship, feedback and reflection.

5.6 The emerging theory

This research indicates that leadership development in education is four dimensional. The first dimension is the development of explicit knowledge. Explicit knowledge (Polanyi 1958) is the know-how we can learn from a book. When we think of explicit knowledge we can think of facts, tactics, models and certain scenarios. I like to refer to this knowledge as the managerial aspects of leadership. This knowledge can be acquired with training. There is however a big difference between ‘what we know about leadership and what we do as leaders’ (Bregman 2013). It is not the theoretical part that makes leadership difficult. Leaders fail or succeed in the practice. There are certain aspects we simply cannot learn from reading a book.

The development of this knowledge is the second dimension and can be referred to as tacit knowledge (Polanyi 1958). Tacit knowledge goes beyond managerial skills and is about experiencing. Based on my data I can indicate three ways to develop tacit knowledge. First it can be developed through mentorship. ‘Mentorship can help us in changing our perceptions, motivations, competencies and patterns of behaviour in a more effective way’ (Harms, Spain & Hannah 2011, p. 497). Changing behaviours in a more effective way should be the goal of leadership development programmes. It is about seeing problems from a new perspective; it is about saying maybe different things in a different way. Only we ourselves can change our own mind-set. Secondly tacit knowledge can be developed through feedback (Harms, Spain & Hannah 2011). We need openness towards feedback in order to develop ourselves. A level of self-confidence that is too high or too low can cause us to block useful feedback. We need psychological-mindedness and rationality to open-up to feedback and use it in a positive way (Harms, Spain & Hannah 2011). The third way we can develop tacit knowledge is through reflection (Brown and Posner 2001). Through reflection we can become more self-aware and create new behaviours. Reflection enables us to become self-expressive.

The third dimension is the development of emotional intelligence. Goleman (2008) has argued that leadership programmes fail because they seem too focus too much on managerial aspects. Leadership programmes should focus more on tacit knowledge and the limbic system of the brain to develop emotional intelligence (1998b). Three reoccurring aspects of emotional intelligence in this research are empathy, integrity and self-awareness. Leaders need the ability to read people. Furthermore they need the

ability to build and nurture trust. The practitioners believe this can only be realised in the case the leader is self-aware. Leaders who are self-aware are self-driven, know their values, have a vision and are inspiring.

The fourth and last dimension of leadership development in education that I have identified is developing ethical leadership. Hogan and Kaiser (2005, p.170) believe that personality predicts leadership and argue that 'who we are determines how we lead'. There are many examples that we can think of where dark leader personalities have resulted in destructive leadership. That is why leadership programmes should make students aware of morality. Emotional intelligence, for example, should always be combined with the golden rule. Good leaders should lead by example. The second step to develop ethical leaders is creating a sense of caretaking. Taking care of others is a crucial aspect of leadership (Greenleaf 1977).

6 Conclusion

This research on leadership development in education started rather broad. I questioned 'can leadership be taught'. To see if it is something that can be taught I shed my light upon the discussion about the innateness of leadership; assuming that leaders are born we should create a research focus on finding genes; we should then not be passionate about developing talents but selecting them. Research has indicated the presence of innate dispositions that are important for effective leadership (Neve et al. 2012). In my conversations the interviewees have argued that the majority of people have a leadership potential. Leadership should not be seen as a singular disposition. Leadership is a combination of various traits and characteristics and the success of leadership always depends on the situation in a certain context. Those who have certain dispositions for leadership do not automatically become leaders, let alone capable leaders. Plato sees the philosopher as a plant (cited in Stockhammer 1965). I would like to see leadership development as the seed. A seed needs the right conditions to grow. It needs soil, the right temperature, water and light to grow into a beautiful plant. The trees come in a variety of shapes, sizes and textures. Maybe we not all have the potential to become a leader of nations, but we need more leaders who can lead a company, more who can lead a division, more who can lead a team and more who can lead a small group (Bennis & Nanus 2007).

Supposing that the majority of people possess the potential to become leaders, how then can we develop this? This study indicates that leadership is something that can be taught to a certain extent. The data I have collected indicates that leadership development in education is four dimensional and must be developed through (1) explicit knowledge. This explicit knowledge is the managerial aspect of leadership that can be learned from books. (2) Furthermore leadership must be developed through tacit knowledge. Tacit knowledge is those aspects that cannot be learned from books and must be internalized by experience. Tacit knowledge can be developed through mentorship, feedback and reflection. (3) Leadership should also be developed through emotional intelligence. The most important aspects of emotional intelligence are empathy, integrity and self-awareness. (4) The last dimension of leadership development is ethical leadership what embeds the development of morality and caretaking.

In addition to the four dimensions of leadership development I would like to emphasize the importance of the willingness to become a leader. This is one of the lessons we can learn from Plato dialogues about the philosopher king (cited in Purshouse 2006). Plato believed that the wise philosophers do not always want to become leaders because they do not seek a position of power (ibid). Also in my conversations with the interviewees I was made aware that in becoming a leader the willingness is significant. We are not born as leaders and those who are born with dispositions to lead but do not utilize the talent will most likely not become a leader. Some people do not want certain responsibilities that come with a leadership position and those are more likely to stay followers. Daudi, Elsas & Plöbst (2015, p. 5) argue that ‘developing leadership skills requires a significant investment of time and energy, and for those unwilling to make such an investment, leadership development programs are unlikely to have an impact’. Thus leadership takes desire to develop the four dimensions of explicit knowledge, tacit knowledge, emotional intelligence and ethical leadership. I believe we are all born with the leadership seed within us, all we need is the right conditions and the willingness to grow.

6.1 Limitations and future research

A limitation for this research is that I have focused primarily on Western philosophies of leadership development. In my theory I, for example, give a brief introduction of the Western history of leadership philosophies with Plato, Thomas Carlyle and of Francis Galton. I, for instance, have not included Asian philosophies from Confucius, a Chinese philosopher who like Plato said a lot about personal and governmental morality, justice and sincerity. Confucius also espoused the principle of the golden rule. I however do believe that leadership like cuisine has some distinctive flavours from one culture to another.

For future studies I see certain possibilities to gain new insights about leadership development. I would like to emphasize that leadership development is a lifelong process. Thus research needs a longitudinal focus. Day (2011, p. 561) argues that ‘one cannot be an effective leader without continuous, lifelong learning’. This however does bring some challenges for researching leadership. Leadership research needs to explore a lifespan approach. In most conversations the practitioners have argued the importance

of the first years of life. What are critical experiences that shape leaders? Answers to this question can be examined with the subject of youth leadership (Murphy & Johnson 2011). Furthermore it is interesting to see what the influence of early life experiences in adult leadership are. This is ideally studied using longitudinal data and can provide answers about innateness, dispositions and the development of leadership styles.

I have discussed why emotional intelligence should be part of leadership development. In my search in the literature I however have not found how we can best develop emotional intelligence. From my conversations I imply that developing empathy, integrity and self-awareness are essential aspects and I assume that especially self-awareness is the *sin qua non*. This however has to be validated in further research.

Also there is only a limited amount of research that supports Goleman's theory that emotional intelligence is essential for effective leadership, for instance, van Rooy and Viswesvaran (2004) do not support the claim that emotional intelligence is more important than IQ. Also it must be noted that there is some controversy about emotional intelligence. Landy (2005) argues that much of the data necessary to bridge the concept with effective leadership does not reside in proprietary databases, preventing rigorous tests. Thus claims for the value of emotional intelligence in the work cannot be made (Landy 2005). I agree with Landy (2005) that future researchers of emotional intelligence have to be more thoughtful in the choice of dependent variables.

Lastly insights about personality studies show that for leadership development individuals need self-control, a moderately high self-confidence, psychological-mindedness and rationality (Yukl 2013). However there is no result about how leadership programmes can develop these abilities. An interesting potential avenue for future research based on personality is the impact of leadership development programmes. Do programmes with a focus on 'know thyself' create more ethical leaders than leadership development programmes with a more hands on approach?

I would like to end my writing and our discussion about leadership development with a quote of Plato.

The philosopher is like a plant which, having proper nurture, must necessarily grow and mature into all virtue, but, if sown and planted in alien soil, becomes the most noxious of all weeds, unless he be preserved by some divine power (Plato cited in Stockhammer 1965, p. 72)

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