THE UNIVERSITY of EDINBURGH

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UNDERSTANDING LEADERSHIP DEVELOPMENT FOR YOUNG PEOPLE:

CREATING A MULTI-DIMENSIONAL AND HOLISTIC
FRAMEWORK FOR EMERGING HIGH-SCHOOL STUDENTS

AS FUTURE LEADERS IN KSA

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DECLARATION

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DEDICATION

To

My Family and Friends

I dedicate my thesis work to my family and friends. A special feeling of gratefulness to my loving parents: to my whole-hearted mother Muneera Alshuaiby, may God rest her souls, and to my inspirational father Abdulaziz Almohaimeed for their great family contribution. I express gratitude to my beloved wife Najat Alrjhi for her patience and support throughout PhD period, and my children Muna, Sundus, Gyda, Abdulaziz, Abdulaah, and Jumana whose inspire me with the real meaning of life.

I also dedicate this thesis to my friends who have supported me throughout the process. I will always appreciate all they have done for me.

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ABSTRACT

This thesis concerned with understanding what makes young people as future leaders. It sets out to explore leadership development for secondary school students (12-to-18-year), focussing on what makes young leaders and how they become future leaders. The fundamental purpose of this explanatory and exploratory qualitative study was to investigate leadership development at the age of adolescence. There are three key objectives for this study: (1) to explore and investigate what contributes to forming young people as future leaders; (2) to clarify and understand how young people become future leaders; and (3) to create a multidimensional and holistic framework for developing secondary students as future leaders.

These aims were achieved via conducting qualitative in-depth interviews (N=46) with established leaders (N=19) and university professors (N=27) in both the UK and the kingdom of Saudi Arabia (KSA). Additionally, as this study focuses on adolescence, it was important to conduct three focus groups with secondary school students in KSA (N=27). Succinctly this study aims to deepen our understanding of the issue of developing young people as future leaders. This study used multi-levels of analysis and multi-domains of purposive sampling via using maximal variation sampling, both leaders and academics are categorised into six domains (business, education, social, voluntary sector, YLD programmes directors, and developmental psychologists). The secondary school students were selected from government school, private school, and gifted students.

Due to the extensive sample gathered (46 interviews and 3 focus groups) and significant data generated (287.000 words), the author's study produces both emergent themes and abundant numerical results. However, these large quantities can encourage various quantitative studies in the future. There are several key contributions of value in this study; (1) creating and conceptually testing a comprehensive framework to develop young people as future leaders; (2) the theoretical contribution as the qualitative analysis has generated massive number of new emergent themes related to the research questions; (3) analysis of the empirical

contributions revealed lots of variables, factors, criteria, tools; (4) a cross-cultural YLD which verify that there are both differences and similarities between the UK and KSA; (5) the findings proved that leadership for young people is learnable to a great extent; that adolescence is a critical period for developing leaders; that sparking the motivation to lead is important at this age; there are serious obstacles facing YLD; generic leadership is more applicable for YLD; and finally, one of the significant contributions of this study is its focussing of attention on a long-term approach for young people leadership development.

The further contribution of this study is creating a multi-dimensional and holistic framework for YLD based on theories of adult leadership and intensively reviewing the literature review on YLD. It has been developed via pilot study and finally developed and validated throughout a cohort of stablished leaders and university professors (N=41).

This study's findings can benefit policy and practice to a great extent since it focuses on the secondary school students; as they are the future leaders, this study can be of significant help to the strategic planning of policy makers in the Ministry of Education, Youth Ministry, and generally within the political context, family business. This study inspires me to establish a leadership-based academy, which focuses on high-school students and develops them as national leaders.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

Chapter One

INTRODUCTION

My thesis sets out to explore leadership development for secondary school students (12-to-18-year), focussing on what makes young leaders and how they become future leaders. This chapter comprises six sections: (1) overview which introduces an overall view on leadership as a phenomenon which has recently grown dramatically; (2) positioning the study and its significance; (3) background to the study; (4) research questions and parameters; (5) research design and scenarios; (6) thesis structure.

1.1 OVERVIEW

In recent years leadership has become one of the most significant fields in management studies, and much attention has been given to leadership development (Cacioppe, 1998); moreover, evolution in leadership development demonstrates that it is on the verge of its "zenith" (Day, 2000). In 1995 around 300 of the Fortune 500 companies considered leadership development as a significant priority (Allen. 2006). Leadership is one of the terms that produces massive variation among the researchers who have attempted to understand or define it. It may be one of the most ambiguous, most misunderstood (Horner, 1997), or `ill defined` (Aliomo-Metcalfe and Lawler, 2001) words. Conger (2004: 136) argued and wondered: "When we think of leadership and its development, we often assume that it belongs in the 'black box' category of life's phenomena—something that is complex and mysterious and therefore largely unfathomable". According to Bennis (1982:44) "Leadership is the most studied and least understood topic".

A search across the Google website in May 2013 revealed 24,000,000 titled articles on `leadership`, compared with 140.000 on `youth leadership`. While a search across

scholarly literature via the Google Scholar website in May 2013 revealed 119,000 titled articles on `leadership`, but 257 academic studies on `youth leadership`. However, searching on leadership is like navigating on a choppy sea. Indeed, Bolden (2004: 3) claims, "Leadership, it seems, is increasingly becoming the panacea of the 21st Century"

Early studies in the leadership field can be traced back to the ancient Egyptians (Pass, 1981) and the Greek philosophers, such as Plato (Stogdill, 1974), Socrates (Bolden, 2004) and Aristotle (Aldair, 2007; Northouse, 2007), also to the Arabian civilization, such as Ibn Khaldun in 1377 (Sidani, 2008). However, the first serious discussions and analyses of leadership emerged in the twentieth century (Bass, 1981) and certainly, the twentieth century was the scientific age for discussion of leadership. In fact, the studies reported that the evolution of the idea of leadership has enabled researchers to make deeper conceptions of leadership. The first research studies concentrating on the leader were by Tannenbaum & Massarik (1957).

Leadership development for young people still lacks deep understanding and there is a substantial need for investigating this issue from multi-dimensional perspectives. This aim is the precise purpose of this study.

1.2 POSITIONING AND SIGNIFICANCE of the STUDY

My study argues that there is a substantial justification for developing leaders from a young age (12-to-18-year); as a consequence of the complexity of the leadership phenomenon, enabling successful leaders demands long time (Murphy, 2011). Therefore, there are various kinds of rationales for leadership development for young people (YLD); (1) personal interests, (2) academic motives, and (3) social impact.

1.2.1 Personal Interests

One of my main reasons for deciding on this topic is personal interest; I became interested in youth leadership development during my fifteen years of working with

secondary school students in the Ministry of Education in the Kingdom of Saudi Arabia as a teacher and the experience of supervising after-school development programmes. Furthermore, I am the founder of a charitable organization which focuses on developing young leaders in Africa. Between 2002 and 2006 I volunteered and directed a long-term (four-year) competency-based programme that involved university students from different African countries. This programme was fundamentally targeted at promoting the development their knowledge, behaviour, life skills and sparking their potential in order to become future leaders. Today there are hundreds of students who have graduated from my voluntary project. After four years of directing this intensive practical daily programme, I became more convinced that enhancing leadership from young age would provide us more leaders and numerous opportunities to enhance leadership sufficiently and progressively. More than that, based on my experimental project, I believed and am persuaded that there is a substantial need to design and build YLD programmes scientifically and based on validated methodology. Therein, from beginning to end, lies my motivation to carry on this responsibility.

The second personal motivation for this study is to achieve self-actualization by helping young people become effective future leaders. The third motive is the desire to satisfy curiosity and improve my knowledge about developing young leaders. Altogether these personal motives enthused me to continue my PhD project; they inspired me more than anything else.

1.2.2   Academic Motives

My academic motive is to deepen our understanding of YLD and to create a multi-dimensional and holistic framework for YLD. In the leadership literature, the majority of the studies are focused on adult leadership much more than youth leadership. Cox (2002, 41) indicates that: "*During the first two millennia, leadership was adult-centred*", and the YLD literature focuses on college students much more than secondary school students (Schneider, et al. 2002; Burnett, 2005; Murphy and

Johnson, 2011). This study is exploratory and explanatory principally aiming to investigate YLD from various perspectives leading to deep understanding the process of developing secondary school students as future leaders, and there is a desire to fill the gap between the scholars and practitioners in exploring YLD. It aims to create a comprehensive framework for developing secondary students as future leaders. If this research is to succeed in achieving these aims, these results will contribute to our knowledge on YLD and to developing a theory in this area. Moreover, it assists us to understand adult leadership (Schneider, et al, 1999). The researcher expects that this study could assist researchers in paying attention to various studies related to developing young leaders.

The rationale for this study was cultivated by past literature on leadership development, and inspired me to investigate YLD. For instance, Bennis and Nanus (1985: 4) have argued that: *"Literally thousands of empirical investigations of leaders have been conducted in the last seventy-five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non-leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders."* Also, Avolio, Avey et al. (2010, 634) indicate that: *"Leadership development is the least explored topic within the field of leadership research and theory"*. In his book, *How to Grow Leaders*, Adair (2005) mentions that there is a frequently repeated question that seeks to identify establishments that take *growing leaders* as a focal target; the reflective response is " *I could think of plenty of companies that were training leaders ... Who is growing leaders? I cannot think of anyone*".

Reviewing the literature revealed various gaps on YLD; there is a lack of understanding of leadership as the bulk of YLD literature deals with leadership as a simple phenomenon (for instance, Norton, 2011; Embassy, 2011; Galipeau, 2012); a lack of long-term development as most of studies deal with short-term YLD (for instance, Smith, et al. 2005; Connors and Falk, et al. 2010); and a lack of an

integrative perspective approach (for instance, Haber, 2011; Barrett and Barbuto et al. 2011). My academic motive is to create a YLD framework dealing with leadership as a complex phenomenon, with long-term development, and comprehensive perspectives. Finally, despite numerous academic studies produced on youth leaders all over the world, little prior research has looked at YLD in the Arabian Gulf and such genuine attention is largely absent in Saudi Arabia.

1.2.3 Social Impact

The results of investigating YLD will make a contribution to various audiences; (1) governmental societies, for example, the Ministry of Education and Ministry of Youth in the Kingdom of Saudi Arabia has leadership programmes which suffer from a lack of comprehensive perspectives and scientific methodology, (2) youth communities, for example, the King Abdulaziz Foundation for Gifted and Talented students in KSA is a national project that aims to develop future leaders, (3) in the voluntary sector, for example, there are hundreds of charity organisations in KSA striving to develop youth leaders, but there is an absence of a validated leadership development framework.

This study contributes to solving a huge problem in my developing country which is the lack of effective leaders, and subsidises the development of sustainable policies in KSA. It is essential to have great leaders for the future; we are unable to achieve that unless we grow leaders from early age; consequently, great leaders will be made, which will benefit both organizations and society. According to Dobosz and Beaty (1999: 215) "*Today's youth will be tomorrow's business and government decision-makers*". Finally, this study may make a contribution to the decision-makers in the Kingdom of Saudi Arabia giving more attention to YLD and it could provide the most potential impact on extra national future leaders.

1.2.4 Significance of YLD: Why this Field?

My research is significant for leadership development for secondary school students; it is risky and not sufficient to focus merely on adults' leadership development. Several empirical research studies have discovered a positive correlation between adolescence and leadership (for instance, Smith, et al. 1991; Hoyt and Kennedy, 2008). Bass (1990, 75) in his comprehensive book "Handbook of Leadership" reviewed five thousand studies on leadership and after reviewing several empirical studies on adolescent leaders, concluded that: "*these finding strongly suggested that leadership in school activities was somewhat predictive of later success*". Additionally, Reichard and Riggio, et al. (2011, 479) emphasise that "*waiting until adulthood to attempt to develop leadership is less than optimal. This is supported by research demonstrating that the impact of adult leadership development interventions is relatively small resulting in a modest 16% increase over chance/no training*".

There are significant reasons behind the demand for developing youth as future leaders: (1) according to Gragoudas (2006) there are three advantages for YLD if we focus on the younger generation: *idealism, independence,* and *identity formation*; (2) there is a positive correlation between the individual, as the younger (s)he is, the easier it will be for him/her to modify his/her behaviour; also, (s)he will have fewer 'negative past experiences' than adults (Popper and Lipshitz, 1993); (3) Charbonneau et al. (2001) discovered in their research that youth have a tendency to 'mirror behaviour' shown by their parents. Aristotle articulates that the human being "*learns his first lessons through mimicry*" (in Bourdieu, 1990). Bourdieu (1990, 74) argues that: "*The child mimics other people's actions* rather than models*" However, youth still have high capabilities for change at this age; (4) adult individuals are '*too busy to learn*' (Peters and Smith, 1998), whereas, youth have plenty of time and more opportunities to enhance themselves to become future leaders; (5) typically, the majority of youth utilise 14% of their time in school advantageously, while, more than 53% spent in their home and community (Driscoll and Goldring, 2003); (6) adults have various chances to develop their leadership capacities, whereas lots of

teenagers have not enough chances to develop their leadership skills (Kudo, 2002); (7) Gardner (in Linden and Fertman, 1994) concludes that youth can advance astonishingly in leadership development; (8) Zacharatos et al. (2000) found that discovering leadership in their youth potentially carries over into their mature age; (9) youth will become tomorrow's leaders (Dobosz and Beaty, 1999) and leadership is a complex phenomenon (Stogdill, 1974); thus, there is a need for developing leaders from an early age.

Reichard and Riggio, et al. (2011, 480) concluded a 12-year longitudinal study accentuating that: "*Finally, results imply the existence of the adolescent roots of adult leadership, and thus have implications for leadership training programs in adolescence*". According to Murphy (2011) generating YLD theory can endow us with various benefits: a broad variety of behaviours and abilities, deep reflection on adult leadership, lifelong development, and creating measurement tools, and generating new instruments for YLD.

The key developmental psychological theories, such as Piaget's Theory of Cognitive Development (Piaget, 1928, 1959, 1978), Erikson's stages of psychosocial development (Erikson, 1963, 1968), Vygotsky's Social Development Theory (Vygotsky, 1978) and KohIberg's Theory of Moral Development (Kohlberg, 1958), all such genuine theories proved that adolescence is a transition age, and these theories support my choice of adolescence as the stage for leadership development. Hence, if we succeed in focusing on leadership development in secondary school, this will provide us exceedingly good opportunities to enhance leadership sufficiently and progressively. However, there is an apparent need to investigate YLD from comprehensive perspectives and create a framework for developing students as future leaders.

1.3 BACKGROUND TO THE STUDY

My thesis aims to explore leadership development during adolescence, focussing on what makes young leaders and how they become future leaders. This section offers three matters: (1) the context of research; (2) elucidating the statement of the problem; (3) highlighting the primary literature review on leadership development for young people (YLD).

1.3.1 Context of Research

The main context of my research is the Kingdom of Saudi Arabia (KSA), the central rationale behind choosing this context is that it is my native country, and moreover, there is a deep internal incentive that drives me to help my people to be progressive in the future.

Saudi Arabia is spread over 2,150,000 square kilometers. It is located in the southwest corner of Asia, the Kingdom is at the crossroads of Europe, Asia and Africa. It is surrounded by the Red Sea on the West, by Yemen and Oman on the South, by the Arabian Gulf and the United Arab Emirates and Qatar on the East, and by Jordan, Iraq and Kuwait on the North. Desert covers more than half the total area of Saudi Arabia. The total Saudi population as of September 2004 increased to 22.7 million, compared with 13 million in 1985 and 21 million in 1999. Saudi Arabia's nationwide educational system comprises more than 24,000 schools and a large number of colleges and other educational and training institutions. The system is open to every citizen and provides students with free education, books and health services. The government allocates over 25% of the total budget to education including vocational training. (http://www.mofa.gov.sa/sites/mofaen/aboutKingDom)

In general, there are two establishments that promote the gifted in KSA; the first is the Ministry of Education, and the second is the King Abdulaziz Foundation for the Gifted and Talented. Both have lists of gifted students, who have obtained a high

score on various scales, including leadership attributes, IQ and creative thinking. The King Abdulaziz Foundation for the Gifted and Talented is a governmental establishment in the KSA that cares for the talented and youths of distinction so that they can grow their leadership abilities. (http://www.gifted.org.sa/HomeEnglish.html) (www.mawhiba.org). Young people below the age of thirty comprise more than 67.1 percent of the total population of Saudi Arabia (KSA, 2008).

1.3.2 Statement of the Topic

One of the most pressing issues in the twenty first century is lack of effective leaders, and there is a tremendous insufficiency of leaders. This huge issue is not caused essentially by public or private organisations. Indeed it begins during the school years as genuine leadership development sparks from a young age. Despite of billions of US dollars which are spent every year on adults leadership development, the lack of effective leaders still continues to increase dramatically.

One common problem with organizations and establishments is the weakness of leadership performance and there are insufficient effective leaders. The symptoms of this problem are reflected at all levels, so leadership factors reflect the weakness of and problems with organizations. For this reason many establishments and companies strive to make leaders and enrich them through training programmes, but the problem that most of the companies meet is the absence of a developed leaders' methodology, based on scientific methods in designing comprehensive and integrated programmes with clear objectives, determining policies and supported by methods and steps.

Youth leadership programmes in both the literature and real world can be classified into four key categories; (1) youth life skills, (e.g. Johns and Sheehy, 1986); (2) short-term programmes, as training courses over several hours or days (e.g. Smith, et

al. 2005); (3) mid-term programmes which continues over several weeks or months, such as summer camps (e.g. Connors and Falk, et al. 2010), after-school activities (e.g. Stiehl and Galvan, 2005) and The Rotary Youth Leadership Program (Powell and Rhyne (2006); (4) YLD long- term programmes which develop young people as future leaders over years, and unfortunately, there is a great absence of such strategic programmes. However, these programmes necessitate a multi-dimensional and holistic framework based on scientific investigations.

When it comes to adolescents' leadership development, most of the real programmes simplify leadership development and deal with YLD as a simple and unsophisticated developmental process. Undoubtedly, it is not enough to create young leaders depending on a few days/weeks/months programmes. There is a need to develop a multi-dimensional and holistic framework for YLD; hence, this is my central purpose in this study.

1.3.3 Leadership development for young people (YLD)

Despite the extraordinary concern on leadership for adults during the whole of twentieth century up to now, and as "*During the first two millennia, leadership was adult-centred*" (Cox, 2002, 41), there is a smaller amount attention on leadership development for youth and university students; unfortunately, there is a dearth of studies and thoughtfulness on leadership development for adolescents (Schneider, et al. 2002; Burnett, 2005; Macneil (2006; Murphy and Johnson, 2011). Unfortunately, the genuine start for studies on youth leadership development was in 1980s (Benson, 1991).

Generally, the body of literature that has been conducted on youth leadership development can be classified into several categorisations; (1) general youth development, (for instance, Follis and Feldhusen, 1983); (2) practical studies on youth leadership programmes, for instance, the FFA programme (Dormody and

Seevers (1994); (3) weak academic studies lacking in trustworthy methodology and validity (for instance, Connors and Falk, et al. 2010); (4) powerful academic studies on YLD from an educational perspective, (for instance, Phillipson, 2004); (5) powerful academic studies on YLD (for instance Moran and Weiss, 2006; Kim, 2009); (6) longitudinal studies investigating leadership over several years (for instance, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011 Dugan and Komives, 2011; Riggio and Mumford, 2011); (7) initial comprehensive YLD studies, (for instance, Komives et al. 2011; Murphy, 2011).

Precisely, reviewing the literature on leadership development for young people can be classified into ten categories; **(1) Studies focused on reviewing the literature for YLD** (for instance, Matthews, 2004); **(2) studies contributing to a theoretical framework for YLD** (for instance, Hohmann, 1982; Sisk, 1985; Feldhusen and Kennedy, 1988; Hardy (1995; Dies, 2000; Peiter and Nall, et al. 2005; Kudo, 2005; Martinek Schilling, et al. 2006; Nelson and Strobel, 2007; Dempster and Lizzio, 2007; Whitehead, 2009; Horstmeier and Ricketts, 2009, Murphy, 2011); **(3) gifted-based YLD**, (for instance, Chauvin and Karnes, 1983, 1985; Sisk, 1985; Karnes and Meriweather, et al. 1987; Karnes and D'ilio, 1988; Karnes and D'ilio, 1989; Karnes and Meriweather; 1989; Karnes and Bean, 1990; Karnes and Bean, et al. 1993; Abel and Karnes, 1993; Karnes, 1995; Wade and Putnam, 1995; Karnes and Chauvin, 2005; Karnes and Bean, 2010); (4) studies centring on **students' leaders** (for instance, Caldwell and Wellman, 1926; Wetzel, 1932; Partridge, 1932; Morris, 1992; McCullough and Ashbridge, et al. 1994); **(5) studies aiming to predict YLD potential and motivation** (for instance, Atwater and Dionne, et al 1999; Chan and Rounds, et al. 2000; Chan and Drasgow (2001; Winter et al. 2002; Kouzes and Posner, 2005; Cintron, 2005; Lloyd, 2006; Mayseless, 2007; Ofori, 2008; Ligon and Hunter, et al. 2008; Arnold and Cohen, et al. 2009; Avolio and Rotundo, et al. 2009; Posner, 2009; Gottfried and Gottfried et al. 2011); **(6) studies investigating variables that impact on YLD** (for instance, Singer, 1990; Garrison (1933; Loh and Chang, 1996; Smyth and Ross, 1999; Dobosz and Beaty, 1999; Charbonneau and Nicol, 2002; Hart and Gary, et al. 2003; Gambone, et al. 2004; Lloyd, 2006; Mak and

Kim, 2006; Moran and Weiss, 2006; Hellison and Martinek, et al. 2008; Greiman and Addington, 2008; Can, 2009; Kim, 2009; Horn and Glenn, et al. 2010); **(7) Studies emphasising YLD programmes and outcomes** (for instance, Follis and Feldhusen, 1983; Smith, et al. 1991; Dormody and Seevers, 1994; Oria and Cureton, et al. 2001; Chana, 2007; Hoyt and Kennedy, 2008; Torelle, 2011); **(8) papers examining tools for YLD** (for instance, Carter, 1999; Kohlhagen and Culp, 2000; DuBois and Holloway, et al. 2002; Fongkaew, et al. 2007; Turkay and Tirthali, 2009; McNae, 2010; Howell, 2010); **(9) longitudinal studies on YLD** (for instance, Cox, 1988; Roach, 1999; Schneider, et al. 1999, 2002; Amit and Popper, et al. 2009; Day, 2011; Murphy and Reichard 2011, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011, Komives et al. 2011); **(10) creating models for YLD** (for instance, Foster, 1981; Kudo, 2002), as there are influential models on YLD: The Leadership Training Model (Addison and Oliver, et al. 1987); Student Leadership Programming Model (Roberts and Ullom, 1989, Engbers, 2007); The Five-Phase Model of Development (Dies, 1991, 1996, 2000);Social Change Model of Leadership Development (Astin and Astin, et al. 1996; Tyree, 1998; Langdon and Mathias, 2001; Komives and Wagner, 2009; Komives and Dugan, et al. 2011; Segar, 2011); Youth Leadership Model (Linden and Fertman, 1998); The relational leadership Model (Komives and Lucas, et al. 1998; Komives et al. 2007, 74); Model of Transformational Leadership in Adolescents (Zacharatos and Barling et al. 2000); Model for Youth Leadership Curriculum (Ricketts and Rudd, 2002); Leadership Identity Development Model (Komives and Casper, et al. 2003; Komives and Owen, et al. 2005; Komives and Longerbeam, et al. 2006; Komives and Lucas, et al. 2007; Komives and Longerbeam, et al. 2009; Komives, 2011a); The Student Leadership Challenge Model (Kouzes and Posner, 2006, 2008; Kouzes and Posner, et al. 2010); Youth Leadership Development and Community Engagement Model (Hastings and Barrett, et al. 2008; Barrett and Barbuto et al. 2011; Model of Youth Leadership (Murphy and Reichard, 2011; Murphy, 2011; Murphy and Johnson, 2011); Formal leadership program model (Haber, 2011).

This thesis focuses on developing young people as future leaders concentrating on comprehensive-based perspectives. There are significant reasons behind the lack of deep understanding of what makes young leaders; one of which is the adults' dominance in leadership studies, as well, there a domination of quantitative studies in YLD (for instance, Gambone, et al. 2004; Kim, 2009), and much less in qualitative studies (for instance, Amit and Popper, et al. 2009; additionally, there is a lack of comprehensive-based studies, as the majority of the studies focuses on partial aspect of leadership, and these studies mystify the design of the overall picture for YLD, and to achieve that my research questions will investigate specific gaps in the YLD literature.

1.4 RESEARCH QUESTIONS AND PARAMETERS

This section presents the key research objectives and questions. Additionally, the research parameters and definitions are presented.

1.4.1 Research question

The fundamental purpose of this explanatory and exploratory qualitative study was to investigate leadership development at the age of adolescence, concentrating on what makes young leaders and how they become future leaders. One of the predominant study goals was to create a multidimensional and holistic framework for YLD. These aims were achieved via conducting qualitative in-depth interviews with established leaders and university professors in both the UK and the kingdom of Saudi Arabia (KSA). Additionally, as this study focuses on adolescence, it was important to conduct focus groups with secondary school students in KSA. Succinctly this study aims to deepen our understanding of the issue of developing young people as future leaders.

There are three key objectives for this study, and each objective has several research questions. The three core objectives are presented below,

Objective One: To explore and investigate what contributes to forming young people as future leaders

Research Questions:

What makes young people into future leaders?

To what extent is leadership learnable for young people?

For young people: To what extent is the motivation to become a leader important in becoming one?

What are the characteristics of adolescents that make them more receptive to enhancing leadership development?

What are the differences and similarities between the UK and KSA in terms of YLD?

Objective Two: To clarify and understand how young people become future leaders

Research Questions:

What responsibilities in the family/school/community help young people to become leaders?

What obstacles in the family/school/community affect leadership development for young people?

For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why?

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach, and why?

Objective Three: To create a comprehensive framework for developing secondary students as future leaders

Research Questions:

What is your initial response to this framework?

What changes would you make to improve this framework?

What happens if we eliminate one of the framework's dimensions?

1.4.2 Research *parameters and definitions*

My thesis title is:

Understanding Leadership development for young people: creating a multi-dimensional and holistic framework for forming secondary school students as future leaders

An understanding of leadership development for young people (YLD) and the process of forming young leaders is understood through focusing on the human being him/herself; that leads to a deep understanding of what and how we create young people as future leaders. In my study, there are a number of definitions that have various meanings depending on their use and contexts. I will identify concise statements and operational definitions that define these study terms. The concepts to be investigated are defined as follows:

Leadership

Leadership is an `ill defined` phenomenon (Aliomo-Metcalfe and Lawler, 2001). Despite the fact that the word `leader` was first recorded in the fourteenth century, the word `leadership` was only identified in the nineteen century (Stogdill, 1974). There are about three hundred definitions of leadership (Bennis, 1992) and Stogdill (1974:259) indicated that: *"There are almost as many definitions of leadership as there are persons who have attempted to define the concept."*

While a variety of definitions of the term leadership have been suggested, this research will use the following definition: *Leadership is the interactional process amongst leaders and the groups to enthusiastically achieve shared goals.* This definition contains six significant elements: the leader him/herself, the group, the relationship between leaders and followers, the motivation to lead, the shared goals, and emphasising that leadership is a process.

Leadership development for young people (YLD)

Regarding this research YLD means: inspiring secondary school students into intentional leadership experiences, activities, formal programmes and informal contextual actions, via varieties of leadership development tools and over a long-term period.

Young people

In spite of their own specific meanings, young people, adolescents and secondary school students are often used interchangeably in this study, and operationally, these three terms have similar meanings.

Operationally, this study focuses on 12-to-18-year, both male and female. In the kingdom of Saudi Arabia the general educational system is divided into two main stages: (1) primary school, from 6-year to 11-year; (2) secondary school, from 12-year to 18-year, and this stage includes intermediate school and secondary school.

1.5 RESEARCH DESIGN AND SCENARIO

Three crucial objectives are fundamental to the ambitions of this exploratory and explanation study; firstly, to explore and investigate what contributes to the formation of young people (12-18-year) into future leaders; secondly, to clarify and understand how young people become future leaders; and thirdly, to create a comprehensive framework for developing secondary students as future leaders. In order to achieve these complicated aims, there is a need for a sophisticated methodology that includes combining multi methods and multi domain perspectives. Ontologically, the scholar and reality are closely connected, and that justifies using interpretivism, whereas the ambiguity of the reality justifies using pragmatism. Primarily this study uses a qualitative inquiry, additionally; it uses simple quantitative statistical analysis. The qualitative inquiry provides leadership studies

with: abundant explanation, the interaction between the investigator and participants, the lived experience, and generating emergent new themes (Klenke, 2008).

As this study investigates YLD over a long-term change, and leadership is a multi-dimensional phenomenon (Northouse, 2007), this study used multi-levels of analysis and multi-domains of purposive sampling that leads to deep understanding of YLD. Moreover, this study used maximal variation sampling, and the sample is comprised of three core categories established leaders, academics, and secondary school students. Both leaders and academic are categorised into six domains (business, education, social, voluntary sector, YLD programmes directors, and developmental psychologists). The secondary school students are divided into three sub-categories (government school, private school, and gifted students). This multiplicity and variety of sample produces a diverse and huge data set, and subsequently, deep analysis and enriched interpretations. Furthermore, the sample was mostly from the United Kingdom (UK) and the Kingdom of Saudi Arabia (KSA), plus a few interviewees from the United State of America (USA).

The primary data sources for this field study will be collected from four key sources. The first one is from previous studies of adult leadership and YLD literature. The second is gained from a sample of leadership professors from both the UK and KSA via in-depth interviews. The third comes from a sample of established leaders from both the UK and KSA using in-depth interviews. Finally, secondary school students in the KSA using a focus group technique were identified.

Table (1.1) illustrates the research design of my thesis as below,

Research Questions (RQs)	Methodology	Method	Sample	N	Context
What makes young people into future leaders?	Qualitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA
To what extent is leadership learnable for young people?	Qualitative + Quantitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA

For young people: To what extent is the motivation to become a leader important in becoming one?	Qualitative + Quantitative	Semi-structured interviews	Established leaders Academics	46	- KSA - UK
	Qualitative	Focus groups	Students	24	KSA
What are the characteristics of adolescents that make them more receptive to enhancing leadership development?	Qualitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA
What are the differences and similarities between the UK and KSA in terms of YLD?	Qualitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA
What responsibilities in the family/school/community help young people to become leaders?	Qualitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA
		Focus groups	Students	24	- KSA
What obstacles in the family/school/community affect leadership development for young people?	Qualitative	Semi-structured interview	Established leaders Academics	46	- UK - KSA
		Focus groups	Students	24	- KSA
For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why?	Qualitative + Quantitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA
For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach, and why?	Qualitative + Quantitative	Semi-structured interviews	Established leaders Academics	46	- UK - KSA
Validating and developing the YLD framework	Qualitative	Semi-structured interviews	Established leaders Academics	41	- UK - KSA

Table (1.1) the research design of my thesis

This study's research procedure covers eleven stages: (1) reviewing the literature on adult leadership; (2) reviewing the literature on YLD; (3) developing a framework for YLD; (4) a pilot study to develop the YLD framework; (5) building the interview schedules; (6) identifying maximal variation sampling; (7) conducting in-depth interviews; (8) conducting focus groups; (9) primary data transcribing and coding; (10) data analysis and interpretation; and (11) validation of YLD framework.

1.6 THESIS STRUCTURE

My thesis covers seven chapters, and with the aim of charting the progress of my thesis, in this section each chapter is concisely summarised.

1.6.1 Chapter one: Introduction

This chapter brings together the background of my research area and sets out an outline of the thesis. This introduction is comprised of several sections; a prolegomenon to the subject matter, the statement of research problems, the theoretical and real-world significance of the subject and my motives for conducting this research, the scale and scope of the literature, the central objectives and research questions, an overview of the research design and scenario, the research parameters and definitions, and outcomes and publications.

1.6.2 Chapter two: Literature Review

This chapter contains five sections: (1) leadership theories, including the leadership definition, Leadership Traits Theory, Leadership Behavioural Theory, Leadership Power-influence Theory, Leadership Situational Theory, and Leadership Integrative Theory. Additionally, the applications of adult leadership theories were linked to young people leadership development (YLD); (2) adolescence developmental theories in psychology, containing the key psychological theories aimed at understanding adolescents (Piaget's Theory of Cognitive Development, Erikson's stages of psychosocial development, Vygotsky's Social Development Theory and KohIberg's Theory of Moral Development), and then these theories were linked to YLD; (3) literature of leadership development for young people has been reviewed including an introduction to leadership development, YLD learnability, the issue of motivation to lead, the lack of YLD, the difference between youth development and YLD; (4) an in-depth literature review on the making of young people as future leaders, including a YLD theoretical framework, focusing on gifted students, student leaders, predicting YLD potential, variables impacting on YLD, creating models,

YLD programmes and outcomes, tools for YLD, and YLD longitudinal studies; (5) reviewing the literature on the models for student leadership development, containing and presenting thirteen models for YLD, Youth Leadership Model, The Student Leadership Challenge Model, Social Change Model, Model of Youth Leadership, Formal Leadership Program Model, Leadership Identity Development Model, The relational leadership Model, A Five-Phase Model of Development, Student Leadership Programming Model, Youth Leadership Development and Community Engagement Model, The Leadership Training Model, Model of Transformational Leadership in Adolescents, and Model for a Youth Leadership Curriculum; (5) a conclusion which includes the three key fundamental gaps in the YLD literature: the lack of understanding of leadership, the lack of long-term development, and the lack of an integrative perspective approach.

1.6.3   Chapter Three: Methodology

This chapter covers six sections: (1) research questions; (2) research methodology with a focus on the research philosophy and approach, inductive approach, strategy of enquiry, and levels of analysis; (3) research design with a focus on the stages of research design, population and sample details, data collection, and data analysis; (4) research limitation and quality of the findings, with a focus on the issues of theoretical validity, credibility, transferability, dependability, and conformability; (5) ethical issues concerning data collection; and (6) conclusion.

1.6.4 Chapter Four: Presenting Data

This chapter offerings the data that were collected via in-depth interviews; the interview set comprised of forty-six interviews with a cohort of established leaders (N=19) and university professors (N=27) from both the UK, and the Kingdom of Saudi Arabia (KSA). It is composed essentially of direct quotes, as the interviews have been summarised based on the core themes of this study; the making of young leaders, leadership learnability, motivation to lead, leadership responsibilities, leadership obstacles, generic YLD vs. specific YLD, and short or long-term YLD.

1.6.5 Chapter Five: Data Analysis

This chapter includes my data analysis and interpretations. The data were collected via in-depth qualitative interviews with leaders and professors, and focus groups with secondary school students. The analysis focuses on my key themes, leadership learnability for young people, making young people as future leaders, motivation and YLD, adolescents' characteristics and YLD, long-term vs. short-term, generic YLD vs. specific YLD, leadership responsibility and YLD, obstacles effect YLD, and cross-cultural YLD which compare between the UK and the Kingdom of Saudi Arabia (KSA). The sections were organised around three categories: general theory, display data, and my interpretations.

1.6.6 Chapter six: Framework for YLD

This chapter explains a multidimensional and holistic framework for developing young people as future leaders. It comprises the clarification of the process of building the YLD framework, the procedure of framework validation, and then conclusion.

1.6.7 Chapter seven: Conclusion

This concluding chapter covers ten sections: (1) the introduction itself outlining the study rationale, aims and outcomes, and methods and methodology; (2) the significance of the study; (3) a discussion of research questions; (4) the new empirical contribution; (5) the theoretical contribution; (6) publications and use; (7) implications for policy and practice; (8) the limitations of the research; (9) recommendations for further research; and (10) conclusions and lessons learned.

Chapter Two

LEADERSHIP DEVELOPMENT for YOUNG PEOPLE: LITERATURE REVIEW

This chapter introduces the literature review concerning leadership development for young people; it focuses more on students between twelve and eighteen year-old. This chapter consists of four main sections. (1) It begins by an introduction. (2) The second section focuses on the foundation of youth leadership development (YLD) which consists of three sub sections, begins by defining leadership phenomenon and summarising the major theories in leadership literature; traits theory, behavioural theory, power-influence theory, situational theory, and transformational theory and then linking these theories to YLD. Then a sub section draws a framework of the key developmental psychological theories focusing on adolescence; Piaget's Theory of Cognitive Development, Erikson's stages of psychosocial development, Vygotsky's Social Development Theory and KohIberg's Theory of Moral Development. This section ends with drawing significant/recent research on leadership development. (3) The third section provides an in-depth review of the literature that has been conducted on developing young leaders, concluding the following nine sub sections (Theoretical Framework, Leadership Learnability for young people, Motivation To Lead, Variables Impacting YLD, Longitudinal Studies on YLD, YLD Programmes, Tools for YLD, Assessments for YLD, and Models for YLD); this section focuses more on reviewing the literature on what makes young leaders. (4) Finally, the fourth section draws a conclusion and identifies the gaps.

To investigate YLD from an in-depth perspective, there is a substantial need for a comprehensive stance. The researcher believes that reviewing YLD literature in-depth necessities investigating two key aspects which can draw our comprehensive stance for YLD; (1) investigating leadership foundation (comprising three standpoints: adult's leadership theories, the adolescents' psychological developmental theories, and leadership development for adults); (2) reviewing the literature on what makes young people as future leaders. In details, the following diagram illustrates the consistence of this chapter.
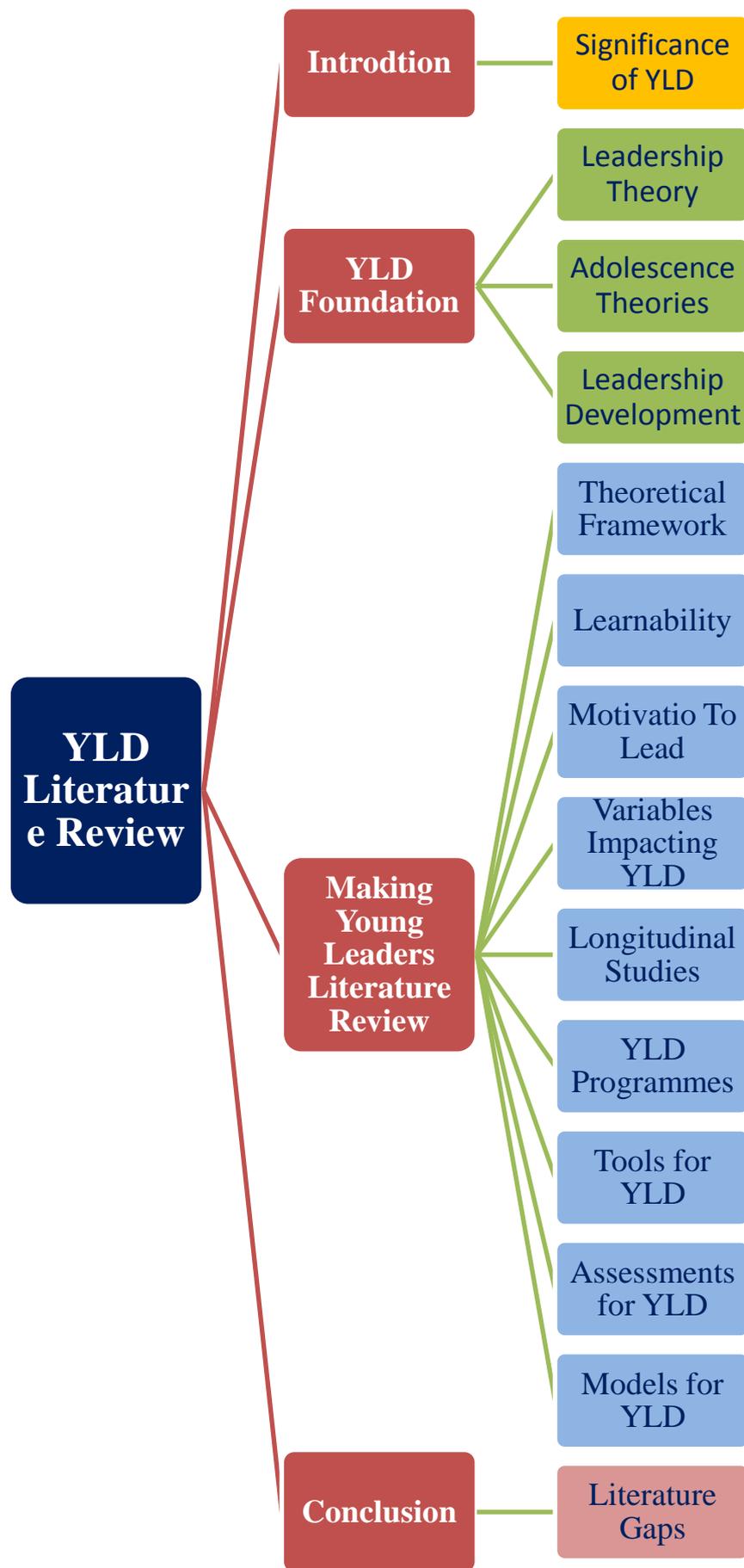
2.1 INRODUCTION

This introduction draws an overview of youth leadership development (YLD), and consists of five subsections; (1) My Literature Stance*;* (2) Significance of YLD; (3) Lack of YLD studies; (4) Early YLD literature, and (5) Studies reviewing the literature of YLD.

2.1.1 *My Literature Stance*

The literature review in comprises of three core sources: (1) generally reviewing of the fundamental stances for YLD (Leadership Theories, Adolescence theories, and Leadership Development); (2) reviewing the adults' leadership studies which examined issues related to YLD, and (3) analysing one-hundred academic studies directly investigated YLD.

From the research that has been carried out, particularly, the research conducted directly on adolescents, it is possible to conclude that the adolescence stage can be identified as a very critical and crucial period for developing future leaders (Piaget, 1978; Bass, 1990; Murphy, 2011, Shlafer et al. 2014), and that support my study which focus on investigating developing leaders at this age. This study is in the same vein with Li and Wang (2012) in their review which titled *Adolescent Leadership Development: A Review*, they after reviewing the literature on YLD, stated that: "*based on the positive youth development theory, Adolescence is the best and critical time for leadership development when leadership skills are introduced, tested and cultivated over time*". Unfortunately, although this stage is a very critical, still this zone has inadequate high-quality comprehensive research, particularly before 2011, as 2011 and onwards was significant for YLD studies (for instance, Reichard and Riggio, et al. 2011; Murphy and Reichard 2011).

Unluckily, the former two millennia were dominated by adult leadership, it was `*adult-centered*` era Cox (2002, 41). 1980s was the real start research in YLD. Although, significant results have been investigated in YLD literature, unfortunately,

the majority of which investigated YLD partially, and still there is an absence of a comprehensive picture for YLD. Fortunately, this research aims essentially to create a comprehensive YLD framework. Unfortunately, instead of increasing YLD studies after 1930s, there was a long absence of genuine studies till the beginning of 1980s, and that negatively affect the academic studies on YLD. Between 1930 and 1980 the research of adult leadership were in there peak and greatest contributions; it was a great chance to investigate both adult leadership and YLD simultaneously, thus, each of which contribute to build the other.

In this study the major traditional theories of leadership have been reviewed, specifically, to summarise the applications which may fit with leadership development for young people. This study believes that there is a substantial need for leadership theories to shape our thinking about developing youth as future leaders. As a consequence of the theories' findings, we might be able to bridge adult's theories into youth leadership theories (Macneil, 2006).

For example, Traits theory can be used to inspire young people to develop leadership characteristics to become future leaders. As well as, the personality scales can be valuable for YLD, for instance, MBTI (Myers, 1985). Traits Leadership Theory has been supported by hundreds research during the whole of twentieth century (Bass, 1990), and the longitudinal study conducted by Schneider et al. (1999, 2002) found that there is a significant link between YLD and Traits. And as this study aims to create a comprehensive framework for YLD, thus Traits Theory is one of my framework's fundamental bases. Moreover, the applications of Situational Leadership Theory can be applied in YLD, for instance, the *leader effectiveness and adaptability description* (LEAD) instrument (Hersey and Blanchard, 1976). To sum, Situational Leadership theory seems the most relevant to YLD, this study agree with Roach (1999) longitudinal study which found that this approach is more related to YLD. As this study aims to create a comprehensive framework for YLD, thus Situational Theory is one of my framework's fundamental bases.

To sum, for YLD, it is not sufficient to use one leadership theory, and in my research I combined two main theories; traits leadership and situational leaders. Additionally to the significance of adult leadership theories in YLD, there is an extraordinary meaning to consult the psychological developmental theories for adolescence. Unexpectedly, there is an absence of studies investigating developing young leaders based on developmental theories. This study is interesting in the works of Piaget's Theory of Cognitive Development (Piaget, 1928, 1959, 1978), Erikson's stages of psychosocial development (Erikson, 1963, 1968), Vygotsky's Social Development Theory (Vygotsky, 1978) and KohIberg's Theory of Moral Development (Kohlberg, 1958). These theories support my choice of adolescence as the stage for leadership development.

My study believes that there are great differences between developing adolescents as future leaders and between the majorities of youth programmes which are presented in our world. This study is in disagreement with various studies which deal with YLD as general life skills with no relation with leadership (for instance, Follis and Feldhusen, 1983), or merely short development programmes (for instance, Smith, et al. 2005; Connors and Falk, et al. 2010). Oppositely my study is in agreement with recent studies which deal with YLD as long-term continual development (for instance, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011). As Bennis (2003: 42) claimed: "*Leadership courses can only teach skills. They can not teach character or vision, and indeed they do not even try*".

The main section in my literature review is investigating studies related to YLD, reviewing studies on learnability, motivation to lead, and tools for YLD, then, reviewing the significant longitudinal studies and 15 measurements' scales which have been conducted on YLD between 1988 and 2012. Finally the literature revealed 13 models for YLD between 1987 and 2011.

To conclude, reviewing the literature on leadership development for young people revealed fundamental gaps related to leadership development for young people, a

lack of understanding of leadership, a lack of long-term development, and a lack of an integrative perspective approach. If the plethora of studies on adult leadership development still cannot deliver a comprehensive framework for emerging leaders, then, a fortiori, neither can the youth literature. According to Kudo (2005) the majority of adolescents' leadership studies put the spotlight on schooling and psycho-social growth. This study aims to investigate YLD from multi-levels (leaders, academics, and secondary school students) and multi-domains (business, education, social, voluntary, YLD directors, and psychology).

2.1.2 Significance of YLD

The literature on YLD is full of studies highlighting the significance of adolescents' leadership (for instance, Whitehead, 2009; Murphy, 2011). For example, Horstmeier and Ricketts (2009) qualitatively found that dealing with the young people as partners can motivate them to participate in community-based leadership. However, not only investigating leadership development for adolescents can deepen our understanding about this phenomenon, furthermore, this can lead to expand our thoughtful on leadership development for established leaders. In their longitudinal study, Benjamin Schneider and his colleges (1999, 2002) revealed that investigating youth leaders ought to promote our understanding of leadership in adulthood. In our organisations, it is clear that there is a huge ambiguity of the process of leadership development, in my opinion, the simple way we deal with this phenomenon is the central reason behind that; thus, understanding YLD in-depth can clear and enrich our vision and process of developing leaders.

In my thesis (see 1.2.4), I mentioned numerous theoretical and empirical reasons behind focusing on YLD. For example, several empirical research studies have discovered a positive correlation between adolescence and leadership (for instance, Smith, et al. 1991; Hoyt and Kennedy, 2008). After analysing numerous studies, Bass (1990, 75) concluded that: *"these finding strongly suggested that leadership in school activities was somewhat predictive of later success"*. The research believes

that our complicated era necessitates further leaders much more than former time, and our process of developing future leaders begins by the employment period, which is totally too late and inadequate, however, Reichard and Riggio, et al. (2011, 479) emphasise that "*waiting until adulthood to attempt to develop leadership is less than optimal*". The previous studies emphasise the importance of my research and support my aim to investigate YLD from long-term approach.

From the research that has been carried out, particularly, the research conducted directly on adolescents, it is possible to conclude that the adolescence stage can be identified as a very critical and crucial period for developing future leaders (Piaget, 1978; Bass, 1990; Murphy, 2011, Shlafer et al. 2014), and that support my study which focus on investigating developing leaders at this age. Unfortunately, although this stage is a very critical, still this zone has inadequate high-quality comprehensive research, particularly before 2011, as 2011 and onwards was significant for YLD studies (for instance, Reichard and Riggio, et al. 2011; Murphy and Reichard 2011).

2.1.3 Lack of YLD

Although the literature emphasized the significance of YLD, still there is a lack of YLD studies. Over the twentieth century the majority of the literature draws a plethora of studies on adult leadership, the minority highlight college students, and a dearth of studies of studies underline secondary school students and hardly mention childhood leadership (Ricketts and Rudd, 2002; Schneider, et al. 2002; Burnett, 2005; Murphy and Johnson, 2011). For example by using content analysis of 1,773 journal article in gifted education, Hays (1993) found that less than 3% of the articles were linked to leadership during the period from 1958 to 1989. In the educational context, there are great efforts to enhance gifted students; however, leadership development has been ignored mostly in the secondary schools, for example, in Saudi Arabia, gifted interventions for students focus only on inventors, whereas our nation needs future leaders more than inventors.

Despite the major reviews of leadership literature by Bass (1981), Macneil (2006) indicates that while five thousand leadership studies have been mentioned by Bass, illogically, we could not find any study about youth leadership. Unluckily, the majority of students' leadership studies were conducted on college students (for instance, Victoroff and Schneider, et al. 2009); for example, Dugan (2011, 68) summarises plentiful research on student college leadership into three categories; (1) demographics and precollege characteristics, by which race, gender and pre-college training impacting on leadership development were scrutinised ; (2) dimensions of the college context, in this theme, the studies investigated the largely effectual context on leadership development among various contexts, as, efficacy, socio-cultural discussion, faculty mentoring, community service, formal leadership programmes and individual leadership experiences; (3) institutional and program influence, the studies found the leader-centric is more influential than socially responsible leadership.

Although, Cox (2002, 41) indicates that: "During the first two millennia, leadership was adult-centred", nevertheless, many of the adult's studies could be useful for the youth leadership (Schneider, et al, 2002). Consequently, I have consulted the literature on adult leadership to be a foundation for leadership development for young people. Benson (1991) indicated that the pre-1980s are the significant start for Youth Leadership Studies. Hardly any studies were published before 1980s (for example, Partridge, 1932; Shears, 1953; Hurst and Stein, et al.1978). However, the majority of the studies examined student leadership spotlight the student leaders (such as, Partridge, 1932; Morris, 1992; McCullough and Ashbridge, et al. 1994), or on gifted students (such as, Sisk, 1985; Bass, 1990; Karnes and Bean, 1990). My present attempt to widen this narrow aspect; I argue that we should provide students with sufficient opportunities to display their leadership potential and still there is a need for a unified framework for youth leadership (Matthews, 2004).

Anxiously, Murphy (2011, 5) in her comprehensive book Early Development and Leadership reveals that: "*by ignoring how individual develop leadership skills as children and young adults, we lack the basic knowledge of the developmental*

processes that should help formulate a more comprehensive model for individuals' leadership development across their entire life span". There are several rationales behind this deficiency of studies examining the adolescents' leader development; firstly, the majority of research that has been conducted is quantitatively based (for instance, Gambone, et al. 2004; Kim, 2009), and although that may be useful in investigating details, these studies mystify the design of the overall picture for YLD, which can be lessened via applied meta-analysis (for instance, DuBois and Holloway, et al. 2002). However, those studies less based on a qualitative approach (for instant, Hoyt and Kennedy 2008; Arnold and Cohen, et al. 2009), than a quantitative one, to a deep understanding and greater clarification. A dearth of studies have been conducted using mixed methods (for instance, Fongkaew, et al. 2007; Amit and Popper, et al. 2009); mixed methods can lead to designing a comprehensive picture for developing young leaders. Finally, Murphy (2011) concludes that there are two justifications behind the scholars and professionals' inattention to youth leadership development: the absence of an inclusive academic framework, and the powerful techniques which more applicable to YLD, are still mysterious.

Unluckily, the former two millennia were dominated by adult leadership, it was `*adult-centered*` era Cox (2002, 41). 1980s was the real start research in YLD. Although, significant results have been investigated in YLD literature, unfortunately, the majority of which investigated YLD partially, and still there is an absence of a comprehensive picture for YLD. Fortunately, this research aims essentially to create a comprehensive YLD framework.

2.1.4 Early YLD Literature

Although the lack of YLD research and 1980s was the real start for YLD research , incredibly there are a small number of studies were made before the 1980s directly related to leadership development for secondary school students, for instance, one of the earliest attempts to examine YLD is *Characteristics of school leaders* which was made by Caldwell and Wellman (1926), seven characteristics (age, mental age, intelligence measure, scholarship, extroversion, height and bodily accomplishment)

were examined via a sample of 86 students from secondary school. They found a correlation between leadership and both scholarship and extroversion. Afterwards, Wetzel (1932) used the *character rating scale* to assess 56 pupil leaders in secondary school; the students were rated by them-selves and their teachers. The study compared self-rating with teacher-rating; the students gave high score for these characteristics (respect for school regulations, co-operation with others, reliability and sense of responsibility, industry and perseverance, thoroughness, self-control, initiative, interest in order and beauty, courtesy and sportsmanship, and physical vigour) whereas their teachers rated them high in (intellectual curiosity and intellectual independence). Interestingly, Partridge (1932) examined a group of Scouts pupils assessing their leadership abilities via using games, and the pupils were scored as a *Game Leader* and as A *Patrol Leader*. The pupils chose their leader by superior intelligence; furthermore, there was a high correlation between the leader selected by students and achievement on the *Army Alpha Test*.

Unfortunately, instead of increasing YLD studies after 1930s, there was a long absence of genuine studies till the beginning of 1980s, and that negatively affect the academic studies on YLD. Between 1930 and 1980 the research of adult leadership were in there peak and greatest contributions; it was a great chance to investigate both adult leadership and YLD simultaneously, thus, each of which contribute to build the other.

2.1.5 Studies reviewing YLD

This sub section points out the studies were focused on reviewing YLD literature. There are significant reviews on YLD literature (for instance, Matthews, 2004; Li and Wang, 2009, 2012). For example, Matthews (2004) reviews the literature on youth leadership related to gifted students within the educational context. The study analysed 67 articles published between 1980 and 2004 and the studies categorised into four themes; describing youth leadership programmes, scales and assessment, students' opinions concerning leadership, and theorization articles. The author found

a few studies based on giftedness and learning models (for instance, Kolb's experiential learning model, Renzulli's three-ring model of giftedness), but not on leadership theories, thus emphasising a significant lack of theoretical base and drawing attention to the necessity for an integrated theory for youth leadership. The author criticises the unsophisticated analytical method, as the majority of the studies merely used means and standard deviations, but neither factorial ANOVA nor multiple regression been used, and only three articles utilized sophisticated statistics (multivariate analysis of variance). Among 67 articles, there were only 8 qualitative studies. Although the studies used several assessments to measure leadership for young people (for instance, Leadership Skills Inventory, Leadership Strengths Indicator, Leadership Skills and Behaviors Scale, and the leadership subscale of the SRBCSS), there is a lack regarding the issues of validity and reliability. Analysing these studies revealed that there are two groups of characteristics that can be enthusiastically learned among youth leadership; *interpersonal skills* and (*self-efficacy, self-assuredness, and self-knowledge*). Finally, the research suggests the longitudinal examination of the evolution from youth to adult, focusing more on observations than self-rated methods. However, there is a need for an authentic/dedicated or tailored scale for assessing youth leadership development.

Although there are significant reviews on YLD literature (for instance, Matthews, 2004; Li and Wang, 2012), a key limitation of these papers is that it does not address the issue of long-term approach, and there is an absence of linking YLD with psychological developmental psychology, and rarely bridging adults' leadership theories into YLD. This study is in agreement with Li and Wang (2012) in their review which titled *Adolescent Leadership Development: A Review*, they after reviewing the literature on YLD, stated that: "*based on the positive youth development theory, Adolescence is the best and critical time for leadership development when leadership skills are introduced, tested and cultivated over time*". Fortunately, before reviewing the literature which has been conducted directly on YLD; in the following section, this research grounds its literature on three fundamental bases for YLD.

2.2 FOUNDATION FOR YLD

This section highlights three central aspects as a significant foundation for YLD. It consists of three subsections; (1) Leadership Theories, (2) Adolescence developmental theory, and (3) Leadership development. There are both academic justifications and rationale behind highlighting this foundation. Leadership theories, both traditional and recent, are trustworthy and authentic stance for YLD; they can be applied into young people leadership development (Hardy 1995, Roach 1999, Schneider et al 1999, 2002, Whitehead 2009). Moreover by means of this study essentially focuses on young people between ages 12 and 18, and this period is the adolescence stage; the accurate approach to deep understanding of this age is to consult the developmental theories in psychology (Piaget 1959, 1978; Erikson, 1963, 1968; Vygotsky, 1978 and Kohlberg 1958). Finally, leadership development literature for adults is full of valuable practical models and actionable activities which can be bridge to YLD. The following figure illustrates these three fundamentals.
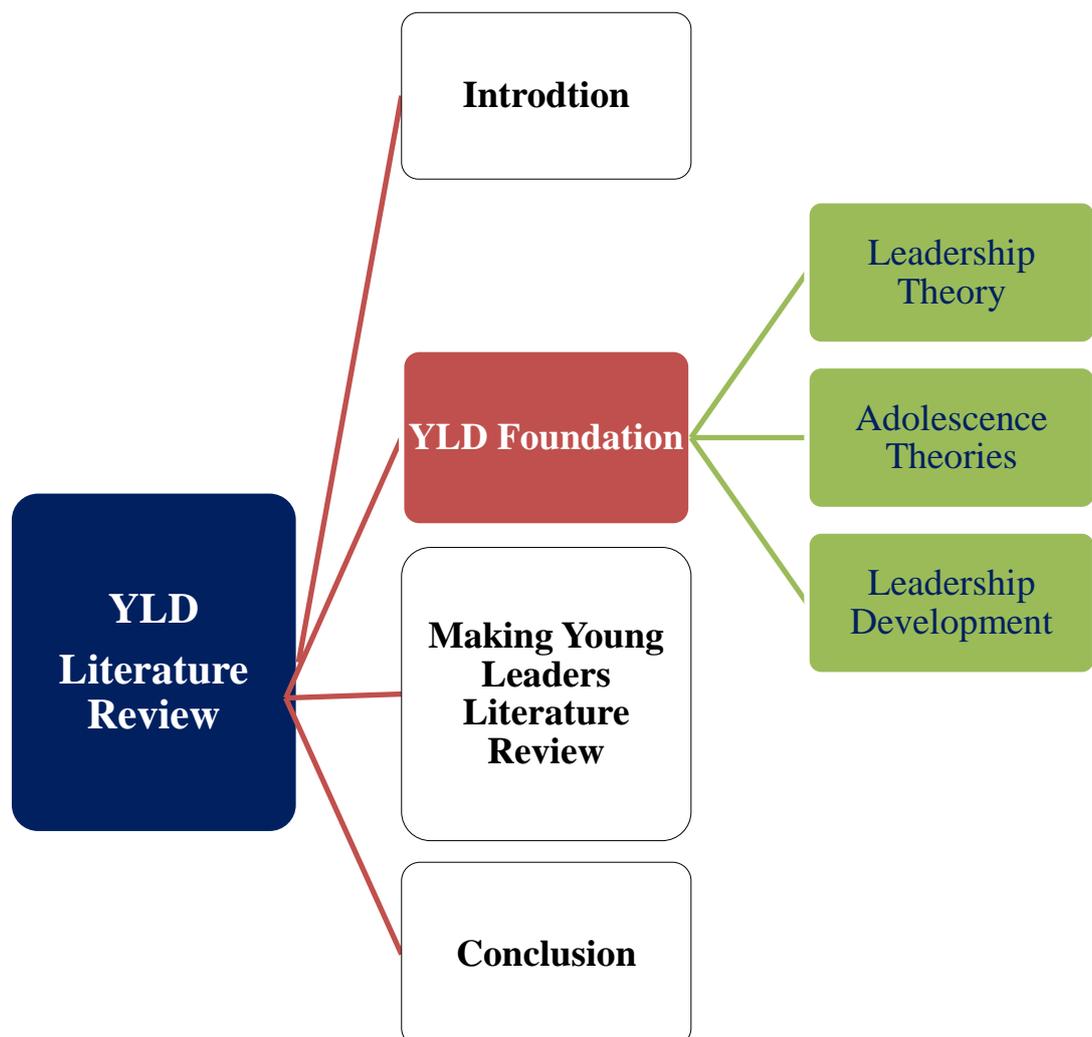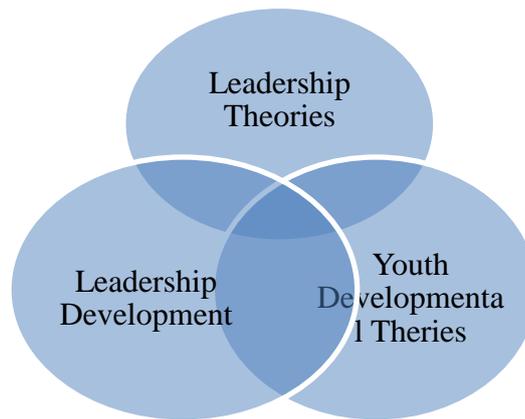
2.2.3 Leadership Theories

The crucial aim of this sub section is to consult the major traditional theories of leadership, specifically, to summarise the applications which may fit with leadership development for young people.

2.2.3.1 Overview

The leadership theories background offers a starting point for achieving a scientific method for designing a youth leadership programme. The researcher will make a survey of leadership theories in order to identify those theories relevant to a youth focus, thereby achieving an integrated approach in describing youth leadership.

Theorists have referred to leadership in various ways as follows; as (a) personal traits (Galton, 1869; James, 1880; Stogdill, 1948; Judge, et al. , 2002); or (b) situational approaches (Reddin, 1967; Hersey & Blanchard, 1988; Vroom & Yetton, 1973); or (c) behaviour approaches (McGregor, 1960; Blake and Mouton, 1994; Likert, 1961); or (d) mere charismatic leadership (Weber,1997; House, 1977; Shamir et al. 1993); or (e) transformational approaches (Burns, 1978; Bass, 1985; Bennis and Nanus, 2003; Avolio, 1999); or (f) some combination of the above (Fiedler, 1967; Yulk,1989; Northouse, 2010; Covey, 2004). Stogdill, (1975:4) presented the history of leadership theories: *"Prior to World War II, most of leadership research was concerned with the traits of leaders. Following the war, two major lines of research were initiated ... the emergence of the leadership role ... the relation of leader*

behaviour to follower satisfaction and group performance." Additionally, Covey (2004) shows that there were five foundational theories during the twentieth century: trait theory, behavioural theory, power-influence theory, situational theory, and integrative theory, Covey argued that, the advance of all theories after 1970 can be traced to these five theories. Yukl (2006) similarly classifies them into five approaches.

The following table (2.1) summarises the major leadership theories, their focuses and limitations:

Leadership theories	Contributors	Focal focus	Narrow focus
Traits theory	Galton, 1869; James, 1880; Kilbourne, 1935; Stogdill, 1948	Leader traits	▪ Situational leadership ▪ Interaction between leaders and followers
Situational theory	Reddin, 1967; Fiedler, 1967; Hersey & Blanchard, 1969; Vroom & Yetton, 1974	Situational leadership	Leader traits
Behavioural theory	McGregor, 1960; Blake and Mouton, 1964; Likert, 1961; Shartle, 1979	Leaders behaviour	Leaders traits or power
The power-influence theory	Lewin 1939; Mintzberg, 1983; Gardner, 1990	Influence tactics	Leadership behaviour
Charismatic leadership	Weber 1947; House, 1976; Conger and Kanungo, 1987; Shamir et al. 1993	Heroic leader	Followers
Transformational theory	Burns, 1978; Bass, 1985; Bennis and Nanus, 1985; Avolio, 1999	▪ Leader traits ▪ Situational leadership ▪ Leadership behaviour	Interaction between traits, situation, and behaviour

Table (2.1): Main leadership theories: focuses and limitations (the mentioned references)

2.2.3.2 Leadership definition

Accounts of leadership vary massively among the researchers who attempted to define the idea. It may be one of the most ambiguous, most misunderstood (Horner, 1997), or `ill defined` phenomenon (Aliomo-Metcalfe and Lawler, 2001). While the word `leader` was mentioned for the first time in the fourteenth century, `leadership` only appeared in the nineteen century (Stogdill, 1974). As a result of the complexity of leadership, various definitions have been produced. Reed (2001) estimated that there are approximately 221, whereas Bennis (1992) argued that there were more

than 350 definitions for leadership. Concurrently, Stogdill (1974:259) determined that: *"There are almost as many definitions of leadership as there are persons who have attempted to define the concept."* According to Burns (1978:2) *"Leadership is one of the most observed and least understood phenomena on earth"*. Bass (1990) criticizes that and mentioned that it is understandable phenomenon. Rost (quoted in Barker: 1997) analyzed 587 papers related to leadership and showed that of those 366 papers did not define leadership and presumed that everyone already understood the definition

Past studies in the leadership field illustrate the various perspectives that have been brought to bear on the definitions, *"influenced by one's theoretical stance"* (Yulk, 1989; Bolden, 2004), such as, philosophy, psychology, sociology, and management. The numerous definitions of leadership, are dependent on the scholar's standpoint; for example, Mumford (1906, 7) stated: *"Leadership is the pre-eminence of one or a few individuals in the group in the process of control of societal phenomena"*, focusing on influence, Tannenbaum, et al. 1961) observe that *"interpersonal influence, exercised in a situation and directed, through the communication process, toward the attainment of special goal"*. Shortly after, Bennis (1959) defined leadership as: *"the process to behave in a desired manner,"* in addition, from a behavioural perspective, Hemphill (1949) identified leadership as *"the behaviour of an individual while he is involved in directing group activities."* Aiming to combine several approaches, Bogardus (2008) characterises leadership as a: *"personality in action under group conditions ... it is also a social process involving a number of persons in mental contact in which one person assumes dominates over the others."* In his Handbook of Leadership and after reviewing numerous definitions Bass (1990: 10), concludes with his Handbook definition: *Leadership is an inter-action between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members.*

The above definitions can be classified into four themes: (1) leader-based definitions; (2) influence-based definitions; (3) leadership behaviour-based definitions; (4) interactional-based definitions. Grint (2010) recommends a quadrant typology to

define leadership: position, person, result, and process. Northouse (2007) emphasises that although there are many definitions for leadership, the basic determining factors are as follows: (1) Leadership is a process. (2) Leadership includes influence. (3) Leadership that emerges from the/a group. (4) Leadership that includes goal attainment. According to Ivancevich (1970) leadership has five roles: (1) the leader's characteristics; (2) the follower's characteristics; (3) leader's performance; (4) performance as expected by followers; (5) the context. Barker (1997) highlights the social process in defining leadership.

Necessarily, the need for a specific definition becomes more significant to the future development of leadership programmes, both for designing the programmes and outcome measurement. Furthermore, the specific definition bestows more obviousness upon the leadership phenomenon, leading to many contributions for both the practitioners and the programme designers. This study is agree with Huckaby and Sperling (quoted in Matthews: 2004) who argued that: "*The lack of a unitary definition of leadership has led to the widespread adoption of curricula that lack empirical justification*". While a variety of definitions of the term leadership have been suggested, the operational research definition is: *Leadership is interactional process amongst leaders and the groups to enthusiastically achieve shared goals*. Principally, the definition combines six significant elements: the leader him/herself, the group, the relationship between leaders and followers, the motivation to lead, the shared goals, and emphasising that leadership is a process. However, the learning process itself should involve all these dimensions.

2.2.3.3 Leadership Traits Theory

2.2.3.3.1 Approach

The Traits approach supposes that there is a list of leadership's traits, and differentiates leaders from non-leaders (Stogdill, 1948; Kirkpatrick and Locke, 1991). Research conducted to test the traits theory has yielded mixed results. It has presented massive personality traits for leaders, for instance, a set of traits was mentioned to differentiate leaders from the others (Kirkpatrick and Locke, 1991, p 49) containing: "drive, the desire to lead, honesty/integrity, self-confidence,

cognitive ability, and knowledge of the business". By using a meta-analysis study, Lord et al. (1986) reliably conclude that: `*personality traits are associated with leadership perceptions to a higher degree*` (Lord, et al. 1986: 407)

According to Northouse (2007:16): "Although the research on traits spanned the entire 20th century, a good overview of this approach is found in two surveys completed by Stogdill (1948, 1974) … By taking a closer look at each of these reviews, we can obtain a clearer picture of how individuals' traits contribute to the leadership process" Stogdill (1949), subsequent to reviewing 124 studies, identified eight core traits: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability. In his second survey, Stogdill (1974) reviewed 163 studies; and he identified ten key leaders' characteristics: achievement, persistence, insight, initiative, self-confidence, responsibility, cooperativeness, tolerant, influence, and sociability. A serious strength in Traits Theory, however, is that there have been plenty of studies published throughout the twentieth century. The major criticism is ignoring the situations (Stogdill, 1948, 1974). Additionally; it has failed to offer an agreeable list of leaders' traits (Northouse, 2007). Seventy nine researches have been analyzed by Bird (quoted in Stogdill, 1974) and he found that 52 traits were noted only in one research study. Finally, it is complicated to assess traits due to their ambiguity (Komives, et al. 2011).

2.2.3.3.2   Linking Traits Theory to YLD

Traits theory is one of the closest theories to the issue of emerging leaders, as it focuses more on the leaders themselves. Schneider et al. (1999, 2002: 297) after conducting two longitudinal studies for adolescents, concludes: `*Our findings are thus promising and lend support to the idea that a trait theory approach to the identification of leader attributes is both interesting and potentially useful*`

Traits theory provides numerous lists of leadership traits (e.g. Tead, 1935; Stogdill, 1948, 1974; Mann, 1959; Kirkpatrick and Locke, 1991), for instance, Stogdill (1948, 1974) critically analysed 287 leadership studies between 1904 and 1970, and concluded that traits are an essential part of leadership, additionally, 42 frequent

leadership traits were listed. For example, the most frequent trait was the ability to create relationships, and was mentioned positively in fifty-five studies; then intelligence in forty-eight studies; thirdly, self-confidence in forty-five studies. Youth leadership programmes can benefit from traits theory by enhancing young people with as many traits as they can, and these traits can be deepen over time.

Trait theory has many instruments which can be applied as developmental tools more than assessment tools, and they help with discovering the strengths and the weaknesses of young people, and then focusing on strengths and treating the weaknesses. For instance, The Five-factor Model (Judge, et al. 2002); Leadership Trait Questionnaire (LTQ) which contains of the 14 items (Northouse, 2010); and Myers-Briggs Indicator (MBTI) which is more complicated (Myers, 1985).

To sum up, Traits theory can be used to inspire young people to develop leadership characteristics to become future leaders. As well as, the personality scales can be valuable for YLD, for instance, MBTI (Myers, 1985). Traits Leadership Theory has been supported by hundreds research during the whole of twentieth century (Bass, 1990), and the longitudinal study conducted by Schneider et al. (1999, 2002) found that there is a significant link between YLD and Traits. As this study aims to create a comprehensive framework for YLD, thus Traits Theory is one of my framework's fundamental bases.

2.2.3.4   Leadership Behavioural Theory

2.2.3.4.1 Approach

The behavioural approach focuses on how leaders behave; it is influenced by McGregor's Theory X & Theory Y (McGregor, 1960). Ohio State University and the University of Michigan studied the style approach intensively over a long period.

2.2.3.4.2 **Ohio Leadership Studies:**

The studies started 1946, their results focused on two core models to describe the leader's behaviours: *consideration* and *initiating structure* (Hemphill 1955; Blake

and Mouton, 1994). The Leader Behaviour Description Questionnaire consists of 150 statements; LBDQ "typically measures subordinate perceptions of supervisory behaviour" (Korman, 1966: 350). Fleishman (1953:1) said: *"The 150 items were derived from over 1,800 original items which were written and then classified by "expert judges""*

2.2.3.4.3 **Michigan Leadership Studies:**

Likert and his colleagues mentioned two key types of leader's behaviours: *task-oriented behaviour* where the leader focuses on the followers and *relations-oriented behaviour* where the leader focuses on the task (Likert, 1961).

2.2.3.4.4 **Linking Behavioural Theory to YLD**

Interestingly in the 1950s, Harvard studies on leader's behaviours used samples of small groups' university students (Bales and Slater, 1957); they found that there were two types of leaders that emerged in small groups: socio-emotional leaders and task leaders. Measuring leadership style can be amended for use in classroom (e.g. Zorn and Violanti, 1993). The well-known scale for this approach is the Leader Behaviour Description Questionnaire (LBDQ); Stogdill (1963) identified 100 items to measure the leader's behaviours, and group them into 12 categories: *representation*, *demand reconciliation*, *tolerance of uncertainty*, *persuasiveness*, *initiation of structure*, *tolerance and freedom*, *role assumption*, *consideration*, *production emphasis*, *predictive accuracy*, *integration*, and *superior orientation.* Recently, LBDQ has been used by students (e.g. Cheng, 1994), however, these 100 items can be simplified and taught to young people as a developmental tool.

Additionally, the managerial grid created by Blake and Mouton (1985) is widely used in training and development (Northouse, 2010). Lake and McCanse (1991) mentioned five leadership styles: (1) authority-compliance management; (2) country-club management; (3) impoverished management; (4) middle-of-the-road management; (5) team management. However, these styles can be launched to young people, for instance, the CONFLICTALK instrument created by Kimsey and Fuller, 2003).

Summing up the results, it can be concluded that the applications of Behavioural Leadership Theory can be applied in YLD, for example, the managerial grid (Blake and Mouton, 1985), LBDQ instrument (1963).

2.2.3.5   Leadership Power-influence Theory

2.2.3.5.1 Approach

The major part in power-influence theory is how the leader influences followers (Lewin, 1935; Mintzberg, 1983; Gardner, 1990). Gardner (1990:1) revealed that: "*Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers*". There are two main inventories for this theory, *Profiles of Organizational Influence Strategies* (POIS) created by Kipnis and his colleagues (1980) and the *Influence Behaviour Questionnaire* (IBQ) which has been developed by Yukl and Tracey (1992).

2.2.3.5.2 Linking Power-influence Theory to YLD

Numerous categorisations of the leader's power and influence have been investigated in the leadership literature; for instance, Raven and French (1958) identified five sorts of power which the leader dominates to influence others: (1) *reward power*; (2) *coercive power*; (3) *legitimacy power*; (4) *referent power*; (5) *expert power*. Yulk and Falbe (1991) found that the largely influential powers are legitimate power, expert power, and persuasiveness. Furthermore, they supported two additional types of powers: *position power* and *personal power*.

Based on Raven and French's taxonomy, Rahim (1988) developed the *Leader Power Instrument*; it consists of 35 items aiming to measure the five sorts of power. This instrument was used with graduate students (Hess and Wagner, 1999), however, this inventory can be developed to fit with secondary school students and implemented as a training tool.

Previous studies have identified *influence tactics* as leader's influential tools (e.g. Kipnis, et al. 1980; Schriesheim and Hinkin, 1990; Wayne and Ferris, 1990). Yukl and Tracey (1992) identified nine *influence tactics* and investigated how leaders use them .These strategies are: (1) *rational persuasion*; (2) *inspirational appeal*; (3)

consultation; (4) *ingratiation*; (5) *exchange*; (6) *personal appeal*; (7) *coalition*; (8) *legitimizing*; (9) *pressure*.

Summing up the results, it can be concluded that the applications of Leadership Power-influence Theory can be applied in YLD, for instance, developing and training young people in the nine *influence tactics*, *Influence Behaviour Questionnaire* (IBQ) (Yukl and Tracey, 1992) and the *Profiles of Organizational Influence Strategies* (POIS) (Kipnis et al. 1980), all these applications might increase young people influence and their flexibility to deal with various situations.

2.2.3.6 Leadership Situational Theory

2.2.3.6.1 Approach

Contingency theories play a superior contribution in the leadership literature; they are a family of theories that focus more on the situational variables (Yukl, 2006). The traditional contingency theories are: (1) situational theory; (2) LPC contingency theory; (3) path-goal theory.

2.2.3.6.2 Situational Theory:

This approach supposes that the most important element in leadership is the situation, and every situation requires a suitable leader (Reddin, 1967; Hersey & Blanchard, 1969, 1988). Situational Theory has various strengths; for instance, the concentration on the situation, which leads to many training programmes, as, 400 of *Fortune 500* companies use the Situational approach in their training courses (Northouse, 2007). According to Graeff (1983) situational theory provides a minor progression for leadership literature. Also, it does not have enough serious empirical studies (Graeff, 1997). Fernandez and Vecchio (1997) are arguing that there is a shortfall in validity in the SLT.

2.2.3.6.3 The LPC Contingency Theory:

This approach focuses on the leader's style which is proper to the situation (Fiedler, 1964; 1971). It `*describes how the situation moderates the relationship between*

leadership effectiveness and a trait measure called the least preferred co-worker` (Yulk, 2006: 215). There are three variables for the situation: *leader-member relations*, *position power*, and *task structure*. The LPC theory predicts in which situation the leader will be effective (Northouse, 2010). Alternatively, LPC has weaknesses in its conceptual framework (Yukl, 2006), and it is difficult to use it in practical life (Northouse, 2010).

2.2.3.6.4 Path-goal Theory:

This approach focuses on how leaders motivate their followers to achieve selected goals, and the leader's behaviours are: *supportive leadership*, *directive leadership*, *participative leadership*, *achievement-oriented leadership* (Evans, 1970; House, 1996). Path-goal theory spotlights the significance of followers' motivation and self-confidence (Northouse, 2010); alternatively, the theory has limitation of methodology (Yukl, 2006).

2.2.3.6.5 Linking Contingency Theories to YLD

Roach (1999) conducted an empirical, longitudinal study for over a 10-year period of 30,000 young individuals (8-28 years) who were involved in non-school organisations across the USA. Interestingly, they found that the youth believed that situational leadership is more related to YLD. Blanchard et al. (1993: 28) state that: "*over 50 dissertations, master theses and research papers have been written using the improved LBA and LBA II since 1983*". The SLII (situational theory model) demonstrates the interaction between two dimensions, the leadership style and development level in subordinates, and resulting four types of leaders (Blanchard, et al. 1985). This model has been utilized via one million employees (Fernandez and Vecchio, 1997), it build flexible leader dealing with various situations (Graeff, 1983); additionally, it is prescriptive, simple to learn and easy to apply (Northhous, 2010). Thus, SLII may possibly be used for young people leadership training. The leader effectiveness and adaptability description (LEAD) instrument contains 12 situations that measure the leadership style. LEAD was developed by Hersey and Blanchard (1976).

LPC measures the leader style (Fiedler, 1971) and contains 18 items that measure the personality and the motivation behind doing tasks (Northhouse, 2010). However creating LPC scales for young people could assist to identify their premier motivation and lesser motivation, helping them to center attention on their premier strength characteristics, and treat their lowest characteristics in order to avoid them becoming obstacles in the future.

It can be concluded that the applications of this approach can be applied in YLD, for instance, the *leader effectiveness and adaptability description* (LEAD) instrument (Hersey and Blanchard, 1976). To sum, Situational Leadership theory seems the most relevant to YLD, this study agree with Roach (1999) longitudinal study which found that this approach is more related to YLD. As this study aims to create a comprehensive framework for YLD, thus Situational Theory is one of my framework's fundamental bases.

2.2.3.7 Leadership Integrative Theory

2.2.3.7.1 Approach

Christopher (1991) argues that neither the trait theory nor the situational theory has been sufficient in fully explaining leadership, and Allen (2006) indicates that the literature on leadership development has a lack of coherence. However there were early thoughts on producing a comprehensive theory of leadership (Stogdill, 1975). Yukl (2006: 445) believes that: "*Despite the prevailing pattern of segmentation in research on leadership over the past 50 years, the number of studies that straddle more than one approach is increasing*", for instance, ethical leadership theory and transformational leadership theory.

Transformational leadership created by Burns (1978) and then developed by numerous studies (Bass, 1985, 1990a; Avolio and Bass, 1999; Bennis and Nanus 1985). Three styles and seven factors were identified: (1) transformational leadership: *idealized influence charisma*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*; (2) transactional leadership: *contingent reward*, and *management-by-exception*; (3) lasses-faire leadership:

nontransactional. Finally, after critically reviewing leadership theories, Yukl (2006) in his book "Leadership in Organizations" concludes with a holistic framework for leadership, integrating six approaches: (1) *leader traits*; (2) *leader behaviour*; (3) *leader power*; (4) *situational variables*; (5) *success criteria*; (6) *intervening variable*. The author reflection on integrative theories stands on, *shared leadership* vs. *heroic individuals*, *collective focus* vs. *dyadic*, importance if explanatory process.

2.2.3.7.2   Linking Integrative Theory to YLD

The Multifactor Leadership Questionnaire (MLQ-5X) which contains 63 items is one of the major contributions of this theory (Bass, 1985; Bass and Avolio, 1995; Antonakis and Avolio, et al. 2003). This inventory has been used in more than 300 studies (Hancock, 2008), and it is widely used in training and helps to leaders to consider their weaknesses (Northouse, 2010). Amongst the leadership theories' instruments, LMQ-5X is the most used for students, as, there are numerous studies used this inventory in youth leadership (e.g. Gulbin, 2008; Bolkan and Goodboy, 2009, 2010).

The findings of this approach are quite convincing, and thus the following conclusions can be drawn: this approach seems to be the best leadership approach related YLD in two ways; firstly it offers a comprehensive model, and it offers a greater applications than other theories, for instance, the Multifactor Leadership Questionnaire (MLQ-5X) (Antonakis and Avolio, et al. 2003). However, the challenge facing scholars and practitioners is how to apply these applications in appropriate way in which fit with adolescents.

2.2.1.8 Conclusion

There is a substantial need for leadership theories to shape our thinking about developing youth as future leaders. As a consequence of the theories' findings, we might be able to bridge adult's theories into youth leadership theories (Macneil, 2006).

Leadership theories are full of models and applications, have been studied for a long time, and have been supported by numerous empirical researches. This piece of

leadership literature has been built up as a result of the thinking of many intellectual thinkers via reflection, deep understanding and observing the phenomenon, and more than that, the theories been criticised throughout numerous of studies, thus, ignoring this significant part//body of knowledge leads to codifying leadership. However, it is essential to simplify leadership theories and re-design them to be appropriate for young people. Albert Einstein believed that "*Everything should be as simple as it is, but not simpler*" (quoted in Hakanson, 2000: 5)

The Entrepreneurial *Attitude Orientation* scale is used to measure the entrepreneurial attitudes for a sample of 2574 secondary school students. EAO is an example of developing an instrument which fits to students (Pihie and Bagheri, 2011). Most of the measurements of adults' leadership theories might be applied to YLD (e.g. LTQ, MBTI, LBDQ, IBQ, POIS, LPC, LEAD, and MLQ-5X). However, applying instruments and applications from traditional leadership theories needs, necessarily, consideration of significant criteria, and then designing youth's version of assessments and activities supported by leadership theories. There are several criteria that need to be considered in applying adult theory to young people programmes: (1) adolescents' needs; (2) simplified to their recognition; (3) using instruments in developmental programmes rather than measurement; leadership instruments should focus further as developmental tools.

Concisely, toward a leadership programme designed for young people, there is a need to be realistic in dealing with adults' leadership theories and leadership instruments, as the focal point of the programme is not the measurement; rather, it is the developmental process. Hence, we ought to simplify theories and instruments to be applicable for young people, and we may ignore some elements of the theory or instrument whenever it does not fit with young people, giving proper consideration to issues of validity and reliability.

Although, it is inadequate to apply adult's leadership theories without appropriate modification in young people context, it is certainly not acceptable to neglect them. I

find Yukl's (2006) holistic framework for leadership influence; these six approaches have been integrated.

To sum, for YLD, it is not sufficient to use one leadership theory, thus, in my research combined two main theories; traits leadership and situational leaders. In addition to the adult leadership theories as a significance standpoint for YLD, there is an extraordinary meaning to consult the psychological developmental theories for adolescence.

2.2.4 Adolescence Developmental Theories

To advance our understanding of leadership development for young people between ages 12 and 18, it is necessary to build on the framework of developmental theories which were produced by pioneer psychologists (Piaget, Erikson, Vygotsky, KohIberg) throughout the twentieth century, resulting in deep understanding of adolescents nature. Concisely, this section will portray the focal theories of youth development aiming to expand reflections on leadership development for young people.

2.2.4.1 Piaget's Theory of Cognitive Development

Piaget's theory of cognitive development (Piaget, 1928, 1959, 1978) provides YLD with two major aspects- deep understanding of adolescents' characteristics and identifying how adolescents learn.

2.2.4.1.1 Cognitive development stages

The learning process according to Piaget's Theory occurs via interaction between the individual and the environment. According to Piagetian theory, human cognitive development can be divided into four stages (Inhelder, 1962; Jahoda, 1964; Piaget and Mays, 1972): (1) *Sensorimotor Stage*, from birth to age 2; (2) *Preoperational Stage*, from ages 3 to 6; (3) *Concrete Operational Stage*, from ages 7 to 11; (4) *Formal Operational Stage*, from ages 12 onwards, formal operational tasks can be classified into three types: `*propositional logic tasks*`, `*combinatorial reasoning tasks*` and `*proportional reasoning tasks*` (Meehan, 1984). There is, therefore, a great

debate around stage/structure vs. phase/process in modelling developmental theories (Karmiloff-Smith, 1986).

Importantly, there are plentiful characteristics that occur throughout formal operational (ages 12 onwards), such as concrete reasoning and experiences, thinking abstractly and logically, conceptualizing himself/other people's thought, capability for hypothetical reasoning, `the span of aptitudes being greater` (Elkind, 1967; Piaget, 1972; Bliss, 1995). Barbuto (2000) indicates that there is a similarity among this stage and *Kegan's* interpersonal, *Kohlberg's* interpersonal concordance orientation, *Maslow's* need for love, affection, and belonging, *McClelland's* need for affiliation, and *Loevinger's* conformist orientation. "*Students in this stage are motivated to enhance their reputation among fellow students and to get others to recognize their talents and attributes.*" (p.163). Thus, this formal operational stage seems to be a crucial period for YLD. In his study "*Intellectual Evolution from Adolescence to Adulthood*" Jean Piaget (1999) stated that: "*the adolescent's capacity to understand and even construct theories and to participate in society and the ideologies of adults; this is often, of course, accompanied by a desire to change society and even.*" (p.4), they are "*driven primarily by the interpersonal consequences of actions*" (Barbuto, 2000, 163)

2.2.4.1.2 The cognitive structure
 Cognitive structure is a "sequential adaptation to the (social) environment" (Lehner, 1975, 4). According to Piaget (1959) it includes the abilities which the individual has throughout a developmental stage; it contains the experiences, knowledge and the cognitive operations. Our awareness of these abilities enhances the selection the appropriate programme for young people.

2.2.4.1.3 Mental operation
Mental operation refers to thinking abilities via four cognitive operations: (a) Self-regulation; (b) Assimilation; (c) Accommodation; (d) Equilibration. The individual is self-regulated, re-organising his/her knowledge structure according to the new experiences. "*Assimilation is the integration of external elements into evolving or*

completed structures" (Piaget, 1970, p. 706), whereas, accommodation is "*any modification of an assimilatory scheme or structure by the elements it assimilates*" (Piaget, 1970, p. 708), and the motive for perceptive development is achieving equilibration (Block, 1982).

2.2.4.2   Erikson's stages of psychosocial development

Erikson revealed a more comprehensive interpretation in describing the adolescent's behaviour (Dreyfus and Beels, 1976); his work emphasised that the ego is the central power behind the individual's behaviour (Dolgin and Rice, 2011). According to Erikson (1963, 1968) there are three central issues effect ego development; biological factors, social factors and personality factors and the interaction among these factors creates an eight-stage psychosocial development across life span; *Trust vs. Mistrust*, *Autonomy vs. Shame and Doubt*, *Initiative vs. Guilt*, *Industry vs. Inferiority*, *Identity vs. Role Confusion*, *Intimacy vs. Isolation*, *Generativity vs. Stagnation*, *Ego Integrity vs. Despair*.

The stage of *Identity vs. Role Confusion* is the time of adolescence, as Erikson (1963) indicates the focal change among adolescence is *identity formation*; it is about achieving life's goals and keep asking who am I (Erikson, 1966) and the experience is the core factor in formulating identity (Jones, et al. 1989). Furthermore, the ego quality at this stage is *Fidelity*; it is "*the strength of disciplined devotion*" (Erikson, 1962, 23). The identity involves (1963, 1968); (1) individuality which signifies dependency and identity achievement; (2) wholeness and synthesis shows inner indivisibility; (3) sameness and continuity "*An unconscious striving for a sense of inner sameness and continuity between who you have been in the past, and who you are likely to be in the future*" (Meyer and Uys, 2006, 84) and (4) inner and social solidarity "*A sense of solidarity with the ideals and values of some group*" (Meyer and Uys, 2006, 84). Based on Erikson's work, Marcia (1966, 1980) expands the identity conception and measurement, and reveals four identity statuses; Identity achievement, Moratorium, Foreclosure and Identity diffusion.

2.2.4.3 Vygotsky's Social Development Theory

The primary focus is both on the social experience and on biological aspect of the learner, and social interaction plays crucial role in knowledge acquisition (Vygotsky, 1978). Sociocultural theory provides profound thoughtful of education (Davydov and Kerr, 1995; John-Steiner and Mahn, 1996). Lantolf (1994, 418) points out that "*Vygotsky's fundamental theoretical insight is that higher forms of human mental activity are always, and everywhere, mediated by symbolic means.*" Vygotsky (1978) determined that there are three chief interactions linking development with learning: firstly, independence relationship between child development and learning, secondly, `learning is development`, finally, combining learning with development.

2.2.2.3.1 Zone of Proximal Development (ZPD)

The unique model *Zone of Proximal Development* (ZPD) is one of the major contributions of Vygotsky's work's, ZPD has been identified by Vygotsky (1978, p. 86) as a: *"distance between an actual development level as determined by individual problem solving and the higher level of potential development as determined through . . . collaboration with more capable peers",* and recognized by Aljaafreh and Lantolf (1994, p. 468) as: "*the framework, par excellence, which brings all of the pieces of the learning setting together—the teacher, the learner, their social and cultural history, their goals and motives, as well as the resources available to them, including those that are dialogically constructed together".* Several empirical studies conducted in student's population proved the effectiveness of ZPD in support of developing learning (De Guerrero and Villamil, 2000), designing pedagogical programs (Luckin, 2001), motivating peers, problem solving (Zhang, 2004). Basically, Tharp and Gallimore (1988, 33) divided ZPD into four categories: (a) *where performance is assisted by more capable peers*; (b) *where performance is assisted by the self*; (c) *Where performance is developed, automatized, and fossilized; (d) where de-automatization of performance lead to recursion back the ZPD*.

Essentially, Vygotsky's Theory of ZPD stands on four key mainstays (Shepardson, 1999, 625): (1) *the social interactional nature of learning*; (2) *the role of psychological and technical tools;* (3) *the role of social interactions in mediating*

children's thought; (4) *and the interplay between everyday and scientific concepts.* ZPD may play a major role in YLD. Numerous research used the ZPD model within the classroom context (e.g. Dillenbourg, 1996; Appleton, 1997; De Guerrero and Villamil, 2000; Hung and Chen, 2001), whereas, a fair number of studies have used ZPD as a practical tool for leadership development (e.g. Kress, 2006; Morcom and MacCallum, 2007; Wise and Jacobo, 2010). Merely ZPD is the breathing space between the actual and potential (Leithwood and Steinbach, 1991; Gronn, 2000; Morcom and MacCallum, 2007), and that fits with leadership development as we enhance young people with a substantial background for leadership and then the youth will expand their actual status to the potential leadership.

2.2.4.4   Kohlberg's Theory of Moral Development

Kohlberg (1958) focused his research and samples on adolescents. His studies revealed that the *autonomous morality* does not complete before twelve-age.

2.2.2.4.1 Stage of moral development

Based on several studies (Kohlberg 1958, 1971, Kohlberg and Hersh, 1977), Kohlberg identified six-stage moral development. They are sequential stages.

2.2.2.4.2 The Pre-Conventional Morality

The majority of the children and a few adolescents are at this level, and the moral judgements yield society's roles, which identifies the permissible and unacceptable.

Stage one: *Punishment and Obedience Morality*: children less than ten-years, old identify obedience as a value (Kohlberg, 1981).

Stage two: *Individualism, Instrumental Purpose and Exchange Morality:* at this stage the individual looks at human relationships based on opportunism.

2.2.2.4.3 Conventional Morality

The majority of adolescents are at this stage, they deal with traditional, morality as judgments, and group norms control their behaviours.

Stage three: *Mutual Interpersonal Expectation, Relationships, and Conformity Morality*: the individual becomes further conscious of others' needs, emotions and expectations, and additionally, s(he) becomes more aware of other people's acceptance.

Stage four: *Social System and Conscience Morality*: the low is the dominant, not because of fright, but as awareness of the low's significance of avoiding the society's breakdown.

2.2.2.4.4 The Post-Conventional Morality

The minority of young people are able to accomplish this stage; it is the stage of morality, values and principles.

Stage five: *Social Contract and Individual Rights Morality:* few people can achieve this stage, as the individual is aware of values' relativism and perceives the law as a social contract rather than stable roles.

Stage six: *Universal Ethical Principles Morality:* few individuals are able to achieve this stage; it is hypothetical stage (Kohlberg, 1984), and identifies *self-chosen ethical principles.*

2.2.2.5 Linking YLD and Developmental Theories

Nevertheless, reviewing the literature revealed that there has been poor research linking developmental theories with YLD; there is a substantial need for integrating youth developmental theories with adult's leadership theories, and this could reflect significantly on YLD. For instance, Kuhnert (1987) used Kegan's six-stage developmental model to differentiate transformational leadership from transactional style, resulting in the creation of a three-stage model for leadership and suggesting a longitudinal study to find out how leaders emerge. Additionally, Barbuto (2000) created a leadership perspective in the classroom model which joins YLD and Kegan's six-stage developmental model and leadership theory; he mentioned that *interpersonal* and *institutional* stages are parallel to Piaget's *Formal Operational Stage* which belongs to the adolescence period and his model contains three steps; students' need assessment, selection of teaching style and evaluating the outcomes of students' development and motivation.

2.2.2.6 Conclusion

After all, developmental theories can provide YLD with significant insights; they provide details on adolescents needs, profound understanding of adolescents' nature. There is a substantial need to link YLD with developmental theories, as it is not acceptable to design leadership development for young people isolated from adolescent developmental theories.

Unexpectedly, there is an absence of studies investigating developing young leaders based on developmental theories. This study is greatly interesting in the works of Piaget's Theory of Cognitive Development (Piaget, 1928, 1959, 1978), Erikson's stages of psychosocial development (Erikson, 1963, 1968), Vygotsky's Social Development Theory (Vygotsky, 1978) and Kohlberg's Theory of Moral Development (Kohlberg, 1958). These theories support my choice of adolescence as the stage for leadership development.

2.3   LEADERSHIP DEVELOPMENT

This sub sector consists of three items: (1) an overview of Leadership development; (2) leadership development and learning; and (3) Leadership Development Frameworks.

2.3.1 Overview

Day (2001, 582) in his valuable study *Leadership development: A review in context;* he identified leadership development as: "expanding the collective capacity of the organizational members to engage effectively in leadership roles and processes". He also, argues that leadership can be characterised into two core components of development: (1) *Human Capital* and (2) *Social Capital*. In the same study he expand his concepts, he found that intrapersonal *Human Capital* can be enhance via several leadership skills: self-awareness, emotional awareness, self-confidence, accurate self-image, self-regulation, self-control, trustworthiness, personal responsibility, adaptability, self-motivation, initiative, commitment, and optimism. Whereas, interpersonal *Social Capital* can be enrich via several leadership skills:

social awareness, empathy, service orientation, political awareness, social skills, building bonds, team orientation, change catalyst, conflict management.

Despite more than a hundred years' study, still Traits Theory does not provide a united list of leaders' traits (Stogdill 1974; kirkpatrik and lock 1991; Northouse 2010). Christopher (1991) argues that neither the trait theory nor the situational theory has been sufficient in fully explaining leadership development, and Allen (2006) indicates that the literature on leadership development has a lack of coherence. Harung et al. (1995: 45) wondered: *"What makes a leader? Despite decades of research, the field of management has not provided an unequivocal answer to this question."* Day and Zaccaro (2004) highlighted seven core challenges facing the progression of *leader development*; conceptualizing and measuring change, criterion development, research methods, developmental theory, context, mode of development, and leaders and leadership. Furthermore, Avolio and Avey, et al. (2010, 634) indicates that: "*Leadership development is the least explored topic within the field of leadership research and theory*".

Leadership literature is replete with thousand studies on leadership development; and scholarly researches on leadership development that can be classified into five key categories: (1) research demonstrating literature review (for example, Lord and De Vader, et al.1986; Yukl,1989; Brungardt,1997; Day, 2000; Hartley and Hinksman, 2003; Bass and Bass, et al. 2008); (2) articles that either theoretically or empirically examine leadership development in various contexts (for example, McCauley and Van Velsor, 2004; Hopkins and O'Neil, et al. 2008; Avolio, 2010;); (3) exploratory articles creating models for leadership development (for example, Russell and Stone: 2002; Hirst and Mann, et al. 2004; Dugan, 2006) ; (4) pieces of writing illustrating outcomes of leadership development programmes (for example, Collins and Holton, 2004; Carden and Callahan, 2007; Avolio and Reichard, et al. 2009 a; (5) studies explaining the practical case studies which applied in actual sectors (public, private, voluntary) and scrutinize the leadership programmes in these companies (for example, Conger and Benjamin,1999; Carter and Giber et al. 2001). Amongst these

thousands of valuable studies on adult leadership, two significant studies will be highlighted as a sample of leadership models which can provide remarkable insights for YLD.

The influential work, *development of Leader Member Exchange (LMX) Theory of Leadership over 25 Years*, Graen and Uhl-Bien (1995) created a multi-faceted model for leadership domains that includes three realms of leadership; *leader-based* domain, *follower-based* domain, and relationship-*based* domain. However the interaction among these domains can enhance leader development rooted in a comprehensive platform. Then they explained *leadership making,* emphasising the *life cycle* developmental procedure of leadership. The cycle consists of three stages; (1) *Stranger phase* which demonstrate the beginnings of relationship and reveals various characteristics, for instance, fabricating the relationship to discover his/her role and responsibility, *cash & carry* commutativity, urgent time for interaction, low LMX, not any influence, and *self-interest*; (2) *acquaintance phase* which shows the enlarging of societal interaction and reveals different characteristics, for instance, *role-making*, mixture of exchange, lateness of relations, standard LMX and limited influence; (3) *maturity phase* which illustrates vastly expanded interactions and shows a range of characteristics, such as, role execution, similar manner exchange, high relations, high LMX, limitless influence, and *team-interest*. These findings reflect on YLD in term of three major insights; firstly this study expands the domain of leadership to comprise leader, follower and relations, and that can be a significant clarification for YLD; secondly, it emphasises time and life cycle as an incremental formula; finally, it highlights the *multi-level perspective* in leader development, and portions out leadership development into levels which can be helpful in applying leadership programmes for young people.

Adair (2005) highlights seven principles for leader development; training for leadership, selecting the right people, encouraging managers to be *leadership mentors*, provide them with opportunities to lead, education-based leadership and

creating universities for nurturing leaders, the strategy of leadership development, and development for being a strategic leader. Adair (1973, 1983, 1988) based on experiments on group needs, creates the *Action-Centred Leadership Model,* formulated of three-circles; *task needs*, *group needs*, and *individual need,* it accentuates the leader's responsibility to focus on the task, the group, and each individual needs (Higgs, 2002), they are connected circles leading to effective team outcomes (Gray and Parker, et al. (2010). This model has been used widely in training for United Kingdom universities (Middlehurst, 2007).

Recently, the concept of competency has been associated with identifying leadership (McClelland, 1987; Cacioppe, 1998; State Services Commission, 2004; Hernez-Broome and Hughes, 2004; Spendlove, 2007). Hartley and Hinksman, (2003) and Bolden, (2004) expected that the competencies would intensify in the future. Competency is "*the capacity that a person brings to a situation*" (Bas, 1990, 97). For instance, Bennis (1984) interviewed 90 leaders; the results identified four competencies for leadership; *management of attention*, *meaning*, *trust*, and *self*.

Applying competencies in leadership development can lead to naïve leadership and that is incompatible with a century's work of leadership theories dealing with leadership as a complex phenomenon. Based on Maslow (1970) and Covey (2004) there are four overlapping parts for the needs of human beings: physical, mental, emotional, and spiritual, and competency has an admixture of four core dimensions: attitudes, knowledge, behaviours and skills (Bass, 1990; Caird, 1992; Jensen, 2003; Strang, 2007). The human parts can be combined with the competency dimensions; then each core dimension has four sub- dimensions. The learning process will supply every sub-dimension in each competency with various types of programmes, activities, criteria, measurements; these lead in turn to deep change for leadership development. Furthermore competency approach with the core and sub dimensions is able to be a superior manner to integrative leadership. For example, one of the competencies of making youth leaders is to be open minded; to enhance such

competency, we need firstly to augment the leader's attitude to achieve the competency; secondly, building fundamental knowledge for this particular competency, after that, conducting a learning programme to practice the skills which improve open minded competency; furthermore, leaders might change their behaviours over time, it is significant to move through the learning process deliberately.

2.3.2 Leadership Development and Learning

Numerous researchers have discovered that leadership and learning are considerably correlated and associated, such as (Philip, 1986; Dougherty, 1992; Redmond et al. 1993; Coad and Berry, 1998; Conger and Benjamin, 1999; Toohey, 1999; Brown and Posner, 2001; Brown and Gioia, 2002; Halbesleben et al. 2003; Jaussi and Dionne, 2003; Jung et al. 2003; Kahai et al. 2003; Vera and Crossan, 2004; Elenkov et al. 2005; Ellen, 2007). To illustrate, Hirst, et al. (2004) have found that there are significant differences in learning between new leaders (M= 3.34) and experienced leaders (M= 2.83). Additionally, in the final part of their article, Hirst, et al., (2004: 15) conclude that: "*Work-based learning has a sustained impact on leadership behaviour, and this effect is greatest for new leaders*". More precisely, there are positive correlations between transformational leadership and learning organisation (Coad and Berry, 1998, Amitay et al. (2005; Sing, 2008). Despite these articles, there are still inadequate studies linking leadership and learning directly (Berson, et al. 2006), and more still needs to be done.

Research on leadership and learning has been fairly widespread in the adult literature. Much of the attention has been focused on organisational learning and leadership development; nevertheless, there has been poor research linking learning theories with YLD. However, linking leadership development for young people with learning theories would support developing future leaders; as learning is more effective than training in developing leadership skills (Bennis, 2003). Additionally, Peters and Smith (1998) argue that one of the most significant rationales behind the malfunction of the process of developing leaders is that; "*we need to dig deeper into learning itself.*" (p. 285). For instance, Benjamin Bloom (1956) has designed a

magnificent hierarchy of educational objectives. The highest-level of Bloom's hierarchy is comprised of three levels: *analysis*, *synthesis* and *evaluation*. Bloom has regulated them from simple to complex and from concrete to abstract (Krathwohl, 2002). Such a high-level of thinking fits with leadership development, as the complex procedure of leadership development requires deep levels of learning (Curnow, et al., 2006), for instance, *double loop learning* (Argyris, 1976). Additionally, Crossan et al. (1999) have created a deep learning framework which links learning with sociology and psychology. The model involves four learning processes: intuiting, interpreting, integrating, and institutionalizing (4I's).

Learning theories may be classified into three major categories: *behaviourism*, *cognitivism* and *constructivism*. However, while at the heart of behavioural theory the environmental factor is a crucial resource for learning, cognitive theory focuses on the natural factors of individuals.

2.3.2.1   Social learning theory

One of the most common learning theories which appears to be applicable to leadership development is social learning theory, which was created by Albert Bandura (1977). Banduara believes that we are able to learn behaviours by observing other people. Moreover, social learning theory can be called a leadership theory (Decker, 1986).

2.3.2.2 Learning tools

The learning literature is a valuable resource for learning tools, which support learning outcomes, such as learning from experience (McCall, 2004), 'communities of practice' (Wenger, 2007), 'virtual learning groups' (Van Velsor and Guthrie, 1998; Curnow, et al. 2006), 'self-explanation strategy' (VanLehn, Jones, & Chi, 1992), 'learning to learn' (Thrun and Pratt, 1998), work-based learning (Statt, D. A. 1994, Williamson, 2005), and LADL (leadership action-driven learning) (Peters and Smith, 1998). For instance, metaphors provide a high-quality support to bring about leadership; it creates a viaduct '*from the known to the unknown*' (Oberlechner and Schoenberger, 2002). Numerous sorts of metaphors have been utilised in the

leadership literature, such as, sport metaphors (Morris, 2002; Wentz & Wentz, 2002), art metaphors, and spiritual metaphors. For example, the focal point of religious metaphors is values and beliefs (Oberlechner and Schoenberger, 2002). According to Lave and Wenger (2007, 122): *"Situated learning activity has been transformed into legitimate peripheral participation in communities of practice."*

It is assumed that there is a positive correlation between leadership development and the number of tools which are utilised to enhance youth to be effective future leaders. Therefore, there are various benefits for the multiplicity of the tools, such as, fixing the behaviours, engraining positive habits, taking into consideration the individual's variances, and varying the change of techniques, which are practical methods to train leaders to fluctuate/vary their leadership in manner/style depending on circumstances.

2.2.5 Leadership Development Frameworks

In their review of leadership theory and competency frameworks, Goslin et al. (2003) reviewed 24 models and frameworks for leadership development and classified them into three categorisations; private-sector, public sector and generic models. Firstly, Private-sector Frameworks contain: (1) AstraZeneca Leadership Capabilities; (2) BAE Performance Centred Leadership; (3) Federal Express Leadership Qualities; (4) Lufthansa Leadership Compass; (5) Philips Leadership Competencies; (6) Shell Leadership Framework; and (7) Vodafone Global Leadership Competencies. Secondly, Public-sector Frameworks contain: (1) Senior Civil Service Competency Framework; (2) DfES - Management and Leadership Attributes; (3) Northern Ireland Senior Civil Service Core Criteria; (4) Scottish Executive Framework; (5) Ministry of Defence; (6) EO for Local Government – Compendium of Competencies; (7) NHS Leadership Qualities Framework; (8) National College for School Leadership – Hay McBer Model; and (9) Senior Executive Service. Finally, Generic Models contain: (1) CEML Framework of Management and Leadership Abilities; (2) METO Management Standards; (3) Investors in People Leadership and Management Model; (4) EFQM Business Excellence Model; (5) Institute of Chartered Management – Chartered Management Skills; (6) IMF Management Competencies; (7) Hamlin's Generic Model of

Managerial and Leadership Effectiveness; and (8) The Zenger Miller Grass-Roots Leadership Model.

The challenge facing scholars is how to bridge these frameworks into YLD, and applying them in designing YLD programmes. It is significant to take into consideration the adolescents' nature, characteristics, needs, and attitudes. Then and there, the young people sound and opinion are valuable to develop these frameworks.

2.2.6 Conclusion

From the research that has been undertaken, it is possible to conclude that leadership development is for adults is a valuable source for YLD from two key elements; firstly, the valid models in developing leaders (see Goslin et al. 2003), secondly, it is full of practical activities, tools, and instruments which can be applicable for YLD (for instance, Williamson, 2005, Wenger, 2007). At this moment, and after reviewing essentially the fundamental stances for YLD (Leadership Theories, Adolescence theories, and Leadership Development), it is time to review the literature of making young people as future leaders.

2.3 MAKING YOUNG LEADERS: LITERATURE REVIEW

This section reviews the literature that has been conducted on leadership development for young people (YLD). Two key sources form this chapter, firstly, the adults' leadership studies which examined issues related to YLD, and secondly, one-hundred academic studies directly investigated YLD.

This literature review is based on massive adults' leadership studies, additionally, content analysis for 100 studies related directly to leadership development for young people. These studies can be classified into nine categories; (1) theoretical framework, (2) leadership learnability for young people, (3) motivation to lead, (4) variables impacting YLD, (5) longitudinal studies on YLD, (6) YLD programmes, (7) tools for YLD, (8) assessments for YLD, and (9) models for YLD; this section focuses more on reviewing the literature on what makes young leaders.
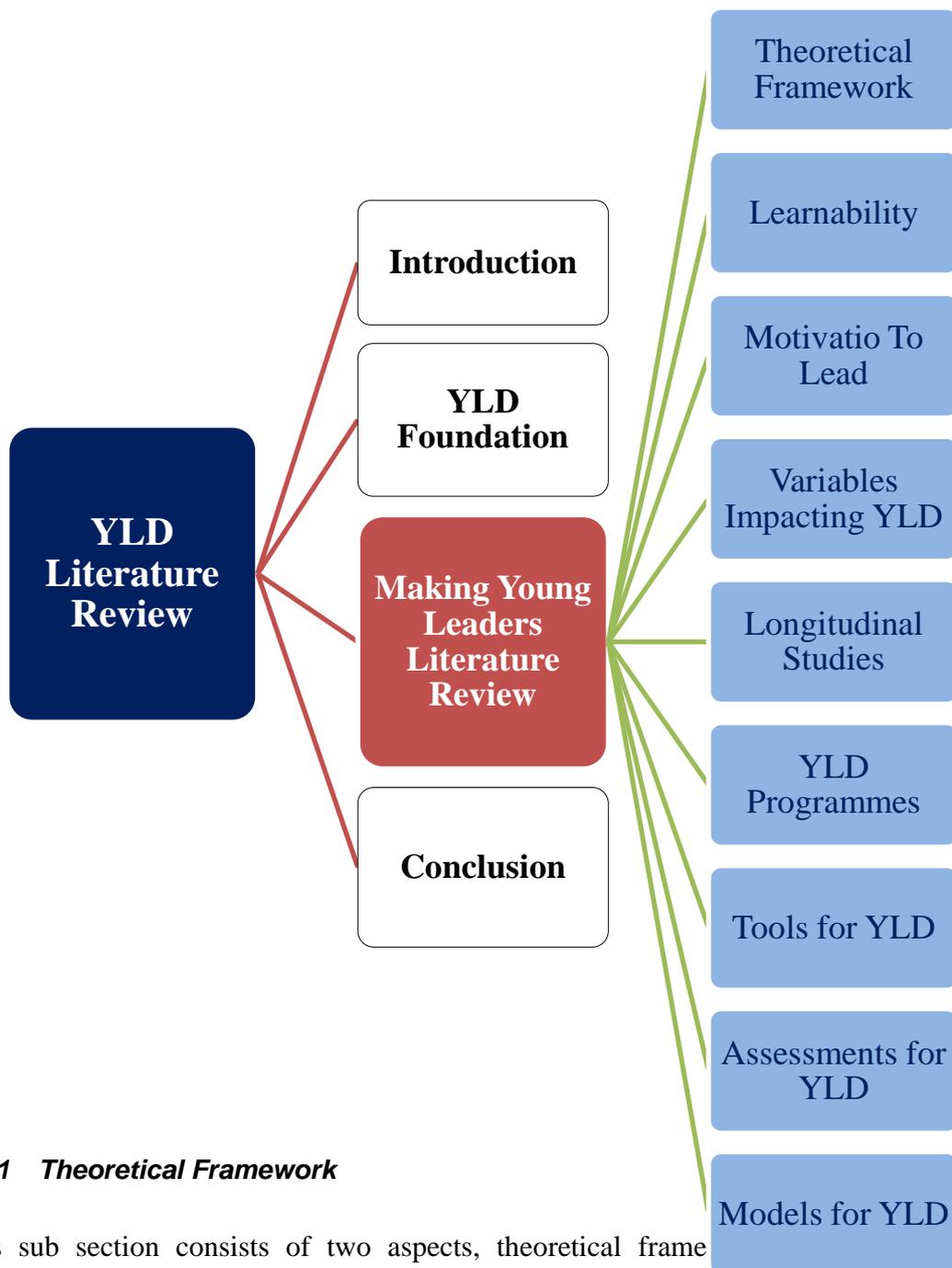
2.3.1 Theoretical Framework

This sub section consists of two aspects, theoretical frame
bridging adult's model into YLD.

2.3.1.1 Theoretical Framework for YLD

Many studies have been conducted aiming to theoretically understand YLD (for
instance, Horn, 2011; Komives et al. 2011; Morton et al. 2011; Murphy 2011;
Skinner, James Lizzio, 2011; Morton, 2011; Wang et al. 2012; Archard, 2013;

Guthrie and Osteen, 2013). For example, Hohmann (1982, 618) discussed the leader-member as an approach for YLD which sustains adolescents' requirements and mutual co-operation, and then the article designed five strategies for YLD; *staff serve as role models*, *groups foster individual self-confidence*, *group support permits mistakes*, *cooperative group support outreach rather than exclusiveness*, and *many groups call for many leaders*. In the same vein, Feldhusen and Kennedy (1988) emphasised five trends for YLD; predicting leaders, explicit development, critical thinking, problem solving, and deep understanding of the key premises in YLD.

Sisk (1985) emphasised the significance of leadership programmes for young people, and highlighted the necessity of melding leadership programmes with the educational process. Furthermore, the author mentioned three programmes that were applied in the 1980s; the *Executive Internship Program*, *Leadership in Action youth program*, and *The University of South Florida leadership training program*, generally programmes are comprised of five elements; understanding leadership, leadership styles, practising leadership, focusing on individuals' strengths and weaknesses, and potential evaluation. I believe that, it is unlikely that five-day programmes can achieve these aims; however, these programmes can be identified as "starters" rather than leadership development programmes.

Dies (2000, 102) developed a leadership model for teenagers' group psychotherapy, the author claimed that applying this model can be helpful to systemise our way of making young leaders, the model comprises five stages; *Initial Relatedness*, *Testing the Limits*, *Resolving Authority Issues*, *Working on Self*, and *Moving on*. More reflective than that, Peiter and Nall, et al. (2005) produced a complex *role-context matrix* to combine youth's position in leadership activities (youth as objective, youth as recipients, youth as resources, and youth as partners) to leadership context (develop as self, develop interpersonal, groups and Organizations, and community and society), resulting in 16 units. Then the authors created four queries for every unit building an instrument (64 statements), to test the matrix. The highest response

was to self and partners (m=3.07) and the least was the community-based activities. According to Kudo (2005) the majority of adolescents' leadership studies put the spotlight on schooling and psycho-social growth. Moreover, Matthews (2004) indicated that literature on youth leadership concentrated on characteristics, whereas, studies on adult leadership has confirmed the significance of situation.

Martinek Schilling, et al. (2006) developed four phases for budding young leaders; *needs-based leadership*, *focusing on planning and teaching*, *reflective leadership*, and *compassionate leadership*. Other study, Based on analysing *Youth Engaged in Leadership and Learning* (YELL) programmes, Nelson and Strobel (2007, 1) classified leadership development into three categorisations; *communication and interpersonal skills*, *critical reflection*, and *positive involvement in the community*, they found no significant differences between young leaders and adult leader.

2.3.1.2 Bridging adult's Model into YLD

In the literature of YLD there has been contradictory regarding bridging adult's leadership into leadership development for young people. For instance, Hardy (1995) examined *Fiedler's Contingency Model* and found that this model can be valid amongst adolescents in the school context. Recently, Murphy (2011) emphasises the significance of linking characteristics and context with youth leadership development. What is more, Roach (1999) conducted empirically a longitudinal study over a 10-year period, and found that youth believed that situational leadership is more related to YLD, on the other hand, Schneider et al. (1999, 2002) with their conclusions sustain the identification of leader characteristics in trait theory. The last two longitudinal studies support my choice in YLD framework which built on two main adult's leadership theories (Situational Leadership Theory and Traits Leadership Theory).

In the literature there are various studies examined a transformational leadership model in adolescents (for instance, Zacharatos and Barling et al. 2000, Barbuto (2000). For example, Smyth and Ross (1999) conducted an exploratory study of 58 pre-adolescents students to examine the way teachers observed students' leadership behaviour by using videotape analysis for a period of ten-month; they found significantly that transformational leadership is a helpful tool in understanding the students' behaviours, particularly, when the students work in small group. Concluding to the same result, Greiman and Addington (2008) found that there is a significant correlation between *Youth Leadership Development Self-efficacy* scale and transformational leadership. Following this, Whitehead (2009) created a theoretical framework to link Authentic Leadership with YLD; concluding that this integration is helpful leading to manipulation of *anti-social* student manners for *pro-social* morals. The researcher believes that Transformational Leadership Theory and its MLQ instrument can be used in YLD, as I applied that for a group of secondary school students and they found it appropriate, applicable and beneficial.

Alternatively, longitudinal study was empirically conducted over a 10-year period (Roach et al, 1999), and 30,000 young individuals were participated in leadership activities, after analysing data they concluded that youth leadership significantly differ from adult leadership and therefore, there is a *"need to derive from field-based studies of the ways youth themselves define, value, and enact leadership…leadership among young people must move away from models of adult leaders"*, *"adult models hold little relevance for today's youth or for future learning demands in organizations."* (p. 13, 21). Chana (2007) concluded that it is significant to consider young people sights/perspectives in designing leadership development programmes. Torelle (2011) claimed that leadership programmes were seldom associated with the school frame of reference, emphasising the significance of identifying leadership development requirements and strategies for secondary students; furthermore, the way to handle these requirements has to be designated.

Summing up these studies, it can be concluded that while there are significant studies which built a theoretical framework and investigated YLD theoretically. However, most of the previous studies do not take into account the adolescents sound, adolescence developmental theories, and there is still a lack of comprehensive framework for YLD, with the exception of the very recent studies (for instance, Komives et al. 2011; Morton et al. 2011; Murphy 2011). Regarding bridging adult's leadership into leadership development for young people, authors have written important and timely articles on linking theories with YLD (Greiman and Addington, 2008; Whitehead, 2009). Despite their many strengths there are a number of important weaknesses, for example these studies are very view, and the majority of them ground YLD in leadership theories using a weak approach.

2.3.2 *Learnability*

Particularly in the first half of the twentieth century, controversy has raged around the question of whether leaders are born or made and the concomitant question of whether leadership can be taught, (James, 1880; Downs and Rand, 1967; Stogdill, 1974; Zaleznik, 1977; Kirkpatrick and Locke, 1991; Johnson, et al., 1998; Allio, 2005). After analysing five thousand studies, Bass (1990; see also Bass and Stogdill 1974:807), concludes that these remain "age-old questions." Numerous studies find that people can develop leadership skills either in adulthood (e.g. Bass, 1990; Yukl. 1989) or as young people (e.g. Karnes, 1990). Several empirical studies find a correlation between leadership development experiences in youth and the later exercise of leadership (e.g. Charbonneau et al. 2001; Hart and Gary et al. 2003). Interestingly, Bass (1990:75) after reviewing several empirical studies on adolescent leaders, concludes that: *"these finding strongly suggested that leadership in school activities was somewhat predictive of later success".* However, it is more logical and practical to verify that leaders are born *and* made as numerous authors argue; for example Bennis and Nanus 1985; Gregersen and Morrison 1998; Goleman 2002; Conger 2004; and Adair 2005. Drucker cuts through the debate by stating succinctly: *Leadership principles and practices must be learned and can be learned (Hasselbein et al. 1996, 5)*; moreover, Drucker states *"there may be 'born leaders', but there are surely too few to depend on them."* Covey (2004, 62) in his book *The 8th Habit: from*

Effectiveness to Greatness concludes that leaders: "*make choices that enable them to become a leader.*"

Based on my practical experiences in developing young leaders, leadership seems to be a complex phenomenon, which contains various components and can be divided into three core categories. Firstly, some of these elements are straightforward to modify in a short-term approach (such as simple leadership skills); secondly, the heart of leadership necessitates a long-term approach (such as behaviours' modification as a significant factor of leadership development). On the other hand, there are some characteristics which leaders are born with. Individuals might be split into three groups; (1) leaders who born with sky-scraping potential of leadership characteristics; such leaders are the minority and they have the power to pave their way with no significant need for leadership development programmes, (2) leaders who are born with a very-near-to-the-ground level of leadership potential, and for these minority individuals, leadership development could be rather time consuming; and (3) individuals who are born with different range and levels of leadership potential, and for these majority of individuals, leadership development is practical, especially that taking into account individual differences in leadership potential. However, the crucial priority in leadership development is to concentrate primarily on the first and the third groups. In doing so, more effective leaders may be built/created, especially, if we start from an early age.

To put it briefly, the previous research in YLD literature revealed that leadership is learnable for students learned (for instance, Cox, 1988; Posner, 2009; Murphy, 2011), for example, Cox (1988) concluded his longitudinal study by emphasising that leadership is learnable at adolescence. However, most of the previous studies investigated learnability generally and do not take into account the extent of learnability, thus, still there is a need to examine leadership learnability in further detail; for example, the extent of learnability, what is easy and difficult to learn, and

how people can learn leadership in adolescence. These issues have been investigated in this study.

2.3.3 Motivation to Lead

This sub section consists of two aspects, motivation, and predicting youth leadership potential.

2.3.3.1. Motivation

Chan and Drasgow (2001, 482) created a scale for measuring motivation to lead (MTL) and define MTL as an '*individual-differences construct that affects a leader's or leader-to-be's decision to assume leadership training, roles, and responsibilities and that affect his or her intensity of effort at leading and persistence as a leader*'. According to Riggio and Mumford (2011) the individual' motivational characteristics can be utilized as prediction variables for leaders' emergence.

Reviewing the literature, various empirical studies have been conducted to examine numerous variables and their link with motivation to lead (MTL); McClelland and Burnham (1976) believe that power can be the most influential motivator. Then the same authors (1995) found that the strongest effectual motivational dimension to success was the leader's power. Singer (1990) studied 130 high school students (males and females), selected from two different grades to investigate age and sexual category differentiations. A leadership aspiration questionnaire was completed by the pupils. This showed significant results for age differentiations in *self-efficacy* but with no important influence for age or sex on leadership ambitions.

Wade and Putnam (1995) introduced an imperial study for 138 gifted students in a high school. They were interviewed about their thoughts about 'leadership-development activities' and they demonstrated positive feelings. Then, Loh and

Chang (1996) examined political leadership characteristics for 221 Singapore high school students using a questionnaire, and found no significant distinctions in readiness to lead in term of school achievement or gender, while there was a considerable differentiation in leadership potential regarding gender, as female was more potential.

Additionally, Chan and Rounds, et al. (2000) proved a correlation between MTL and the six domains of vocational interests (realistic, investigative, artistic, social, enterprising, and conventional) and Winter et al. (2002) examined three dimensions of motivational leadership (power motivation, achievement motivation, and affiliation motivation), the result elucidated correlations between motivation, mental ability, and leader's efficiency. Then, Cintron (2005) found significant correlation between the MTL and both emotional intelligence and biculturalism, but no link with acculturation. Later, Popper and Mayseless (2007) discussed early life factors affecting the *wish to lead*, and predictors comprise: self-confidence, pro-social, optimistic, openness, and mentioned that the literature proved the significant correlations between these factors and leadership, the authors call these roots as '*building blocks*' for future leader development. Finally, Ofori (2008) conducted an exploratory study among university students to examine the antecedents of an individual's desire to lead, results showed significant correlation between motivation to lead and teachers, parents, and mentors.

Examining the motives to lead needs long-term longitudinal studies, for example, McClelland and Boyatzis (1982) accomplished a 16-year longitudinal study for 237 leaders using the *Thematic Apperception Test* (TAT) to investigate the leaders' motivation over a long time. The authors found significant correlation between motivational style for leaders and future leadership success. Recently, Li, Arvey and Song (2011) conducted a longitudinal study for 1747 adults during ten-year period, to investigate the impact of three variables (self-esteem, intelligence, and family status) on leaders' emergence and leaders' development, they explored the strong

correlation between self-esteem and both leader's emergence and leader's development, and there was a correlation between family status and females' development. Interestingly, intelligence had no considerable impact on either leaders' emergence or leaders' development. Further theoretically, Kark and Van Dijk (2007, 502) identified *self-regulatory focus* as the motives' antecedent to lead which classifies into two schemes, promotion and preventing, '*promotion goals represent the "ideal self" and include hopes, wishes, and aspirations, whereas prevention goals represent the "ought self" and include duties, obligations, and responsibilities'*. The authors developed a hypothetical framework to emphasise that leaders' self-regulatory focus and values (openness to change and conservation) affect leaders' motivation to lead (both affective motives and social responsibility motives), and conclude that leadership motives originate leaders' behaviour (transformational style, charismatic, monitoring, and transactional style).

Most recently, Gottfried and Gottfried et al. (2011) across 20-years and using the *Fullerton Longitudinal Study* (FLS) examined the correlation between the academic motives from infancy throughout teenage years and the desire to lead in later life, in 130 child and their parents using multidimensional measures,; *Children's Academic Intrinsic Motivation Inventory* was completed at ages (9-year, 10-year, 13-yea, 16-year, and 17-year) which measures the school motives and enjoyment of education; *Wechsler Intelligence Scale* was administered at ages (12-year, 15-year, and 17-year); *Chan and Drasgow's Motivation to Lead instrument* was completed at age 29-years; it covers three different facets to assess the motivation to lead, non-calculative, affective identity, and social normative. The results elucidated a correlation between high inherent motives towards learning and the motivation to lead, with a significant correlation to affective-identity motives, and no significant link with the social normative motivation. Interestingly, no relationship was found between IQ and motivation to lead.

Succinctly, the earlier variables can be used as predictors of leadership, and can be exceptionally supportive in selecting young people for leadership programmes, as conducting programmes for young people who are not motivated is time consuming.

2.3.3.2 Predicting Youth leadership Potential

Predicting potentials and discovering them can be helpful and supportive in term of motivating students to developing themselves as future leaders.

In the literature, Atwater and Dionne, et al (1999) investigate indicators forecasting leadership emergence and effectiveness via a longitudinal study for 236 students in a military college and using a group of individual differences, along with eight instruments administered in 1-year and 4-year; (1) at admittance, cognitive ability measured via Scholastic Aptitude Test (SAT) Verbal scores; (2) past experiences; (3) body fitness was measured several times; (4) at the beginning of the first year, conscientiousness was measured via The California Psychological Inventory (CPI); (5) leadership potential was measured via the Leader Potential Index (LPI); (6) in year 1 and year 4 self-esteem was completed via the Rosenberg Self-esteem Scale; (7) hardiness was measured in year 1 and year 4; and (8) in the first week and year 4, moral reasoning was completed using The Defining Issues Test (DIT). Study found that prior experience and body fitness were significantly correlated to leadership emergent and leadership effectiveness; whereas, cognitive ability, self-esteem and leadership potential are correlated with leadership emergence, but not leadership effectiveness, and finally, hardiness, moral reasoning and conscientiousness were not linked with both leadership emergent and leadership effectiveness. Largely, the study illustrates the impact of individual differences on leadership emergence and leadership effectiveness.

Recently, Lloyd (2006) investigated the characteristics predicting leadership for college students (n= 331) using a group of scales; *Self-efficacy Scale*, *Personality/Extravert Scale*, *Peer Influence Scale*, *Role Model Influence/Support Scale*, and *Self-Confidence Scale.* The entirety of the five variables (peer influence, role model influence, extraversion, self-confidence, and self-efficacy) was a significant predictor of leadership, and the greatest prognosticator was self-efficacy. Then, Ligon and Hunter, et al. (2008) used content analysis approach and chi-square,

MANCOVA techniques to examine early life's events and experiences for 120 outstanding leaders. The leaders were classified into three styles (charismatic, ideological, or pragmatic) and two orientations (socialised or personalised), the leaders revealed many events which have been classified into six types; originating events (304 events), turning points (174), anchoring events (431), analogous events (19), redemptive events (206), and contaminating events (264 events). The study found differences between leaders' styles and orientations. Socialised leaders notify more events and religious activities (anchoring events) shaped ideological leaders at an early age. This study highlighted the significance of leaders' early life stories as an approach in predicting leadership style.

Arnold and Cohen, et al. (2009) qualitatively interviewed 12 young leaders (m= 17-year) to investigate their past experiences which predicted their leadership and found that the core experiences were fathers, extra-curricular, peers, hero-models, and their groups. Finally, Avolio and Rotundo, et al. (2009) longitudinally studied 196 twins born between 1961 and 1964; they found that experiences at an early age forecast the leadership emergence. There is significant benefits of predicting leadership from an early age can provide youth with self-confidence (Lloyd, 2006).

Interestingly, Abel and Karnes (1993) found that with regard to high school students' perceptions about their leadership potential, no significant differences between students in countryside or suburban contexts. Karnes (1995) examined leadership perceptions of high school girls (n=50), revealing the significance of family members and student government whereas introversion was the major hindrance.

There is a need for longitudinal and meta-analysis studies to examine factors predicting leaders. For example, Reichard and Riggio, et al. (2011) revealed that *Implicit Leadership Theory* and *Leader Categorisation Theory* emphasise that young people progressively expand the variety of credences related to successful leadership. Additionally, according to Stogdill's survey (1948) traits, circumstances, and

interactional process can predict successful leadership. Furthermore, one of the remarkable models which can be used with the traits approach that predicts emerging leaders is the *five-factor model* (Riggio and Mumford, 2011). This model involves *Extraversion* (sociable, assertive), *Conscientiousness* (achievement, dependability), *Neuroticism* (anxious, insecure), *Openness to Experience* (imaginative, unconventional), and *Agreeableness* (trusting, compliant)*;* it has been developed and supported intensively (for example, McCrae and Costa, 1987; Goldberg, 1990; McCrae, 2002), in particular, various studies examine the link between the model and leadership (for example, Judge and Bono, 2000; Lim and Ployhart, 2004; Zhao and Seibert, 2006; McCormack and Mellor, 2011). Interestingly two meta-analysis studies examined the link between leadership and personality, using the *five-factor model* to investigate which traits predict leadership. Firstly, Judge and Bono, et al. (2002) found the strongest correlation was between leadership (leadership emergent, leadership effectiveness) and *Extraversion* (p= .31), and consecutively, Conscientiousness (p= .28), Openness to Experience (p= .24), Neuroticism (p= .24), and the least was Agreeableness (p= .08), the overall correlation was (p= .48). Secondly, Bono and Judge (2004) found that three factors of transformational leadership (*idealized influence*, *intellectual stimulation*, and *individualized consideration*) and three factors of transactional leadership (*contingent reward*, *management by exception*, and *passive leadership*) were correlated to the five-factor of personality. Yet again, the strongest was *Extraversion* (p= .24). Reichard and Riggio, et al. (2011, 2) found that there was a significant correlation between adolescent's extroversion and emerging future leaders, and revealed that "*these studies extend our understanding of the role that traits play in predicting leadership in later life*"*.* Realizing the traits which can predict emerging leaders for an early age can significantly benefit YLD in term of selecting the superlative students for YLD, identifying their strengths and weaknesses, evaluating them, and predicting the future leaders.

Predicting leadership potential for young people demands multi-assessments. In their subsequent exploratory study, Schneider et al. (2002) conducted a sample of

student were participating in multi-shot leadership programs over 24 months and concluded *"a multidetermined construct like leadership required a multifaceted set of predictors for understanding and prediction."*.

2.3.4 Variable impacting YLD

This sub section draws a picture on two main categories; (1) general variable impact YLD, and then focuses more on; (2) young age experiences.

2.3.4.1 General variable impact YLD

Garrison (1933) investigated factors of leadership correlated to high school students via using a *weighted scale devised* to assess leadership ability for a sample of (n= 201). Significant correlations were founded between leadership scores and (scholarship, father's occupational, admiration), but no correlations occurred between leadership score and (height, weight), the maximum correlation was for the admiration score. McCullough and Ashbridge, et al. (1994) studied 203 high schools' leadership behaviour. The students were separated into two groups (leaders and nonleaders), and they found that the leaders' group was superior in *locus-of-control,* harmony with family construction, and professional targets to the nonleaders, whilst no differentiation in self-esteem scale occured.

Gambone, et al. (2004) using survey and qualitative data with high school students, found that working in youth organizations significantly affect students in identity enlargement and community activism. Then, specifically, Greiman and Addington (2008) used a *Youth Leadership Development Self-efficacy* (YLD-SE) scale to assess both individual and ecological factors which influence teachers (n=177) to support YLD, and they found that there is a significant correlation between YLD-SE and transformational leadership. Furthermore, YLD-SE was predicted significantly via both transformational leadership and unrestrictive styles.

Recently, Kim (2009) examined Korean middle schools students (n= 2,343) and their parents (n= 1,577) to investigate factors impacting on the students' leadership skills, factors included various variables; IQ, learning style, meta-cognition, creative personality, happiness, learning activities, family income, parental value, parental support, parenting style. The author used several instruments; for instance, the *Korean Educational Development Institute IQ test, KEDI test of leadership Skills, learning style inventory*. Results demonstrate that the most influential factors on students' leadership skills were creative personality, happiness (11.7%), while the least were family factors (0.5%). Furthermore, there was a significant correlation between students' leadership skills and 15 subordinate variables (effort regulation, elaboration, time management, acknowledgement, self-regulation, simulations, risk-taking, organization, help seeking, curiosity, independence, school learning, imagination, self-assurance, and peer relations). Interestingly, there was no correlation between IQ and leadership skills.

2.3.4.2 Young age experiences

Cox (1988) qualitatively and quantitatively examined the experiences of USA leaders in their adolescence age, conducting interviews with established leaders (n= 125) and a questionnaire was completed by well-known leaders (n= 410), the results illustrated the leaders' identification of adolescents' experiences associated with leadership development; considerable experiences, teamwork, widening an individual's qualities, role model and counsellor, being a part of a group, serving community, good schooling.

Amit and Popper, et al. (2009) both qualitatively and quantitatively examine young age experiences through leaders and non-leader military solders. Firstly, 286 solders completed two questionnaires, *Leadership evaluation questionnaire* and Construction of the leadership experiences questionnaire (LEQ), and then, conducting semi-structured interviews (n= 16) with 8 leaders and 8 nominated by the group as non-leaders. Findings illustrated significantly that leaders had had greater experiences at a young age than soldiers who nominated as non-leaders.

A key limitation of these researches is that it does not address the problem of the extant of how motivation is important, how to enhance MTL, and how to exploit the MTL in YLD programmes. However, these issued is investigated in this study.

In conclusion, it has been found that motivation to lead in significant for young leaders (Cintron, 2005; Gottfried and Gottfried et al. 2011). Specifically, the previous studies have found significant correlations between YLD and several key results: female is more potential (Wade and Putnam, 1995);   the influence of teachers, parents, and mentors (Ofori, 2008); self-regulatory focus *(*Kark and Van Dijk, 2007); high inherent motives towards learning (Gottfried and Gottfried et al. 2011).   In contrast, Gottfried and Gottfried et al. (2011) found that no relationship was found between IQ and motivation to lead. Remarkably, various studies investigated the predictors of leadership (Lloyd, 2006; Arnold et al. 2009). For example, Avolio and Rotundo, et al. (2009) longitudinally found that experiences at an early age forecast the leadership emergence. Also, Reichard and Riggio, et al. (2011, 2) longitudinally found that adolescent's extroversion is correlated to emerging future leaders.

2.3.5   Longitudinal Studies on YLD

This sub section draws a review of the longitudinal studies been conducted on YLD between 1988 and 2012.

Frances A. Karnes Center for Gifted Studies at the University of Southern Mississippi was founded by the distinguished Professor Frances Karnes, with the central purpose of enhancing leadership abilities for gifted students via research and teaching. During the past 25-years, Karnes and her colleagues conducted various studies; Chauvin and Karnes (1983, 1985) found that there are no significant differences between students with leading school positions compared with students with no leadership opportunities. Karnes and D'ilio (1989) examined the personality characteristics for 95 high school student leaders who participated in a summer residential leadership program. The High School Personality Questionnaire was completed, resulting in significant differences between boys and girls, and

additionally, the girls were significantly far above on *Emotional Stability*, *Independence* and *Dominance.* Also, the leadership potential was high for both girls and boys. Karnes and Meriweather (1989) encouraged 327 high school students to create leadership plans during a five-year period, resulting 327 plans in three contexts (school, community, and religious affiliation). They presented a leadership plan created by a student in grade 9, the plan illustrates elevated abilities to design a reflective leadership plan beyond adult's perception/expectations for adolescents. Karnes and Bean (2010) presented youth leadership conceptually and provided initial assessment for young leaders, and then suggested practical applications for developing leadership. Karnes and colleagues (Karnes Meriweather, et al. 1987; Karnes and D'ilio, 1988; Karnes and Chauvin, 2005) created the *Leadership Skills Inventory* (LSI) and validated the LSI in various studies. LSI compromises 125 items classified into nine dimension; fundamentals of leadership, written communication, speech communication, values clarification, decision-making, group dynamic skills, problem-solving, personal development, and planning. LSI is the most comprehensive existing scale for youth leadership development.

Cox (1988) qualitatively and quantitatively examined the experiences of USA leaders in their adolescence age, conducting interviews with established leaders (n= 125) and a questionnaire was completed by well-known leaders (n= 410), the results illustrated the leaders' identification of adolescents' experiences associated with leadership development; considerable experiences, teamwork, widening an individual's qualities, role model and counsellor, being a part of a group, serving community, good schooling. The author concluded that leadership is learnable at adolescence.

Roach (1999) and his research team investigated youth characterized as leaders by conducting empirically a longitudinal study over a 10-year period, using both quantitative and qualitative methods; 30,000 young individuals (8-28 years) were involved in non-school organisations across the USA, and participated in a variety of leadership activities. Interestingly, there are significant findings from their

longitudinal study: (1) they found that youth believed that situational leadership is more related to YLD; (2) three categories of leadership were appreciated by participants: shifting, emerging, and mutual; (3) youth illustrated leadership described leadership *" as more like a big giant family than an individual… we're all just one leader."*(p.18); (4) over the ten-year period, the youth themselves reflected on and fashioned a directory of leadership qualities compromising societal morals, domination, driving force, open opportunities, obligation, self-images, school success, self-efficacy; (5) after analysing data they concluded that youth leadership significantly differ from adult leadership and therefore, there is a *"need to derive from field-based studies of the ways youth themselves define, value, and enact leadership…leadership among young people must move away from models of adult leaders", "adult models hold little relevance for today's youth or for future learning demands in organizations.",* we must focus on *"how leadership happens, not who leads* (p. 13, 21, 28).

Benjamin Schneider and his colleges (1999, 2002) conducted a longitudinal study using the grounded theory approach. Their study focuses on understanding high school students' leaders and the stability of adolescent leadership and its progress into mature future development. In the first study, Schneider et al. (1999) revealed that investigating youth leaders ought to promote our understanding of leadership in adulthood; furthermore, future leadership can be forecasted based upon adult reports of their early life. They utilized a comprehensive model involving five constructed domains in order to predict leadership, and then, data were collected from 242 high school students. Significantly, the results show that every domain predicts leadership. Interestingly, intermingling, more than single predictor, can strongly predict leadership. Finally, Schneider et al. (1999) concluded that *"Perhaps the central overarching construct guiding the present effort is the implicit belief that early experiences (especially leadership experiences) have enduring effects."* (p. 632). In their subsequent exploratory study, Schneider et al. (2002) conducted a sample 197 of self-selected student (9–12th grades), and the participating youth were in multi-shot leadership programs over 24 months. A superior hypothesis was indicated *"a*

multidetermined construct like leadership required a multifaceted set of predictors for understanding and prediction." However, the present study discovers several results: (1) there is significant correlation between peer recommendations of leaders and tutor evaluation of leadership behaviour; (2) The Judging-Perceiving (JP) and grade point average (GPA) were consistently predictive of leadership; (3) it is revealed that there is a similarity among traits which predict adulthood leadership and prediction of peer nominations of student leaders. Ultimately, Schneider et al. (1999, 2002) with their conclusions sustain the identification of leader characteristics in trait theory.

Three longitudinal studies have been conducted in 2009: (1) Amit and Popper, et al. (2009) both qualitatively and quantitatively examine young age experiences through leaders and non-leader military solders. Firstly, 286 solders completed two questionnaires, *Leadership evaluation questionnaire* and Construction of the leadership experiences questionnaire (LEQ), and then, conducting semi-structured interviews (n= 16) with 8 leaders and 8 nominated by the group as non-leaders. Findings illustrated significantly that leaders had had greater experiences at a young age than soldiers who nominated as non-leaders. (2) Posner (2009) longitudinally examined the impact of formal leadership development programmes on later student's leadership behaviour via a sample of first-year university students (n = 506). The students were divided into two parts, firstly a sample of business school students (294) participated in a leadership development programme and completed a the Student Leadership Practices Inventory (S-LPI) followed three years later by a second assessment by S-LPI; additionally, quasi-control group (n=212) which had not participated in the leadership programme, assessed by S-LPI. Comparing the results demonstrates significant changes in leadership behaviours for the students who had attended the programme; moreover, no differences were found concerning gender. The first group had higher scores in the entirety of the five leadership practices, with significant differences in inspiring, challenging, enabling, and encouraging. (3) In the same year, Avolio and Rotundo, et al. (2009) longitudinally

studied 196 twins born between 1961 and 1964; they found that experiences at an early age forecast the leadership emergence.

Following a longstanding shortage of a literature largely silent on developing lifetime leaders, there has been a recent emergence of theoretical and imperial leadership studies investigating leadership development as a lifespan progression (Day, 2011; Murphy and Reichard 2011, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011, Komives et al. 2011). Day (2011, 570) concludes that: "*the heart of leader development involves an appreciation and understanding of individual change*". For instance, Fullerton Longitudinal Study (FLS) is a current study started 1979 with one-hundred and thirty children, their age was one-year, including their parents. Based on data from FLS, Reichard and Riggio, et al. (2011) conducted a longitudinal study to investigate the traits which predict leadership. Samples of 106 have completed two assessments; firstly, the participants' personality traits and intelligence were assessed aged 17 years and then, there was a survey investigating leadership variables. Interestingly, there was a significant correlation between adolescent's extroversion and emerging future leaders. Despite the valuable findings of this study, the result can be supplementary significant for YLD if the sample was 12-year instead of 17-year age.

The second longitudinal work was conducted by Guerin and Oliver, et al. (2011); it is the earliest work which longitudinally explores the potential of being an adult leader spanning 27-years and the 106 participants' ages are between two and 29 years. Firstly, 112 participants were assessed by multi- socioeconomic indicators, for instance *socioeconomic status* (SES) (Gottfried and Gottfried, et al. 2003), then at age 17 two assessments were used for106 participants- the *Extraversion scale* and the *Wechsler Adult Intelligence Scale-Revised*. At age 29 three assessments were used for106 participants: *Social skills Inventory*, *Leadership Résumé questionnaire*, and *Transformational leadership potential.* Essentially, the study found that adolescent extraversion and potential for leadership was mediated by means of *social*

skills. Interestingly, an adolescent's IQ was not related to predicting adult's leadership potential. The participants were high in extroversion at adolescence and at age 29 they assessed themselves high social skills.

There are significant longitudinal studies been conducted on YLD between 1988 and 2012 (for instant, Amit and Popper, et al. 2009; Guerin and Oliver, et al. 2011), these studies revealed substantial results in YLD; for example, Avolio and Rotundo, et al. (2009) longitudinally found that experiences at an early age forecast the leadership emergence. Also, Reichard and Riggio, et al. (2011, 2) longitudinally found that adolescent's extroversion is correlated to emerging future leaders. Furthermore, a High inherent motive towards learning is correlated to motivation to lead, whereas no relationship was found with IQ (Gottfried and Gottfried et al. 2011).

2.3.6 YLD Programmes

This sub section can be categorised into three categories; (1) youth Development vs. YLD, (2) YLD programmes and outcomes, and (3) criteria of designing YLD programmes.

2.3.6.1 Youth Development vs. YLD

Dworkin et al. (2003) indicate that previous literature on youth activities can be categorised into six aspects; (1) activities developing youth's identity; (2) enhancing initiative skills; (3) maximising emotional capabilities; (4) peer-to-peer based-learning; (5) growing social and leadership abilities; (6) expanding networks with adults. For example, Powell and Rhyne (2006) discussed The Rotary Youth Leadership Program (RYLP) which was funded by the Centre of Leadership Studies (CCL) for more than a 20-year period, where high school students participated in the programme for one-week, aiming to enhance: individual's self-understanding,

cooperation, consciousness of grouping dynamics, multi-leadership styles, communicational abilities, reflection, and citizenship.

The body of literature that has been conducted on youth leadership development can be classified into several categories: (1) general youth development, which enhances specific skills, for instance; these skill can be life skills more than specific leadership development (for instance, Follis and Feldhusen, 1983); (2) practical studies on youth leadership programmes, in which either leadership is dominant in the programme or ancillary, for instance, FFA programme (Dormody and Seevers (1994); (3) weak academic studies lacking in trustworthy methodology and validity (for instance, Connors and Falk, et al. 2010); (4) powerful academic studies on YLD from an educational perspective, essentially, where these studies focus on the educational context more than leadership development (for instance, Phillipson, 2004); (5) powerful academic studies on YLD from a psychological and managerial perspective. Despite the influential results, the majority of these research studies focus essentially on partial aspects of leadership development (for instance Moran and Weiss, 2006; Kim, 2009); (6) longitudinal studies investigating leadership for several years (for instance, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011); (7) initial comprehensive YLD studies, providing a framework for YLD and these are still very few (for instance, Komives et al. 2011; Murphy (2011).

Regarding relevant literature in youth leadership programmes, the articles can be divided into three major sorts; (1) youth life skills, multitudinous training and summer camp programmes named as youth leadership programmes, while, most of them, in essence, are youth life skills (e.g. Johns and Sheehy, 1986), particularly, in practitioner's titles; the participants learn life skills rather than learning leadership; (2) short-term programmes, in recent years, there has been an increasing amount of leadership literature on youth programmes, but the most of academic published was investigating the short programmes, such as, training courses over several days or weeks (e.g. Smith, et al. 2005), summer camps (e.g. Connors and Falk, et al. 2010), after-school activities (e.g. Stiehl and Galvan, 2005). Actually, creating youth

leadership cannot be completed by training courses; these are not enough to transform youths into leaders (Conger, 1993; Harung et al, 1995). In the final part of his article, Macneil (2006) argued that youth are: "*Learning about leadership rather than learning leadership*". Furthermore Bennis (2003: 42) claimed: "*Leadership courses can only teach skills. They can not teach character or vision, and indeed they do not even try*"; (3) long- term programmes that promote youth leadership, progressively, over several years (roughly, between three and five years). In reviewing the leadership literature, up to my knowledge, no academic work was found on designing youth programmes over a long-term period, with the exception of some attempts during youth leadership academies.

2.3.6.2 YLD programmes and outcomes

The literature finds out the impacts of YLD (for instance, Oria and Cureton, et al. 2001; Hancock et al. 2012; Archard, 2012). To maximise the adults' effectiveness in leading young people leadership programmes, Boyce (1971) provided a systematic approach comprising seven stages; *identification, selection, orientation, training, utilisation, recognition, and evaluation*. Based on *Purdue's Gifted Education Resource Institute,* Follis and Feldhusen (1983) discussed two-week summer leadership programmes for high school students (grade 9 and 10) with students selected on three criteria; academic achievement, leadership capabilities, and teacher's references. The programme was more academic than a leadership programme.

Several studies investigated leadership programmes outcomes, (for instance, Gomez, 2012; Keller, 2012), for example, Smith, et al. (1991) examined the influence of leadership programmes for high school students, using the *Leadership Quotient Index* (LQI) before and following the programme to assess three measures; openness to group ideas, persuasion and influencing friends, and organising information to exercise it in order to settle the problems. The analysis illustrated significant outcomes on the openness ($p= 0.002$) and persuasion ($p= 0.005$) dimensions;

furthermore, the totality score was significantly enhanced (p= 0.004). Then, qualitatively Hoyt and Kennedy (2008) examined 10 girls' perceptions on leadership practices using grounded theory. The author interviewed the girls pre and pro/post participation in the leadership programme, resulting in the girls confidently seeing them-selves as leaders more so than before the programme; furthermore, understanding leadership was enlarged. Recently, Posner (2009) longitudinally found significant changes in leadership behaviours for the students who had attended the programme.

Recently, various research studies have linked leadership with emotional intelligence for adolescents, (for instant, Bertges, 2002; Lee and Olszewski-Kubilius, 2006; Soriano, 2010) and for example, Charbonneau and Nicol (2002) examined leadership and EI amongst 191 students (mean age was 14.3 years) participating in a three-week programme, they found correlation between *socio-emotional leadership* and *task-goal leadership.*

Although, the majority of studies show positive impact for leadership development on various outcomes, various studies show no significant outcomes. For example, Dormody and Seevers (1994) examined factors predicting youth leadership abilities for FFA leadership activities using two scales; *Youth Leadership Life Skills Development Scale* (YLLSDS) and the *Rosenberg Self-Esteem Scale* (RSE). They found weak correlation between participating in FFA leadership programme and YLD; moreover, no correlation was perceived between self-esteem and FFA curriculum. On the other hand, some studies found that no correlation between YLD programmes and some variables, for example, Oria and Cureton, et al. (2001) examined the impact of leadership programmes on avoiding depression for high school student using 11 experimental groups and 9 control groups, resulting in no important distinctions between the two groups.

2.3.6.3 Criteria of designing YLD programmes

Leadership programmes for young people can be more effective when we consider the criteria of designing and applying these programmes; for example, using Delphi

approach, Chambers (1992) found four criteria for assessing undergraduate leadership programmes; programme structuring, methodology, program administration, and consequences. Furthermore, Connaughton and Lawrence, et al. (2003, 47) revealed a systematic approach for leadership development via using a case study approach at Rutgers University, reflecting on the developmental process of the Student Leadership Development Institute (SLDI), and then they developed nine standards for the SLDI project. They found out that leadership is a: multifaceted phenomenon, *other-oriented*, reciprocally active and kinetic, *contextual*, *emergent*, science *and an art,* cropped up throughout interchange, *increasingly mediated and virtual in nature,* and learnable phenomenon. Wagner (2011) concludes seven suggestions for creating a student leadership programme: consulting student developmental theories, offering professional training, generating adult peer models, providing a significant contribution, expanding reflection, and evaluating outcomes. Dempster, N. and A. Lizzio (2007) maintain the necessity of a theory-base for youth leadership development programmes. Additionally Dugan and Komives (2011, 35) emphasize three central underlying principles behind the significance of supporting the programmes using leadership theories; *leadership development is more than a by-product of a college education ... more than skill-building ... theory links to educational outcomes,* they (p. 51) mention myths in connecting theories with practice: for instance, using a single, *one theoretical model ... student will not understand theory ... theory does not reflect real-world applications.*

To conclude, my study believes that there are great differences between developing adolescents as future leaders and between the majorities of youth programmes which are presented in our world. This study is in disagreement with various studies which deal with YLD as general life skills with no relation with leadership (for instance, Follis and Feldhusen, 1983), or merely short development programmes (for instance, Smith, et al. 2005; Connors and Falk, et al. 2010). Oppositely my study is in agreement with recent studies which deal with YLD as long-term continual development (for instance, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al.

2011). As Bennis (2003: 42) claimed: "*Leadership courses can only teach skills. They can not teach character or vision, and indeed they do not even try*".

2.3.7   Tools for YLD

2.3.7.1 Tools for YLD

 The literature examines several tools for YLD (for instance, Price and Weiss, 2012; Vella et al. 2012), as using diversity of leadership strategies can be more effective for YLD (Kezar and Moriarty, 2000). Many studies investigated the impact of peers on YLD (for instance, Marlowe, 2011; Chappell, 2012), for example, Carter (1999) examined the effectiveness of the peer-leader camp, using a whole approach training (adolescents, teachers, parents); teachers and parents participated to train them to support students and this resulted in a strong effect on students' leadership development. Then, Kohlhagen and Culp (2000) created a leadership development programme and examined leadership opportunities with young people, two groups (students and facilitators) were asked qualitatively about their observations. The results illustrated that the students revealed that leadership was trained by effective participation, whereas trainers reflected that leadership was trained by observing and educating. Comprehensively, DuBois and Holloway, et al. (2002) applied a meta-analysis approach to evaluate the effect of mentorship programmes (for example, *Berkeley Staff Assembly*), resulting in significant impacts for the programmes which are practical and theory-based and noticeably mentoring outcomes for youth who had numerous dealings with their mentors.

Fongkaew, et al. (2007) quantitatively (questionnaires) and qualitatively (focus group) studied 111 Thai young leaders (M= 13-year) participating over a 2-year period in an HIV prevention program (leadership development was a major component) using participatory action research, and resulting in exceptional scores in leadership. The PAR approach encouraged students to reflect and enlarge their attitudes.

McNae (2010) conducted both semi-structured interviews and focus groups with 12 girls in New Zealand to investigate their opinion on *co-construction* leadership programmes which has been amended and assessed by the girls and the researcher, this study provided unusual methods for YLD and additionally, it illustrates that the co-construction approach is appropriate to the girls' needs.

2.3.7.2 Extracurricular activities

Karnes and Bean (1990) found that extracurricular activities provide a supplementary correlation with future leadership, more so than school achievement. A longitudinal study with a sample of student leaders in secondary school (n=515) has been studied for ten years and 65% of them were involved in extra-curricular and sport activities. Karnes and Bean, et al. (1993) reflected on 20 stories for influential girls in their schools (for instance, the girls were leading a project in opposition to the censorship of library publications). The authors revealed that the need to do something inspired the girls to be responsible for taking on a leadership role. Recently, Arnold and Cohen, et al. (2009) qualitatively interviewed 12 young leaders (m= 17-year) to investigate their past experiences which predicted their leadership and found that the one of the core experiences was extra-curricular.

2.3.7.3 Athletics and leadership

Recently, various research studies have examined the impact of adolescents' participation in athletics on leadership, (for instant, Hart and Gary, et al. 2003; Mak and Kim, 2006; Hellison and Martinek, et al. 2008; Horn and Glenn, et al. 2010) for example; Dobosz and Beaty (1999) found that athletes amongst high school students were notably superior in their leadership skills to students who had not participated in sport. Specifically, Moran and Weiss (2006) using multi-scales (for instance measuring peer leadership behaviour via the Sport Leadership Behavior Inventory (SLBI) and measuring peer acceptance via the Self-Perception Profile for Adolescents) and using a wide range of assessment criteria (self-rating, team rating, and coach rating), examined 138 athletes high school students (m= 16-year), they found that the females rated themselves high in every one of the psychosocial

variables, whilst males were rated highly by themselves and team-rated. Following this study, Howell (2010) examined five youth leadership programmes and found that development via sport significantly correlated to YLD.

2.3.7.4 Virtual worlds

Then Turkay and Tirthali (2009) examined the impact of virtual worlds in enhancing leadership development for young people. 41 students were surveyed before and after a natural programme called '*The Dream it. Do It Initiative*' (D.I.D.I), results revealed that virtual programmes are effective in developing leaders' abilities; for instance, co-operation skills, fortitude, and accountability. They concluded that virtual worlds benefit students in discovering their leadership potential.

From the research that has been carried, it is possible to conclude that the more we use varied tools in YLD, the more adolescents' YLD will be effective (Kezar and Moriarty, 2000). For example, peers learning (Marlowe, 2011; Chappell, 2012); peer-leader camp (Carter (1999); participatory action research (Fongkaew, et al. 2007); extracurricular activities (Arnold and Cohen, et al. 2009); athletics on leadership, (Hellison and Martinek, et al. 2008; Horn and Glenn, et al. 2010); and virtual worlds (Turkay and Tirthali, 2009)

2.3.8 Assessments for YLD

Reviewing YLD literature emphasises leadership measurement and revealed 15 scales and assessments which can be used in leadership development for students. The earliest scale I found in Garrison (1933) which investigated factors of leadership correlated to high school students via using a *weighted scale* devised to assess leadership ability.

This study reviewed the assessments related to YLD and been used between 1990 and 2012, and found 15 assessments which been used with students. These 15

assessments briefly and systematically are summarised: (1) Smith, et al. (1991) examined the influence of leadership programmes for high school students, using the *Leadership Quotient Index* (LQI); (2, 3, 4) Morris (1992) examined student leaders comparing with common students, using three assessments; *Adult Irrational Ideas Inventory*, *Temporal Perspective Technique, Future Beliefs Inventory*. (5) Dormody and Seevers (1994) examined factors predicting youth leadership abilities for FFA leadership activities using *Youth Leadership Life Skills Development Scale* (YLLSDS). (6) Atwater and Dionne, et al (1999) conducted a longitudinal study for 236 students administered in 1-year and 4-year; leadership potential was measured via the *Leader Potential Index* (LPI). (7) Chan and Drasgow (2001) created a scale for measuring motivation to lead (MTL). (8) Karnes and Chauvin, 2005 created the *Leadership Skills Inventory* (LSI) and validated the LSI in various studies. LSI compromises 125 items classified into nine dimension; fundamentals of leadership, written communication, speech communication, values clarification, decision-making, group dynamic skills, problem-solving, personal development, and planning. LSI is the most comprehensive existing scale for youth leadership development. (9) The *Student Leadership Practices Inventory* (S-LPI) created and developed by Kouzes and Posner (Kouzes and Posner, 2005; Posner, 2004; Posner, 2012), contains 30 behaviours categorised into five core leadership practices, Modeling, Inspiring, Challenging, Enabling, and Encouraging. It is been used longitudinally Posner (2009) to examine the impact of formal leadership development programmes on later student's leadership behaviour. (10) Moran and Weiss (2006) used the *Sport Leadership Behavior Inventory* (SLBI) to measure peer leadership behaviour. (11) Greiman and Addington (2008) used a *Youth Leadership Development Self-efficacy* (YLD-SE) scale to assess both individual and ecological factors which influence teachers to support YLD. (12) Kim (2009) examined middle schools students to investigate factors impacting on the students' leadership skills, using *KEDI test of leadership Skills*. (13) Can (2009) used a questionnaire of leadership behaviours to examine the tendencies of high school students (n=50 from 12 countries) towards Turkic relations, girls illustrated important support for two statements (*I do not explain the reasons for my behaviours* and *I do not easily accept new ideas*), whereas, boys significantly demonstrated goodwill for different two statements (*I*

personally help my friends and *I try to make my friends comfortable in being in my country*). (14) Amit and Popper, et al. (2009) examine young age experiences through leaders and non-leader using Leadership *evaluation questionnaire* and Construction of the leadership experiences questionnaire (LEQ). Finally, (15) Guerin and Oliver, et al. (2011); longitudinally explores the potential of being an adult leader using *Leadership Résumé questionnaire*, and *Transformational leadership potential.*

To conclude, this research reviewed 15 scales and assessments which can be used in leadership development for students (for instance, Leadership *evaluation questionnaire* (LEQ) used by Amit and Popper, et al. (2009); *Leadership Résumé questionnaire*, and *Transformational leadership potential* used by Guerin and Oliver, et al. (2011), these studies revealed that YLD can be measured. The challenge in YLD is not only using these scales in measurement, but, applying them as a leadership development tool.

The major drawback of these assessments is that they are not designed initially for YLD, with the exception of five assessments (Smith, et al. 1991; Chan and Drasgow, 2001; Karnes and Chauvin, 2005; Moran and Weiss, 2006; Can, 2009). Truthfully, the tangible scale which created for adolescents' leadership is the *Leadership Skills Inventory* (LSI) created and validated by Karnes and Chauvin (2005).

2.3.9 Models for YLD

This section focus on reviewing YLD models between 1987 and 2011, and the literature revealed 13 models for YLD.

Based on *Renzulli and Cohn model of gifted* Foster (1981) developed a model of leadership fitting with gifted students, the article discussed four approach for

leadership; *Leader*, *Leading*, *Non-leader leadership*, and *Leadership*, and argues that for gifted students, linking all these approaches can be positively effective. Empirically, Zacharatos and Barling et al. (2000) created and examined a transformational leadership model in adolescents. 112 high school students (mean age 15.19 year) and 12 adult coaches were participated in the Multifactor Leadership Questionnaire (MLQ), assessing students' transformational leadership behaviours and their awareness towards their parents' behaviours (*idealized influence, inspirational motivation, intellectual stimulation, individualized consideration*). The results illustrate positively the impact of the parents' transformational leadership on their children as students exhibit these behaviours; furthermore, transformational leadership which arises in adolescents possibly will critically affect their future leadership, and however, these findings enlarge our thoughtfulness about YLD.

Barbuto (2000) developed a framework for effectual teaching of leadership in the classroom which is based on linking leadership theories and Kegan's model of ego development. The framework comprises of three stages; assessment (measuring students' stage of development), selection (leadership style for teachers), and outcomes (student development and student motivation). As *interpersonal* and *institutional* stages comprise the adolescence period, the author revealed that to enable students with motivation is higher when the teachers exercise a *higher-order* transactional leadership style at the interpersonal stage, whilst student development increases when teachers apply a transformational leadership style. Whereas, at institutional levels practising transformational leadership style raises student motivation, whilst executing servant leadership style enlarges student development. Kudo (2002) argues that the Boy Scout organization has an effective leadership skills model for adolescents; the model offers both a secure and encouraging atmosphere and it has prescribed a leadership development programme endowed with helpful instructions.

Three approaches are utilised for developing students' leadership abilities using; (1) adult leadership theories and models (for instance, Yu, 2009; Soriano, 2010) but that can be risky as the students' needs, characteristics and perceptions are ignored; (2) adapting adult leadership theories and models to be appropriate for the students (for instance, Kouzes and Posner, 2006, 2008) and the core advantage of this approach is the powerful foundation on leadership theories; and (3) models have been created primarily for students (for instance, Komives and Owen, et al. 2005; Haber, 2011; Zhao, 2012) and whilst this approach is more related to student context, there is a lack of supportive theories, as student leadership still has no theory to stand on (Matthews, 2004). However, there is still a substantial need to design a model for student leadership based on both leadership theories and those for purpose to the student context.

2.3.9.1   Youth Leadership Model

One of the first books on developing youth as future leaders is '*Youth Leadership*' which was written by Linden and Fertman (1998), they revealed a conceptual framework for understanding leadership development during adolescence. Using a case study approach the authors created a model for YLD, comprising three stages, awareness, interaction, and mastery, each of which focus on five areas via a gradual level of development: leadership information, leadership attitude, communication skills, decision-making skills, and stress-management skills; (1) awareness: at this level, young people do not consider themselves as leaders; therefore, identifying their potential as leaders is the major duty for this step; additionally, skills and understanding is crucial, and so comprehensively developing the first level of the earlier five arias provides awareness in group expectations and group dynamics, personal leadership, verbal and nonverbal communicational skills, shared decision making, identifying and managing personal stress; (2) interaction: this level is the middle procedure for developing leaders when youth begin to recognise themselves as leaders and are seriously prepared to engage in leadership actions, comprehensively developing the medium level of the earlier five areas, this arena provides experiential learning, learning assessing self and others, designing plans, being ethical, being sensitive to others, listening skills, practicing assertiveness,

practicing decision making, and managing the self; and (3) mastery: this level is the advanced procedure for developing leaders when youth commence to centre their attention on the specific life project and self-assertion and comprehensively, developing the medium level of the earlier five areas, this arena provides focusing attention, completing projects, have a vision, expressing thought skills, high-level decision making, evaluating skills, and practising stress management habitually.

2.3.9.2 The Student Leadership Challenge Model

Kouzes and Posner (2003) in their book '*The leadership challenge*' created a model for leadership development, and then developed the model to be appropriate for students (Kouzes and Posner, 2006, 2008), using interviews and questionnaires with thousands of student' leaders; the authors found that the superlative leadership practices can be classified into five core practices. *The Student Leadership Challenge Model* comprises five practices of exemplary leadership; model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart, each of which contains two commitments. The authors believe that the focal centre of leadership is behaviour rather than personality and the model has a scale for measurement *The Student Leadership Practices Inventory (LPI)* (Kouzes and Posner, 2005, 2006 and practically, the model enriched through several guidebooks for both individuals and facilitators (for instance, Kouzes and Posner, 2005 and Kouzes and Posner, et al. 2010); (1) model the way indicates the significance of being a model to influence the people and this practice can be enhanced throug two obligations; *clarify values by finding your voice and affirming shared ideas* and *set the example by aligning actions and shared values* (p.22); (2) inspire a shared vision points to having enthusiasms and dreams which stimulate accomplishment and additionally, to be convinced that they have the capabilities to transfer their visions to actions; this practice can be enhanced through two obligations; *envision the future by imagining exciting and ennobling possibilities* and *enlist others in a common vision by appealing to shares aspirations* (p.22); (3) challenge the process: students are prepared to defy the challenges and continue to search for the opportunities and on-going learning; this practice can be enhanced through two obligations; *search for opportunities by seizing the initiative and by looking outward for innovative ways to*

improve and *experiment and take risks by constantly generating small wins and learning from experience* (p.22); (4) enable others to act signifies building teamwork for achieving goals and practise delegation of authority and tasks; this practice can be enhanced through two obligations; *foster collaboration by building trust and facilitating relationships* and *strengthen others by increasing self-determination and developing competence* (p.22); and (5) encourage the heart which explains the continual courage when faced with obstacles and frustrations; this practice can be enhanced through two obligations; *recognise contributions by showing appreciation for individual excellence* and *celebrate the values and victories by creating a spirit of community* (p.22).

2.3.9.3 Social Change Model of Leadership Development (SCM)

The model created by the *Higher Education Research Institute* at the University of California (Astin and Astin, et al. 1996; Komives and Dugan, et al. 2011) comprisjg three core value; (1) individual values which focus on consciousness of the self (individual's awareness of his/her motives to seize accomplishment), congruence (the harmonisation between the individual's principles and action), and commitment (self-driven enthusiasm to serve others); (2) group values which spotlight the collaboration (being involved with the group to achieve tasks and duties), common purpose (created collective vision and principles), and controversy with civility (being friendly and realistic in delivering arguments); and (3) community values which centre the citizenship (contributing the wide society) and change (potential for change and alteration). According to Kezar and Carducci, et al. (2006) this model is the mostly frequently used model for college students. Interestingly, the model has measurement as *Social Change Model Scale* designed by Tyree (1998) and has been implemented (Segar, 2011) and extensively clarified by Komives and Wagner (2009; additionally, the model been supported by practical training manuals (Langdon and Mathias, 2001).

2.3.9.4   Model of Youth Leadership

Recently, a comprehensive work on early leadership development has been published by a cohort of scholars edited by Murphy and Reichard (2011). Murphy (2011) and

Murphy and Johnson (2011) generated a model for understanding youth leadership which comprises six components: (1) context of leadership which takes account of responsibilities faced by students; (2) precursors to leadership which focus on enhancing several characteristics: communication, persuasion, influence, assertiveness, open to experience, conscientiousness, extraversion, emotional/social intelligence, and gender; (3) developmental factors indicating two key factors: parental styles (authoritarian vs. laissez faire, attachment focus) and learning experiences (role model, formal experiences, informal experiences); (4) self-management which highlights the mental model of leadership: self-efficacy, optimistic style, coping styles, and motivation to lead; (5) leader behaviours which consist of task and relationship behaviours, transformational leadership behaviours, situational leader behaviours, and charismatic leadership; and (6) outcomes which illustrate the level of informal influence, peer acceptance, project completion, number of leadership positions, and team leader effectiveness.

2.3.9.5   Formal leadership program model

Haber (2011) designed formal leadership programme models for students that intend fundamentally to simplify students' engagement with experiential learning; to achieve that, curriculum designers ought to deliver both deliberate and planned leadership programmes. The model is three-dimensional: students, structure, and strategies: (1) students who participated in the programme, concentrate on the choice of positional leadership or non-positional leadership, second if the programme is targeted or non-targeted and third, the programme is open and allowed for every one; (2) structure, the leadership programmes are classified into three groups:- programme foundation (mission, leadership theories and studies, learning outcomes and assessment), staff and resources (professional staff, students, stakeholders, financial resource), and programme components (commitment, requirements, track and phases, credentials); and (3) strategies that include the activities and experiences for awareness of developmental considerations, that is training (education and development), and learning experiences (curricular elements, co-curricular elements, reflection, peer leadership).

2.3.9.6 Leadership Identity Development Model

Over a ten-year period professor Susan Komives and her colleagues at the University of Maryland created a leadership identity-based model using grounded theory (Komives and Casper, et al. 2003; Komives and Owen, et al. 2005; Komives and Longerbeam, et al. 2006; Komives and Lucas, et al. 2007; Komives and Longerbeam, et al. 2009; Komives, 2011a). The model provides an interpretation of the student leaders' development process over time; it comprises six-stages (Komives, 2011a, 282): (1) awareness: this stage impacts on the subsequent stages in so far as it is '*becoming aware of how some people lead and influence others ... a leader is someone out there, not me*'; (2) exploration/engagement: '*immersion in a breadth of group experiences to make friends and fine a fit ... maybe I could be a leader*'; (3) leader identified '*fully involved in organizations and groups. Holds a belief that the positional leader does leadership whereas others do followership*'; (4) leadership differentiated recognizes that leadership comes from in an organization ... *I can be a leader even if I am not the leader*; (5) generativity is '*concerned about the sustainability of the group and seeks to develop others*'; (6) integration and synthesis '*leadership capacity is an internalized part of oneself and part of the perspective one brings to all situations*'. The model is applicable for student campuses and designing leadership programmes (Komives and Longerbeam, et al. 2006). According to Komives and Longerbeam, et al. (2009) there are substantial influences on every stage originating from adult impacts, peer influence, meaningful involvement, and reflective learning. Additionally, two issues are demonstrated by students, they individually develop awareness, leadership abilities, and confidence; and via the group they engage with and change the perceptions of groups, which subsequently leads to an alteration in the students' attitude about *self with others* (commencing from dependency towards interdependency throughout independency), and leads to deepen their beliefs about leadership from initially viewing leadership as an external other, then as positional, after that as non-positional, and finally, as a collective process).

2.3.9.7 The relational leadership Model

This model was created by Komives and Lucas, et al. (1998), and the crucial hub of the model is describing the attempts of group accomplishment, it identifies leadership as '*a relational and ethical process of people together attempting to accomplish positive change*' (Komives et al. 2007, 74). The model demonstrates that leadership development ought to draw attention to five elements: purposeful, inclusive, empowering, ethical, and process-oriented. This model can be utilised as criteria for leadership programmes, rather than the leadership development model. Relational means that "an individual likes people and thrives on relationships" (Lipman-Blumen, 1996, p. 165). This study in the same vein with Uhl-Bien (2006, 654) who stated in his article: *Relational Leadership Theory: Exploring the social processes of leadership and organizing*, that: " describe two perspectives of relational leadership: an *entity*perspective that focuses on identifying attributes of individuals as they engage in interpersonal relationships, and a *relational* perspective that views leadership as a *process of social construction* through which certain understandings of leadership come about and are given privileged ontology".

2.3.9.8 The Five-Phase Model of Development

This model is created by Dies (1991, 1996, 2000) and comprises five phases: (1) *initial relatedness* which highlights building on the relationship between adolescents and leader; (2) *testing the limits* indicates treating and solving the adolescents behaviours and their thinking prototypes; (3) *resolving authority issues* emphasises the importance of a learning by doing strategy in solving their concerns; (4) *work on self*-highlights assisting the group to centre on the *here-and-now*; (5) *moving on* draws attention to the adolescents' goals and the approach to achievement.

2.3.9.9 Student Leadership Programming Model

This model is one of the earliest models for student leadership that was created by Roberts and Ullom (1989). The model focuses on designing leadership programmes for college students and incorporates three core elements; training which signifies '*activities designed to improve performance',* education which indicates '*activities designed to improve the overall leadership competence*', and development which points out '*activities designed to provide an interactionist environment which*

encourages development in an ordered hierarchical sequence of increasing complexity' (Roberts, 1981, 19-23). Then the model has been examined and enriched by the implementation and tools for leadership programmes (Engbers, 2007)

2.3.9.10 Youth Leadership Development and Community Engagement Model

Hastings and Barrett, et al. (2008) and Barrett and Barbuto et al. (2011) created this youth model via applying grounded theory: (1) it focuses principally on the community *context* which impacts on youth leadership development; the context seems to be a community of practices for developing leaders; (2) *causal conditions* which indicate the motives behind youth participating in these programmes; youth were engrossed in contributing to their societies. Furthermore, it was a sort of self-actualisation, these *individual connections and common sentiments* can emerge significantly as *social resources* subsequent to requesting and engaging youth in making societal contributions; (3) *action/interaction strategies,* youth initially recognized their focal role and rationale and then, leaders request and encourage youth to illustrate their opinions, and finally, leaders create cooperation between them and the youth to facilitate actions and achieve goals; (4) *intervening conditions* can act as a go-between *action/interaction strategies*, these four factors impact actions either positively or negatively; the programme's coordination and facilitation, resources, the capability to connect thoughts, and to have a encouraging atmosphere; (5) *Outcomes,* the authors (p. 24) found that '*the action/interaction strategies mobilized their individual connections and common sentiments into social capital, which then led to a series of outcomes. The social capital created was converted into both individual and community outcomes',* the outcomes originate two sorts of progress; *individual development* (enhancing personality characteristics as confidence and empowerment, increasing society consciousness, and a mind-set towards altering society and *community development* (encouragement to guide leadership roles, the societal benefits from youth development).

2.3.9.11 The Leadership Training Model (LTM)

This model was created by Addison and Oliver, et al. (1987) as a project funded by the US Department of Education, Office of Educational Research and Improvement.

The report emphasises that leadership ought to be at the centre of the course path, and with the purpose of enhancing gifted students' leadership potential. The model comprises four main elements: (1) *cognition* (exploration, specialisation, investigative skill training, and research); (2) creative *problem solving* (problem definition, incubation, creative thinking, analysis, evaluation, and implementation); (3) *interpersonal communication* (self-realisation, concern for others, cooperation, and conflict resolution); (4) *decision making* (independence, self-confidence, responsibility, task commitment, moral strength).

2.3.9.12 Model of Transformational Leadership in Adolescents

This model has been tested empirically by Zacharatos and Barling et al. (2000), using the students themselves, their parents, and their coaches. The model includes factors effecting transformational leadership in adolescents: (1) the father's perceptions of transformational leadership; (2) the mother's perceptions of transformational leadership; (3) athletic skills; (4) peer influence; (6) coach evaluations of outcomes.

2.3.9.13 Model for Youth Leadership Curriculum

Ricketts and Rudd (2002) using a meta-analysis approach to investigate the literature on leadership development for youth of creating a model to assist designing leadership curriculum for young people. Five dimensions and three stages comprise the model, every stage can be a level of developing leadership and it ought to be enhanced by the five dimensions: (1) stage one is *awareness* which indicates that youth do not think about leadership in their real life, the curriculum at this stage ought to enhance youth with five dimensions: leadership knowledge, motivation to lead, leadership skills (decision making, critical thinking), intrapersonal and interpersonal skills, and communication skills; this development leads to achieving the *comprehension* level in the *Taxonomy of Educational Objective*s (Bloom, 1956); (2) stage two is *interaction* which points out the initial thinking about leading others, the same five dimensions ought to be improved, leading to accomplishment of the *application* and *analysis* levels in the *Taxonomy of Educational Objectives*; (3) *integration* which signifies youth's attention to developing their leadership, and for a

third time the five dimensions ought to be advanced, leading to the accomplishment of the *synthesis* and *evaluation* levels in the *Taxonomy of Educational Objectives*.

The following table (2.2) illustrates the models described above, and focuses on the model name, contributors, main focus, strengths, and weaknesses.

YLD Models	Contributors	Focal focus	Strengths	Weaknesses
Youth Leadership Model	Linden and Fertman (1998)	• Awareness • Interaction • Mastery	• Adolescents-based • Mid-term development • Stage-based development • Realistic case study	• Lack of comprehensiveness • Not been tested or implemented yet
The Student Leadership Challenge Model	Kouzes and Posner (2006, 2008)	• Model the way • Inspire a shared vision • Challenge the process • Enable others to act • Encourage the heart	• Practical model • Supported by several guidebooks • Has measurement inventory • The model has been widely implemented	• College • student-based • Short-term development • Ignores personality • Lack of comprehensiveness
Social Change Model	Astin and Astin, et al. (1996)	• Individual values • Group values • Community values	• Comprehensive contexts • Practical • Has measurement inventory • Widely implemented	• College student-based • Ignores culture • Implemented in short-term programmes
Model of Youth Leadership	Murphy (2011)	• Context • Precursors • Developmental factors • Self-management	• Comprehensive • Dealing with leadership complexity • Hub the context	• Not tested yet • Lack of cultural dimension • Confusing leadership and

		• Leader behaviours • Outcomes	• Long-term development • Focus on leader's behaviours	management
Formal Leadership Program Model	Haber (2011)	• Students • Structure • Strategies	• Formal development • Practical • Learning experience • Support programme designers	• Not tested yet • Lack of comprehensiveness • Simplifies leadership • Short-term development
Leadership Identity Development Model	Komives and Owen, et al. (2005) Komives and Longerbeam, et al. (2006)	Identity-based leadership: • Awareness • Engagement • Leadership differentiated • Leader identified • Generativity • Integration and Synthesis	• Identity-based • Curricular Applications • Designing leadership programmes • Highly tested • Has an inventory • Realistic • Can be applied for mid-term prog	• College student-based • Lack of comprehensive • Lack of cultural dimension
The relational leadership Model	Komives and Lucas, et al. (1998)	• Purposeful • Inclusive • Empowering • Ethical • Process-oriented	• Criteria-oriented model • Practical • Highlighting ethics	• Criteria rather than development model • Not tested yet • Lack of comprehensiveness
A Five-Phase Model of Development	Dies (1991, 1996, 2000)	• Initial relatedness • Testing the limits • Resolving authority issues • Work on self • Moving on	• Therapy-based model • Practical • Instructions for the facilitators	• Not tested yet • Treatment-based more than development • Lack of comprehensive • Short-term

				development
Student Leadership Programming Model	Roberts and Ullom (1989)	• Training • Education • Development	• Designed-based model • Practical • Realistic	• College student-based • Simplifies leadership • Lack of comprehensiveness
Youth Leadership Development and Community Engagement Model	Barrett and Barbuto et al. (2011)	Context Causal Conditions Action/Interaction Strategies Intervening Conditions Outcomes	Context-based model Process-based model Practical Grounded theory based Criteria for programs	• Focuses on the process more than leadership content • Lack of comprehensive • College context
The Leadership Training Model	Addison and Oliver, et al. (1987)	• Cognition • Problem solving • Interpersonal communication • Decision making	• Adolescents-based model • Skills-oriented model • Practical • simple	• Lack of construction validity • Lack of comprehensive • Simplifies leadership
Model of Transformational Leadership in Adolescents	Zacharatos and Barling et al. (2000)	• Transformational leadership in adolescents • Parents' perceptions • Athletic skills • Peer influence • Coach evaluations	• Empirical support • Adolescents-based • Comprehensive data • Criteria for programmes	• Lack of comprehensiveness • Partial leadership • Factors effect leadership more than developing leadership

Model for Youth Leadership Curriculum	Ricketts and Rudd (2002)	• Leadership knowledge • Motivation to lead • Leadership skills • Intrapersonal and interpersonal skills Communication skills	• Literature meta-analysis • Developmental stage-based • Adolescents based • Educational objectives • Intrapersonal and interpersonal skills	• Lack of comprehensiveness • Mid-term development • Requires construction validity

Table (2.2) Models of Leadership Development for Young People

Although the mentioned models revealed further explanation for leadership development for young people, the majority of them conducted via the college student context, there is lack of comprehensive, long-term approach, and complexity. None of these models used a complex mixed approach; there is a need to join qualitative and quantitative data to reach high quality data and strong level of validity. Unfortunately, most of the models revealed the students' opinions, but, it is essential to consult adolescents about their development, and thus, it is inadequate perspective; there is a need for a comprehensive investigation which includes student, professional, parents, leadership scholars, psychologists and educational experts.

To conclude, the literature revealed 13 models for YLD between 1987 and 2011. The fundamental criticisms of the previous models is that there is a lack of comprehensiveness (in the work of Addison and Oliver, et al. 1987; Roberts and Ullom, 1989; Dies, 1991; Linden and Fertman, 1998; Komives and Lucas, et al. 1998; Zacharatos and Barling et al. 2000; Ricketts and Rudd, 2002Kouzes and Posner, 2006; Haber, 2011; Barrett and Barbuto et al. 2011). Additionally, most of the models have been developed for college students rather secondary students (Roberts and Ullom, 1989; Astin and Astin, et al. 1996; Kouzes and Posner, 2003; Komives and Casper, et al. 2003). I like the work of Murphy (2011) which created a

comprehensive model for youth leadership dealing with leadership complexity and long-term development.

2.4   CONCLUSION

This section presents the gaps in the literature of developing young people as future leaders. It comprises of three elements: (1) a lack of understanding leadership; (2) a lack of long-term development; (3) a lack of an integrative perspective approach for YLD.

2.4.1   Understanding leadership

Leadership is one of the most complex subjects in the management field; many scholars deal with leadership as a complex phenomenon (e.g. Stogdill, 1974; Bass, 1981; Day, 2000; Conger, 2004). Indeed, it is more difficult as it deals with organisational development or training courses. My research deals with leadership as a complex process with multiple dimensions; it consists of attitude, knowledge, skills, and behaviours. Youth leadership cannot be attained by completing training courses. This is insufficient to transform youths into leaders (Conger, 1993; Harung et al. 1995). Bennis (2003: 42) claimed that: *"Leadership courses can only teach skills. They cannot teach character or vision, and indeed they do not even try."*

Increasingly, there is a significant gap between scholars and practitioners, particularly in youth leadership programmes. Scholars always focus on understanding the phenomena and concentrating on the 'What'. On the other hand, the practitioners are interested in the practices and activities, concentrating on the 'How' (Lynham, 2000; Endrissat and Mueller, 2005). Bennis and Nanus (1985, 4) argued that: *"Literally thousands of empirical investigations of leaders have been conducted in the last seventy-five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non-leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders."*.

2.4.2   Time

Most studies in the field of leadership development for youth as future leaders have only focussed on short-term approaches. Whereas a young age is more effective for developing leadership (Gragoudas, 2006), most organisations start leadership development for adults; because of the complexity of leadership phenomenon and the long period of time which is required, the need to enhance leadership at an early age becomes necessary; it will supply great and effective leaders in the future (Macneil, 2006).

Most recently Shamir (2011, 307) in his considerable study: *Leadership takes time: Some implications of (not) taking time seriously in leadership research* concluded that there is a need for: "*calls for more attention to time-related considerations in theory development and empirical studies of leadership*". Although this study conducted in 2011, still there a gap in time consideration in the leadership studies, and that support my study which investigate developing adolescents as future leader via long-term approach.

2.4.3 Particular vs. integrative

Past research papers/studies in youth leadership focus on developing partial situational solutions or explanations leading to the development of partial theories. In light of this view, Yulk (1989, 254) claimed: "*Most researchers deal only with a narrow aspect of leadership and ignore the other aspect.*" Additionally Stogdill (1974, vii) concluded that: "*four decades of research on leadership have produced a bewildering mass of findings ... the endless accumulation of empirical data has not produced an integrated understanding of leadership.*" Indeed, there have been several attempts to create an integrative theory for leadership, but still there are limitations in leadership literature. Furthermore, there has been a lack of research in youth leadership programmes from an integrative perspective. Most of the studies in youth leadership have been influenced by an educational background (Macneil, 2006), which leads to a lesser focus on actually understanding leadership.

Past studies in leadership illustrate various views from different perspectives, *influenced by one's theoretical stance* (Yulk, 1989; Bolden, 2004), such as, management, psychology, and learning: leadership is an integrative process. There

are various attempts to create an integrative perspective for leadership development; for example, Conger (1992) argues that leadership development is based on four essential approaches: (a) personal growth, (b) conceptual understanding, (c) feedback, and (d) skill building.   Additionally, Jones and Kilburn (2005) identify four areas which concern the psychological aspect: the leader and followers' psychological traits, and the leader's relations with situations and followers. I plan to explore leadership from an integrative (management, psychology and learning) perspective, seeking to understand more about the development of future leaders. Linking leadership research with a psychological stance leads to deep understanding for the leaders' personality characteristics (Jung, 1926; Stogdill, 1974; Shartle, 1979), and its influence on developing future leaders. It is inadequate to deal with leadership development for youth as future leaders, based on one leadership theory. Consequently, there is an apparent need to create an integrative framework of leadership development for gifted youth as future leaders.

To conclude, reviewing the literature on leadership development for young people revealed fundamental gaps related to leadership development for young people, a lack of understanding of leadership, a lack of long-term development, and a lack of an integrative perspective approach. If the plethora of studies on adult leadership development still cannot deliver a comprehensive framework for emerging leaders, then, a fortiori, neither can the youth literature. According to Kudo (2005) the majority of adolescents' leadership studies put the spotlight on schooling and psycho-social growth.

Chapter Three

REASEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents six sections: (1) research questions; (2) research methodology with focus on the research philosophy and approach, inductive approach, strategy of enquiry, and levels of analysis; (3) research design with focus on the stages of research design, population and sample details, data collection, and data analysis; (4) research limitation and quality of the findings, with a focus on the issues of theoretical validity, credibility, transferability, dependability, and conformability; (5) ethical issues concerning data collection; and (6) conclusion.

This exploratory research used an inductive approach to explore and understand leadership development for young people (YLD); the major methodology was qualitative inquiry via two main methods: in-depth interviews and focus groups.

3.2 RESEARCH QUESTIONS

This exploratory and explanation study focuses fundamentally on investigating leadership development for secondary school students. There are three essential aims for this study: (1) to explore and investigate what contributes to forming young people as future leaders; (2) to clarify and understand how young people become future leaders; and (3) to design a comprehensive framework for developing secondary students as future leaders. These three aims are drawn into several research questions that are drawn from the existing leadership literature.

The following table (3.1) demonstrates my research objectives and questions:

Objectives	Research questions
to explore and investigate what contributes to forming young	What makes young people into future leaders?
	To what extent is leadership learnable for young people?
	For young people: To what extent is the motivation to become a leader important in becoming one?

people as future leaders	What are the characteristics of adolescents which make them more receptive to enhancing leadership development?
	What are the differences and similarities between the UK and KSA in terms of YLD?
to clarify and understand how young people become future leaders	What responsibilities in the family/school/community help young people to become leaders?
	What obstacles in the family/school/community affect leadership development for young people?
	For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why?
	For the development of young people as the leaders of tomorrow, do we need: a short or long-term approach, and why?
to design a comprehensive framework for developing secondary students as future leaders	What is your initial response to this framework?
	What changes would you make to improve this framework?
	What happens if we eliminate leadership characteristics, human intelligences, situatedness, or cultural context?

Table (3.1): Research questions and objectives

The main strength in my research question is the attempt to explore in-depth handling for the leadership development of young people, and to provide foundation strategies for making young leaders; furthermore, the research questions lead to practical results which can benefit the policy makers and the designers of youth leadership programmes in the practice field. These research questions are answered based on two qualitative methods, in-depth interviews with leaders and academics, and focus groups with secondary school students.

3.3 RESEARCH METHODOLOGY

This section justifies the rationale behind the epistemological philosophy and research methodology. Research methodology mentions the process of discovery; it is the procedure of generating theory from data. According to Swartz, Money, et al. (1998, 285) research design is defined as: "*The procedural framework within which the research is conducted*", and conferring with Leedy and Ormrod (2001, 121) it is;

"An operational framework within which the facts are placed so that their meaning may be seen more clearly".

3.3.1 Research Philosophy and Approach

There was a dramatic advanced in the philosophy of research methodology during the seventeen and eighteen centuries, it was created by several philosophers, such as René Descartes (Descartes and Miller, 1984) particularly in his book Discourse on Method (Descartes, 2005); Francis Bacon and his book *The New Organon* (Bacon, 2000); John Locke and his book *Of Civil Government* (Locke, 2008); and then, Emmanuel Kant and his book *The Metaphysics of Morals* (Kant, 1996). Although the positivisms philosophy has valuable contributions to research methodology, there has been criticism to this philosophy, for instance, the German philosopher Husserl argued that the crisis of European sciences arises from positivisms philosophy; it ignored the connection between the science and the daily life context, and focuses more on research techniques (Husserl, 1970).

3.3.1.1 Epistemological Stance

3.3.1.1.1 My research Stance

The epistemology for my research is fundamentally built on the ontological perspective which emerges from reality and existence. The start point of investigating YLD is the human being's perceptions and practice within the context of reality, as a result, that had shaped and formed this research methodology and method. As this exploratory and explanation study aims to understand the issue of developing young people as future leaders, thus, the epistemological approach to that is to interpret deep meaning of the phenomenon of making young leaders, which can be gained principally through the human beings themselves, which generated from the participants (established senior leaders, university professors and secondary school students), gained from their mind perceptions/thoughts, reality, and interpretations. This approach can be achieved throughout qualitative inquiry via semi-structured interviews and focus groups.

Aiming to investigate and understand what makes adolescents as future leaders, my research questions are: (1) What makes young people into future leaders?; (2) To what extent is leadership learnable for young people?; (3) For young people: To what extent is the motivation to become a leader important in becoming one? (4) What are the characteristics of adolescents which make them more receptive to enhancing leadership development?; (5) What are the differences and similarities between the UK and KSA in terms of YLD?; (6) What responsibilities in the family/school/community help young people to become leaders?; (7) What obstacles in the family/school/community affect leadership development for young people?; (8) For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why?; (9) For the development of young people as the leaders of tomorrow, do we need: a short or long-term approach, and why?.

It is inadequate to answer these theory-based questions and filling the mentioned YLD gaps using a positivist epistemology paradigm via objectivism quantitative inquiry; but, there is a need of an interpretivist epistemology paradigm via subjectivism qualitative inquiry. These RQs have been answered quantitatively in the leadership literature and that is reviewed in the literature chapter, (for instance, Cintron, 2005, Kim, 2009). Moreover, the quantitative responses to these RQs lead to specific knowledge, but it is shortage and not valuable in term of the applying this to the contexts of YLD programmes. Additionally, responding quantitatively to these RQs can lead to partial issues in YLD. Whereas, responding to that qualitatively via epistemological ontological approach can lead to: deep understanding for YLD, clarify YLD phenomenon of developing young leaders, generate a comprehensive picture for YLD, and then building YLD theory. And at that juncture the phenomenon of developing adolescents as future leaders can be fruitfully explored. Therefore, this research agrees with Mouton and Marais (1988, 7) who identified the research in social science as a: "*collaborative human activity in which social reality is studied objectively with the aim of gaining valid understanding of it*". This highlighted three significant elements, reality, objectivism, and valid understanding.

Another justification behind my diagram choice is my practical experience on YLD which shape my personal epistemology. As the research was leading a long-term actionable leadership programme for students between 2001 and 2005, forty students were participating in this programme. The programme was among four-hour throughout five days weekly and continued for four years, and the author was nurturing them with leadership abilities and skills. This long practical experience is empowering the author with deep perceptions on YLD. Thus, based on this experience, the research philosophy is a combination of both interpretivism and pragmatism paradigms. YLD is investigated using an ontological paradigm, as it discourses the philosophical inquiry, ontologically, the scholar and reality are closely connected, and that justifies using interpretivism, whereas the ambiguity of the reality justifies using pragmatism.

To close, reviewing the literature revealed three key gaps linked to YLD (see section 2.4): (1) simplifying leadership phenomenon when dealing with YLD; (2) lack of long-term development; and (3) lack of an integrative perspective approach for YLD. However, this study believes that there are three main stances for YLD; (1) this study adopts leadership as a complex phenomenon; (2) this study believes that developing young leaders as future leaders necessitates long-term approach; (3) this study believes that YLD requires comprehensive framework.

Thus, my theory of investigating the phenomenon of developing adolescents as future leaders is that there is a substantial need to examine YLD from a comprehensive approach, and achieve that this study begins with a YLD literature which consult both adults' leadership theories (see section 2.2.1) and adolescence' developmental theories in psychology (see section 2.2.2). Then and there this study stands on interpretivist epistemology paradigm, and conducting an empirical study using maximal variation sampling (Patton, 2001), as this study aims to investigate YLD from multi-levels (leaders, academics, and secondary school students) and multi-domains (business, education, social, voluntary, YLD directors, and psychology). Finally, the data is been qualitatively analysed and interpreted.

3.3.1.1.2 Epistemology and Ontology of Research in Leadership Studies

The ontological and epistemological stance of any research is fundamental base which significantly shape the research methodological strategies. The ontological philosophy refers to the reality, whereas epistemological philosophy refers to the way of generating knowledge.

The key paradigms underlining qualitative research are (Klenke, 2008, 15): (1) Ontology "*What is the nature of reality*" it is "*the theory of what there is*" (Trigg 2001); (2) epistemology "*how do we know what we know*"; (3) axiology addresses the values; and (4) methodology "*how should we study the world*". According to Porter (1996) there are four dimensions of value in our efforts to profoundly realise qualitative research; ontology (reality), epistemology (knowledge approach), methodology (understanding approach) and methods (collecting authentic data). Ontology is identified as: "*what types of entities are taken to have existence*"; epistemology is identified as: "*the forms of knowledge and knowledge creation the method uses*"; and axiology is identified as: "*what is valued or considered good*" (Mingers, 2003, 561).

Leadership literature has shown that studying leadership throughout multi-level analysis reveals substantial findings (Dansereau, Yammarino, et al. 1995, Gottfried and Gottfried et al. 2011). Longitudinally, Schneider et al. (1999, 2002) examined YLD, and they found that: "*a multi-determined construct like leadership required a multifaceted set of predictors for understanding and prediction*".

Unfortunately, the majority of leadership studies are based on the positivist epistemology paradigm and that continued till 1980s ((Alvesson, 1996; Bryman et al, 1996; Bryman, 2004). The literature is dominated by quantitative studies stand on positivism paradigm (for instance, Gambone, et al. 2004; Kim, 2009) and although that may be useful in investigating details, these studies mystify the design of the overall picture for YLD. This caused confusions in the literature related to YLD,

leading to misunderstandings phenomenon. I agree with Yukl (1989, p. 253) who concluded that: "*most of the theories are beset with conceptual weaknesses and lack strong empirical support. Several thousand empirical studies have been conducted on leadership effectiveness, but most of the results are contradictory and inconclusive*".

For example, of this confusion, the literature quantitatively revealed various different models for leadership development, and that multiplicity can epistemologically affect the effort to generate a comprehensive model (Bryman, 2004). Thus, it is inadequate to choose merely either qualitative or quantitative, but the most significant is the choice of grounding the research on valid and suitable ontological and epistemological stance (Alvesson, 1996). I agree with Chamberlain (1999, 295) who indicated that: "*deciding on the epistemology (e.g., constructionist) prior to selecting the theoretical perspective (e.g., critical theory or feminism) prior to choosing the methodology (e.g., grounded theory) and then the specific methods (e.g., focus groups) puts methodology and methods firmly in their place*".

Bryman (2004) disagrees with the studies which conduct and analyse qualitative inquiries on the stance of quantitative approach, and they merely eliminate numbers. As numbers do not make sense of qualitative research, thus, epistemologically those studies are quantitative. In my opinion, the key reasons behind that is either the shortage of understanding qualitative sense or due to the complexity of qualitative analysis and reflexivity.

The qualitative studies on leadership, fundamentally, activated in the 1985 (Bryman, 2004). The past three decades were valuable for leadership studies because of the qualitative results. I agree with Biggart and Hamilton (1987, p. 439) who emphasised that: "*Leadership is a relationship among persons embedded in a social setting at a given historical moment. Strategies of leadership must consider the normative basis of the relationship and the setting, and the distinctive performance abilities of the actors involved. Theorists, no less than would-be leaders, must take these factors into account*". Thus, there a considerable need for more genuine qualitative inquiries in

the field of leadership. Qualitative studies have great inflatial benefits on leadership, for example flexibility, sensitivity, meaning (Alvesson, 1996; Conger, 1998; Bryman et al, 1988; Goethals et al. 2004), and that enriches the sense of my ontological and epistemological stance

According to Bryman and his colleagues (1996) there are four types of qualitative inquiry in the leadership studies: (1) in-depth single case study with a leader (for instance, Appelbaum et al. 2004); (2) in-depth multiple cases to study a small amount of leaders (for instance, Pettigrew & Whipp, 1991); (3) in-depth multiple cases to study a huge amount of leaders (for instance, Shin, 1999); (4) cases investigating issues related to leadership (for instance, Kirby et al., 1992). These categories can be conducted via interviews, document analysis, and observations. These types of leadership research can discover deep understanding, whereas thousands of quantitative studies in leadership revealed more confusion, and this study is come to an agreement with Murphy (2011) who concludes that there are two justifications behind the scholars and professionals' inattention to youth leadership development: the absence of an inclusive academic framework, and the powerful techniques which more applicable to YLD, are still mysterious.

Interestingly, Johnson et al. (1984) recognized four approaches can be generated from the combination of ontology and epistemology philosophy: (1) combining realist ontology with subjectivist epistemology is identified as *empiricism;* (2) combining realist ontology with objectivist epistemology is known as *substantialism*; (3) combining nominalist ontology with subjectivist epistemology is identified as *subjectivism*; (3) combining nominalist ontology with objectivist epistemology is known as *rationalism*. The following figure demonstrates the combination of ontology and epistemology philosophy.

	Subjectivist Epistemology	Objectivist Epistemology
Realist Ontology	Empiricism	Substantialism
Nominalist Ontology	Subjectivism	Rationalism

Leadership studies in the second millennium were dominated by substantialism and sationalism. By 1980s subjectivism began their navigation, unfortunately, inadequate research are been conducted based on empiricism assumption. I hope the third millennium will be full of subjectivism and empiricism assumptions leading two combine these result with the results been found in the second millennium. Thus, that leads to a complete picture of leadership studies.

3.1.1.1.3 Interpretivism

This study based on interpretivist epistemology paradigm. According to Klenke (2008) and in his recent book on Qualitative Research in the Study of Leadership, he mentioned four major research paradigms in qualitative research: (1) constructivism, which is ontologically based on the realist social and experience, and epistemologically consists of mental constructions, and conducted via case studies and interviews (for instance, Grint, 2005); (2) interpretivism, which is ontologically joins the researcher with reality, and epistemologically based on abstract explanations of meaning and the leaders' existed experience, and conducted via case studies, interviews, phenomenology, ethnography and ethnomethodology (for instance, Chen and Meindl, 1991, Selsky and Smith, 1994; Maitlis and Lawrence, 2007); (3) symbolic interactionism, which is ontologically intertwines the researcher with reality, and epistemologically based on social interactions and their meanings, and conducted via grounded theory (for instance, Komires et al. 2006; Douglas, 2006; Sartore and Cunningham, 2007); (4) pragmatism, which is ontologically grounds the reality in term of language, history, and culture, and epistemologically based on experiences of the researcher, and conducted via case studies, interviews, and surveys (for instance, Maxcy, 1991; Ligon et al. 2008).

This study used interpretivism paradigm, it is appropriate for my research as it is a reflective assumption for understanding the phenomenon of developing young leaders. It ontologically joins the researcher with reality, and epistemologically based on abstract explanations of meaning and the leaders' existed experience. This study

conducted in-depth interviews with establish leaders to investigate their early life which effected their leadership potential. This assumption has a great reflective on leadership studies; it generates further knowledge (Denzin and Lincoln, 2005) and theory-building (Hine and Carson, 2007).

Klenke (2008, 23) stated that: "inerpretivism holds the following views: (1) Human beings are not mechanistic and embrace multiple realities which need to be understood in context; (2) The social world cannot be described without investigating how people use language, symbols, and meaning to construct social practice; and (3) No social explanation is complete unless it adequately describes the role of meaning in human actions. These three significant points are taken into consideration in analysing and interpreting the data of this study.

3.3.1.2 Research Approach

There are three core research approaches; quantitative research, qualitative research and mixed method. There are various differences between qualitative and quantitative. For example, Frankel and Devers (2000) identified three central differences; inductive qualitative vs. conductive quantitative, flexibility in qualitative inquiry, and quantitative design is linear. Becker (1996, 66) believes that qualitative scholars "*Focus on the question to be answered rather than on procedures to be followed*". Scholars claim that the confusion in leadership studies can be referred to the overwhelming dominance of quantitative methodology (Yukl, 1989; Deetz and Alvesson, 2000). Leadership research has remained focused on quantitative methods for a long time, and that has resulted in several gaps in the 'making leaders' literature; one of which is the focus on partial aspects of leadership and there is a gap in integrated approaches which I consider that they can be helpful to great extent to close the gap of the matter of developing leaders. And that is what this study aiming to achieve, particularly, in term of YLD.

Over the past decades there has been a dramatic increase in qualitative research (Denzin and Lincoln, 2005), containing leadership studies (Bryman, 2004). Bogdan

and Bilken (1998) underlined five characteristics for qualitative research: naturalistic, descriptive data, concern with process, inductive and meaning. In their book `*Learning in the Field*` Rallis and Rossman (2011), revealed that qualitative inquiry has eight features: naturalistic, takes into account the humanity of the respondents, dynamic, interpretative, illustrates social context and reality, encourages researchers' insightfulness, is a precise/authentic reflection of their lives and relies on a sophisticated rational. Interviewing established leaders to investigate how their youthful experiences affected their leadership development and which characteristics emerge from this, has the capacity to deepen this study, especially when dealing with reality and gaining reflections and interpretations that suggest ironic descriptive analysis.

Qualitative research began to develop in the 1920s, in sociology studies in the Chicago School (Denzin and Lincoln, 2005). Kvale (1996, 67) revealed that: "*Quality refers to what kind, the essential character of something. Quantity refers to how much, how large, the amount of something*". According to Creswell (1998, 15): "*Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social human problems. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting*". And According to Denzin (1994, 16) "*Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means qualitative researchers study things in their natural settings, attempting to make sense of, or interpret these things in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspection, life story, interview, observational, historical, interactional, and visual texts - that describe routine and problematic moments and meanings in individual's lives*". Qualitative inquiry can employ multiple approaches; according to Nelson, et al. (1992, 4) it is: "*many things at the same time. It is multi-paradigmatic in focus*".

Gall, et al. (1996) mentioned three key methodologies of qualitative inquiry; phenomenological experience-centred for the participants' lifespan, ethnographical cultural approach, and communicational focused investigation. As leadership development for young people as future leaders relies on human nature, phenomenologically, there is a need to scrutinise the leaders' life experiences to illustrate the critical successful factors that influence their future leadership.

Despite its profound and efficacy, employing qualitative methodology suffers from several major drawbacks: (1) the bias of qualitative research is threatened; as a result research has to pay much attention to controlling that bias (Antonakis et al, 2004); (2) qualitative research seems to be more subjective (Bryman and Bell, 2003); (3) in some situations, the qualitative approach turns out to be similar to the quantitative approach. In the same view, Bryman (2004: 762) argued that: "*There has been a tendency for some qualitative research on leadership to look like quantitative research on leadership but without numbers*". Lamnek (1995) mentioned that the quantitative researchers highlight four criticisms of the qualitative method; using small a quantity of respondents; failure in; employing random samples; quantitative variables is not used; and the absence of statistical analysis. Then he defended their criticisms; the characteristics mentioned are not valid in all studies as there are qualitative studies using 50 to 100 respondents, and a few samples that are time-consuming and high cost. Also, the use of statistical analysis and quantitative variables plays lesser role in qualitative research and it is not the essence of qualitative inquiry that focuses essentially on interpreting and action.

The subjectivism can be a weakness in both qualitative and quantitative methodologies; it depends on ethical issues and credibility. I believe that it is difficult to have complete validity in most research, whether qualitative or quantitative. It is impossible to get rid of subjectivism that is "*the idols of the cave*" (Bacon, 2000, 41), as John Donne's poetry states: "*No man is an island, entire of itself; every man is a piece of the continent, a part of the main*" (Pollack, Levant, et

al. 1995, 33).   The individual can be an *active agent* and influenced by various external and internal factors; the person reflects her/his society, culture, and their interpretations are affected by all these factors, as Benson (1977, 5-6) stated: "*People under some circumstances can become active agents reconstructing their own social relations and ultimately themselves on the basis of rational analysis*".

Both qualitative and quantitative researches have their respective weaknesses and criticisms; without critical reflection, there will be a shortage of progress in the future research. It is better to deal with both qualitative and quantitative research as valuable resources, each of which has a role in advanced our findings. In my research I used a purposed/purposive sample of 46 adults and 27 secondary school students. In addition to that I employed both in-depth interviews and focus groups. Additionally, I used simple quantitative statistical analysis.

Regarding the use of qualitative research in leadership studies, in his book *Qualitative Research in the Study of Leadership*, Klenke (2008) mentioned four insightful strengths for qualitative inquiries on leadership researches: offering abundant explanation, the interaction between the investigator and participants, lived experience, providing emergent new themes. However, applying qualitative inquiry can defy various challenges; for instance, Marshall and Rossman (1999, 9) highlighted three core difficulties; "*developing a conceptual framework for the study that is thorough, concise, and elegant, planning a design that is systematic and manageable, yet flexible, and integrating these into a coherent that convinces the proposal readers ... that the study should be done, can be done and will be done*".

The justification for using qualitative methodology in this research relates to the positive feedback associated with it: (1) qualitative methodology provides 'words' rather than 'numbers' (McLeod, 2003; Antonakis et al., 2004); it is greatly valuable in leadership research to increase our understanding of leadership phenomenon (Conger, 1988). In his view, Perry et al. (1998:5) emphasises that: "Meaning has more value than measurement."; (2) leadership is a complex phenomenon (Stogdill,

1974; Bass, 1981; Day, 2000; Conger, 2004), and qualitative research is a superior approach for understanding complex phenomena (Denzin,1994; Brown, et al. 2002); (3) qualitative research contributes significantly to exploring leadership in contrast to quantitative research (Conger, 1988); (4) qualitative research methods add substantial explanation (Geertz, 1973), which can provide superior contributions to leadership development for young people; (5) exploring new aspects of leadership development (Klenke, 2008), and Ohman (2005, 274) indicates that qualitative research offers "*understanding and exploration of human's social lives*" ; (6) and, context sensitivity (Ospina, 2004).

This study accepts qualitative methodology aiming to understand what makes young leaders and how they become future leaders, furthermore, it aims to create and develop a comprehensive framework for developing young people as future leaders. The appropriate approach to this study is the inductive approach.

3.3.1.2.1 Leadership Methodology Papers

Reviewing the literature of leadership studies revealed various studies which focus on research methodology in leadership, in this sub section a table of these studies is presented, and then specific high-quality leadership methodology papers are recommended.

	Title	Author(s)	Year	Type
1.	Qualitative Method in Leadership Research: Introduction of a New Section. Leadership Quarterly, 5(1) 1-2	Podsakoff, P.	1994	Paper
2.	Leadership Studies: From Procedure and abstraction to reflexivity and situation. Leadership Quarterly, 7(4), 455-485	Alvesson, M.	1996	Paper
3.	Leadership and Post-modernism: on voice and the qualitative method. Leadership Quarterly, 7(3): 371-383	Tierney, W.	1996	Paper
4.	The importance of context: Qualitative research and the study of leadership - The Leadership Quarterly,	A Bryman, M Stephens	1996	Paper
5.	The Social Scientific Study of Leadership: Quo Vadis? Journal of Management 23(3), 409-473	House, R. and Aditya R.	1997	Paper
6.	Leadership studies: From procedure and abstraction to reflexivity and situation - The Leadership Quarterly	M Alvesson	1997	Paper

7.	Qualitative research and the study of leadership - Human Relations	A Bryman, et al.	1998	Paper
8.	Qualitative Research as the cornerstone methodology for understanding leadership. Leadership Quarterly, 9 (1): 107-121	Conger, J.	1998	Paper
9.	Grounded theory and social process: A new direction for leadership research- The Leadership Quarterly,	KW Parry	1998	Paper
10.	Grounded Theory and Social Process: A New Direction for Leadership, Research. Leadership Quarterly, 9(1), 85-105	Parry, K.	1998	Paper
11.	The Deep Blue Sea: Rethinking the Sources of Leadership. San Francisco: CA: Jossey-Bass Inc	Drath, W.	2001	Book
12.	Ten years of The leadership quarterly: Contributions and challenges for the future, The Leadership Quarterly, 11(4):459-514	Lowe, K. and Gardner, W.	2001	Paper
13.	Longitudinal data analysis: Applications of random coefficient modeling to leadership research, The leadership quarterly	RE Ployhart, et al.	2002	Paper
14.	Appreciative narratives as leadership research: Matching method to lens, Advances in appreciative	E Schall, et al.	2004	Paper
15.	Qualitative research on leadership: A critical but appreciative review - The Leadership Quarterly,	A Bryman	2004	Paper
16.	The future of leadership research: Challenges and opportunities/ German Journal of Research in Human Resource	A Gordon, G Yukl	2004	Paper
17.	A new agenda for research in educational leadership	WA Firestone, C Riehl	2005	Book
18.	Rethinking the" L" Word in Higher Education: The Revolution of Research on Leadership: ASHE Higher Education Report	AJ Kezar, R Carducci	2006	Book
19.	Qualitative Research in the Study of Leadership	Karin Klenke	2008	Book
20.	Grounded theory and leadership research: A critical realist perspective, The Leadership Quarterly	S Kempster, KW Parry	2011	Paper
21.	Research methods in the study of leadership - The SAGE handbook of leadership,	A Bryman	2011	Book

The high-quality recommended papers are: (a) Qualitative research and the study of leadership, A Bryman, M Bresnen, A Beardsworth, T Keil - Human Relations, 1988 - hum.sagepub.com; (b) Conger, J. (1998), Qualitative Research as the cornerstone methodology for understanding leadership. Leadership Quarterly, 9 (1): 107-121; (c) Lowe, K. and Gardner, W. (2001). Ten years of The leadership quarterly: Contributions and challenges for the future, The Leadership Quarterly, 11(4):459-514; (d) Qualitative research on leadership: A critical but appreciative review, A Bryman - The Leadership Quarterly, 2004 – Elsevier; (e) The future of leadership research: Challenges and opportunities, A Gordon, G Yukl - … /German Journal of Research in Human Resource …, 2004 – JSTOR. Wheras, the high-quality

recommended book is: Klenke, K. (2008), Qualitative research in the study of leadership. United Kingdom: Emerald.

3.3.2 Inductive Approach

Inductive strategy is understood as a substantial approach for building theories (Eisenhardt, 1989; Cova, Mazet and Salle, 1994; Carlile and Christensen, 2004). Inductive means `moving from the data to theory` (Carroll and Swatman, 2000, 239). Inductive reasoning is applicable for complex situations and ambiguous phenomenon (Arthur, 1994). It is been used widely in management research (for instance, Swartz and Boaden, 1997; Connell, Lowe, 1997; Tsui, 2004) and recently employed in leadership research (for instance, Jackson, 2000; Treviño, Brown and Hartman, 2003; Taylor, Taylor and Stoller, 2008; Kaae, Søndergaard, Haugbølle, 2011).

Theoretically, various scholars pay emphasis to inductive strategy as crucial approach for leadership studies (for instance, Dimmock, 2000; Bryman, 2004; Klenke, 2008). For example, Waldman et al. (1998) after applying an inductive strategy for investigating the linkage between leadership and quality improvement, concluded that: `this study demonstrates the potential value of pursuing an inductive approach in leadership research`.

The *inductive* research strategy will be used and the study will collect data related to leadership development for youth as future leaders. The study plan is to use an inductive strategy as it provides a deep understanding of leadership phenomenon; as the study is not aiming to test a theory, the deductive strategy will not be used. The inductive strategy will be used in this research for a variety of reasons: (1) pragmatic findings could be presented by inductive research (Halinen, 1997); (2) as this research starts from the most important independent variable, which is the leadership competencies, the inductive is the appropriate strategy. Anckar (2008: 4) signifies that: "*When we 'depart from the dependent variable' it is natural to apply an inductive research strategy*"; (3) this research aims to be a phase of generating theory for devloping youth leadership and consequently, inductive strategy is the appropriated approach (Bryman and Bell, 2003); (4) on support for making youth

leaders, the need to understand becomes necessary, and an inductive approach provides a deep understanding for the leadership phenomenon (Conger, 1998). However, an inductive methodology, particularly for studying YLD, seems to be a more accurate approach to broadening our understanding of YLD, rather than a deductive one (Schneider et al., 1999). In their longitudinal study for understanding high school leadership, Schneider et al.(1999) indicate that *"we cast a broad net, not an exhaustive net."* (p. 611). Conner and Strobel (2007) recommend a broader and flexible conceptualization for leadership.

On the other hand, there are several weaknesses with this strategy; Wong (2006: 75) noted that: "*The disadvantage of using one inductive stage is that it may run the risk of drifting away and may even 'rediscover' existing theory and thus not contributing to the research*". To avoid that, this study is uses a thematic analysis approach and the analysis is embedded with the data; that leads to emerging new core themes and potential patterns. Using qualitative methods can offer deep understanding and provide significant data interpretation.

3.3.3 Strategy of Enquiry

The study will employ a case study approach, which defined by Eisenhardt (1989: 8): "Research strategy that focuses on understanding the dynamics present within single settings". Yin (2003:13) identifies case study as: "*An empirical inquiry that investigates a contemporary phenomenon within its real-life context; especially when the boundaries between phenomenon and context are not clearly evident*". For various reasons, case study is the appropriate approach and suitable choice for my study: (1) as leadership is a complex phenomenon, the case strategy is a significant approach for understanding the complexity of phenomena (Yin, 2003); (2) as my research anticipates gaining in-depth information, here also the case study is the appropriate approach (Eisenhardt, 1989); (3) one of the main aims of this study is `How` and that type of question requires case study (Yin, 2003); (4) my research aims to investigate a particular case (Velde, et al, 2004); (5) the triangulation of various data can be accepted in the case study method, and my study needs mixed

methods- of which there are two- in-depth interviews with adults and focus groups with secondary school students, (Halinen, 1997). Alternatively, in the case study approach it is difficult to confirm the data, as Eisner, (2000: 14) argues: *"A major problem with the case study is that information is not, in many instances, verifiable"*.

There has been wide use of case studies in leadership studies, either single case study (for instance, Appelbaum, Bartolomucci, et al. 2004), or multiple cases (for instance, Mumford and Van Doorn, 2001). It is helpful in emerging theory for leadership issues; furthermore, it is close to the context, which leads to embedding leadership studies with the context.

3.3.4 Levels of Analysis

This study aims to investigate YLD from multi-levels (leaders, academics, and secondary school students) and multi-domains (business, education, social, voluntary, YLD directors, and psychology). Leadership literature has shown that studying leadership throughout multi-level analysis reveals substantial findings. For example, the Leader-Member Exchange (LMX) theory has been tested through multi-levels (individual, dyad, and group) and multi domains of leadership (leader-based, follower-based, and relationship-based) (Graen and M. Uhl-Bien, 1995) and a deep understanding for leadership and a model of *Life Cycle of Leadership Making* was revealed. Likewise, Avolio and Bass (1995a) examined the *Individualised consideration* as a key factor of transformational leadership theory over *levels-of-analysis* (the individual, team, and organization culture), and that resulted in expanding our understanding of individual consideration. Interestingly, individualised leadership theory was created by using multi-level analysis (the situation, the other person, or independent subordinates). Individualised leadership *"focus(es) on differences between individuals other than focal person or superior"* (Dansereau, Yammarino, et al. (1995, 414).

With reference to youth, Connaughton and Lawrence, et al. (2003, 47) found that leadership is a multifaceted phenomenon. In their outstanding longitudinal study, Schneider et al. (1999, 2002) examined our understanding of leadership development in adolescence, and they found that: *"a multi-determined construct like leadership required a multifaceted set of predictors for understanding and prediction."* Similarly, several studies have drawn on multi-level analysis; for example, studies used multi-dimensional measures (Moran and Weiss, 2006; Gottfried and Gottfried et al. 2011)

This study examined YLD using maximal variation sampling from a multi-level analysis (leaders, academics, and secondary school students); furthermore, a multi domain of leadership has been used in selecting this study sample (business, education, social, voluntary, YLD directors, and psychology). In route for developing human leaders, there is a need to start within the human him/herself. The human being is comprised of four facets; physical, mental, emotional, and spiritual (Covey, 2004). I deal with these four aspects as core categories for my sample selection.

The previous insights obtained 13 units of the sample; (1) managerial leadership professors; (2) educational leadership professors; (3) sociology professors; (4) voluntary sector professors; (5) developmental psychology professors; (6) business established leaders; (7) educational established leaders; (8) social established leaders; (9) voluntary sector established leaders; (10) Practitioners leading young people programmes; (11) governmental secondary school' students who were involved in one-year YLD; (12) private secondary school' students; (13) gifted students in secondary school. Not only does the study select these units but the first ten units were interviews throughout two countries; the Kingdom of Saudi Arabia (KSA) and the United Kingdom (UK).

The following table (3.2) illustrates the sample categories. Furthermore, this study investigates YLD in three circles; family, school and community.

Group	Units	KSA	UK	N	Method
Established Leaders	Business leader	2	2	4	Interview
	Educational leader	2	2	4	Interview
	Social leader	2	2	4	Interview
	Voluntary leader	1	2	3	Interview
	Practitioners leading YLD	2	2	4	Interview
Academic Professors (Experts)	Managerial leadership	2	7	11	Interview
	Educational leadership	2	3	5	Interview
	Sociology expert	2	2	4	Interview
	Voluntary sector expert	1	1	2	Interview
	Developmental psychologists	3	2	5	Interview
Secondary School Students	Students involved in YLD	8	X	8	Focus group
	Private school	7	X	7	Focus group
	Gifted students	9	X	9	Focus group

Table (3.2): The Sample categorisation

To close, examining YLD with this comprehensive/wide-ranging sample and multi-level settings can reveal a profound understanding of YLD and can explore this issue from multidimensional perspectives.

3.4   RESEARCH DESIGN

According to Blaikie (2009, 13) research design is defined as a: "technical document that is developed by one or more researchers and is used by them to guide or plan for carrying out a research project". The primary data sources of this field study will be collected from four key sources. The first one is from previous studies of adult leadership and YLD literature. The second is gained from a sample of leadership professors from both the UK and KSA via in-depth interviews. The third comes from a sample of established leaders from both the UK and KSA using in-depth interviews. Finally, secondary school students in the KSA using a focus group technique. This section comprises four components highlighting the stages of the research design, presenting the data sampling, data collection and data analysis.

3.4.1 Stages of Research Design

The aim of this exploratory/explanatory study is to understand what makes young people (12-18-year) into future leaders and how they become one; furthermore it aims essentially to create and develop a framework for YLD. To achieve these aims and the research questions, this study's research design covers eleven stages: (1) reviewing the literature on adults leadership; (2) reviewing the literature on YLD; (3) developing a framework for YLD; (4) a pilot study to develop the YLD framework; (5) building the interview schedules; (6) identifying maximal variation sampling; (7) conducting in-depth interviews; (8) conducting focus groups; (9) primary data transcribing and coding; (10) data analysis and interpretation; and (11) validation of YLD framework.

Marshall and Rossman (1999) suggested a universal structure for designing qualitative research: (1) the introduction which is comprised of the study overview, topic and purpose, potential significance, framework and general research questions, and limitations; (2) reviewing the linked literature which consists of theoretical traditions, essays by informed experts, and related research; (3) design and methodology which contains the overall approach and rationale, population selection, data collection, data analysis procedures, trustworthiness, personal biography, and ethical and political considerations. (4) appendices. Furthermore, they (1999, 29) explained one of the effective tools for achieving specific study, is the `conceptual funnel` which comprised of three steps: "*phenomenon of social activism*", "*individuals who are committed to empowerment and social change*" and "*what experiences shape the development of fully committed social activists?*".

The following figure (3.1) illustrates the stages of my research design:

Figure 3.1: Stages of my research design

Once these eleven stages have been employed, my study can accomplish its aims and research questions in a multi-level analysis. However, this research design enhances the issues of credibility and theoretical validity.

3.4.1.1   Stage 1: Reviewing the adult leadership literature

As there is a lack on YLD, and absence of theories on YLD, there is a prerequisite to stand/focus on theories, and the most closely related theories to YLD are both adult leadership theories and adolescence developmental theories in psychology; this study consults both of them in order to stand on strong foundations (see 2.1 and 2.2). Five key leadership theories were consulted; Traits Theory, Behavioural Theory, Power-influence Theory, Situational Theory, Integrative Theory. Each theory was reviewed into two key categories; an over view of the theory, and linking the theory to YLD.

3.4.1.2   Stage 2: Reviewing the YLD literature

As this study focuses on young people age 12-18-year, there is a need to review the Adolescence Developmental Theories in psychology and identify the significance of this age in leadership development, and to add to the study more depth of understanding about the nature of adolescents. Furthermore, it sets out to identify

adolescents' characteristics which make them more receptive to leadership development. Four theories been reviewed; Piaget's Theory of Cognitive Development, Erikson's Stages of Psychosocial Development, Vygotsky's Social Development Theory, and Kohlberg's Theory of Moral Development.

Subsequently, the literature on YLD was reviewed, highlighting the issues of leadership development, learnability, motivation to lead, what makes young leaders, and models for YLD. Finally the gaps emerged from YLD's literature were identified, and research questions based on the literature gaps were developed.

3.4.1.3 Stage 3: Developing a framework for YLD

Initially, the framework was developed based on the findings from the existing YLD literature review and on Bandura's theory (1977), and contingency theory (Fidler, 1967). Furthermore, this framework was based on a model created by Knud Illeris (2004, 2004a). My framework consists of four crucial dimensions: *leadership characteristics, human intelligences, situatedness*, *and cultural context.* Additionally, *action science* and sufficient *time* (long-term) are crucial conditions for YLD.

3.4.1.4 Stage 4: Pilot study to develop the YLD framework

Thereafter, the framework was further developed via discussions with my supervisor, the University of Edinburgh Business School's PhD panel, and several PhD colleagues and the framework has then been modified based on their feedback. Secondly, a focus group of four Saudi Arabian PhD candidates who were studying in the UK: two of them were studying construction management at Heriot-Watt University, and two PhD candidates were studying English language in the School of Education at Edinburgh University.

The interview lasted for two-hours' discussion on developing and modifying the framework; they highlighted agreement with the framework and its valid for developing young people as future leaders. Additionally, they revealed suggestions for the framework design, dimensions, and components.

3.4.1.5   Stage 5: Building the interviews schedule

Based on the literature reviewed on YLD, two interview protocols have been designed to be used in semi-structured interviews. The first interview protocol includes several questions which focus on investigating established leaders to explore the influence of their early years on their leadership development (see appendix X). The second interview protocol includes several questions examining the process of making young people into future leaders. Both interview protocols comprise questions aimed at developing and conceptually testing a comprehensive framework for developing young people as future leaders (see appendix X). Also, the interview's protocol has been modified throughout a pilot study using in-depth interviews with one academician and two established leaders. These interviews were helpful in amending the misunderstood questions, and testing the time taken to conduct the interview.

3.4.1.6   Stage 6: Identifying maximal variation sampling

Using maximal variation sampling, this study identified three main sampling categories; the established leaders, the universities professors, and secondary school students. With the purpose of expanding a substantial data set which could answer this study research questions, there is a requirement to select a variant and wide-ranging sample, and that can be achieved via using maximal variation sampling (Patton, 2001). This multi-level analysis has been described in section (3.3.4).

The sample purposely has been selected mostly via using theoretical purposive sampling (Eisenhardt, 1989; Coyne, 2008), and several cases were selected using snowball strategy (Kaplan, Korf, et al. 1987; Atkinson and Flint, 2001).

The sample can be categorised into three groups: (1) in-depth interviews with a sample of nineteen established leaders in the UK and KSA; (2) in-depth interviews with a sample of twenty-seven university professors in both the UK and KSA; and (3) three focus groups with secondary school students in the KSA. However, the criteria will be discussed in (4.4.2.2); in addition to that, the sample will be presented in detail in (4.4.2.3). I sent emails to both leaders and academics to request their

participation, highlighting the study aims, the interview's duration, and considering the issue of confidentiality.

3.4.1.7   Stage 7: Conducting in-depth interviews

This study targets open-ended and close-ended questions; thus using semi-structured interviews is my choice. Most qualitative research uses semi-structured interviews (Parker, 2004); it maximises the sense of qualitative inquiry. According to Bryman and Bell (2007, 213) the semi-structured interview can be identified as it: "*refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions*" .

Semi-structured interviews conducted with established leaders and university professors. The researcher used English language with the UK leaders and academics, whereas, the Arabic language was used with the KSA leaders and academic; as using the mother-tongue language enables the person to present her/his opinion in a natural way; moreover, it facilitates them to be more reflective and critical.

In-depth interviews were conducted with two main categories; established leaders and university professors.

3.4.1.7.1 Established leaders

There were five types of leaders; business leaders (entrepreneurs who are the founders of their companies), educational leaders (leaders who are in leading educational positions related to students), social leaders (leaders who influenced and contributed to their societies), voluntary leaders (leaders who are directing voluntary sectors), and Practitioners leading young people's programmes (leaders or CEOs who are directing leadership development programmes for students). I have interviewed the KSA leaders then the UK ones, and the interviews lasted between 35 minutes to 110 minutes. Only two interviews were 21, 24 minutes.

3.4.1.7.2 University professors

The academics are universities professors who are specialised in one of five subjects: managerial leaders, educational leadership, sociology, voluntary studies, and developmental psychology. I have interviewed the KSA academics then the UK ones, and the interviews durations were between 55 minutes to 120 minutes. Only one interview was 31 minutes.

3.4.1.8 Stage 8: Conducting focus groups

Focus groups are a widely used in qualitative research (see section 4.4.3.2). As this study related to young people, it is necessary to consult young people's opinions on YLD; hence, four focus groups were conducted with secondary school students in the KSA. As these focus groups were to conducted with secondary school students, I went to the research centre in the Ministry of Education in the KSA and got the permission to interview the students. By the point of conducting the fourth focus group, the students began to repeat what the previous student revealed which constitutes the saturation range; so I deleted the fourth focus group in the absence of new emergent data. Morgan (1996, 144) stated that: "*The most common rule of thumb is that most projects consist of four to six focus groups. The typical justification for this range is that the data become "saturated"*".

This study employed three focus groups with secondary school students in the KSA. The three focus groups have been used in a range of settings, the first group contains nine students from grade 8, the gifted students involved in a three-year after school programme which is organised by the general administration for talented tudents in the ministry of education in the KSA. The second group included eight students from grade 11 in a public secondary school, who were involved in a youth leadership programme throughout one-year, organised by a private company. The third group consisted of seven students from grade 12 in a private secondary school.

The essential aim of the three focus groups was to answer the following research questions from the young people's perspective: (1) Why do you want to be a leader?

(2) What do you need from your family, school and community to help you become a leader? (3) What obstacles face you in your family, school and community related to leadership development? (4) Supposing you are a parent, what would you do for your children to help them become leaders?

3.4.1.9   Stage 9: Primary data transcribing and coding

The data was recorded using two digital recorders, to avoid any risk circumstances, and all the respondents agreed to their interviews being recorded. At the end I got twenty-seven interviews in English language on the one hand, nineteen interviews and three focus groups in the Arabic language on the other hand. All the interviews and the focus groups have been transcribed. Then I began to translate the Arabic interviews and focus groups into English language. To validate my translation I consulted two Saudi Arabian PhD candidates who were studying in the School of Education at Edinburgh University, the first one minors in translation, and the second minors in English tests. There were three reasons behind choosing them; they are related to Saudi society and they know what the interviewees mean; they were specialised in English language; and they are studying in the UK. I gave them random samples of my translation and their judgement was positive.

Once the data was ready I began to read them line by line, writing the primary codes, and preparing to use Nvivo. The Nvivo is computer software uses for analysing qualitative data, Nvivo refers to: "*In vivo is Latin for "within the living" and refers to experimenting using a whole live system"* (Chipounov, Kuznetsov, et al. 2011, 1). Nvivo used widely in analysing qualitative research (Bazeley and Richards, 2000; Richards, 2002). I believe that the Nvivo software cannot be the generator of analysis, as: "*analysing qualitative data: more than 'Identifying Themes*" (Bazeley, 2009, 6). Nevertheless, it was helpful in terms of organising my data, and in point of fact, it is a genuine archive for your data; as it is easy to deal with data via using Nvivo. The Nvivo helps me in coding data and then thematising them into core categories.

3.4.1.10 Stage 10: Data analysis and interpretation

Data analysis comprised several stages: (1) Re-reading the data line by line: I read the data four to five times, in anticipation of becoming very familiar with my data. During the reading process, I was coding and writing memos, notes, and inquiries. (2) The analytical structure was built based on the research questions and was developed based on emergent data. (3) Thematic analysis was the selected technique for analysing my data. (4) The interviews were listed into thousands of ideas. (5) The ideas were classified into codes and sub-themes. (6) The codes and sub-themes were categorised into core themes. (7) The core themes were linked to my analytical structure. (8) Reflecting on the analysis and interpreting data. (9) Start writing up the analysis; mentioning the theory, displaying data, and interpretation. (10) Using reflexivity to reveal deep analysis.

3.4.1.11 Stage 11: Validation of YLD framework

My framework is validated throughout a cohort of established leaders and university professors (N=41) form Kingdom of Saudi Arabia (KSA) and the UK.

Regarding the description of the phases of overall research and how they related to one another (interviews- focus group – model testing). The three phases are interrelated and each one put the last touches on the other.
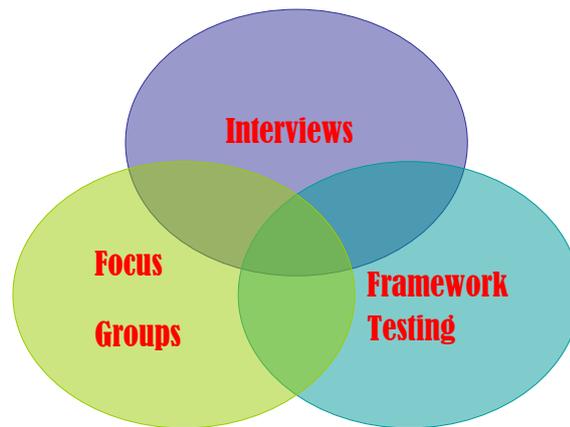
3.4.2 Population and Sample Details

Saudi Arabia is located in the southwest corner of Asia, and is spread over 2,150,000 square kilometres; the population amounted to 23.98 million in mid-2007, recording an annual increase of 2.3 percent. The number of Saudis below 30 years of age represented 67.1 percent of the total Saudi population (http://www.mep.gov.sa).

The sample comes from three populations: (1) The first population has been carefully chosen from the university professors in the UK and KSA, and a sample of twenty-seven academics been selected and semi-structured in-depth interviews have been used. (2) The second sample has been designated from established leaders in the UK and KSA, and a sample of nineteen leaders was selected and semi-structured in-depth interviews were used. (3) The third population was nominated from the secondary school students in the Kingdom of Saudi Arabia. Secondary school means class 7, 8, 9, 10, 11 and 12 and the student age is between 12 and 18 years. There are two establishments that promote secondary school students in KSA; firstly, the Ministry of Education and secondly, King Abdulaziz Foundation for the Gifted and Talented. They both have lists of gifted students, who have obtained high scores over various

scales, such as, leadership attributes, IQ and Creative Thinking. A sample of 27 students was selected and qualitative focus groups were used.

3.4.2.1   Qualitative sampling strategies

Miles and Huberman (1994) mentioned sixteen sampling strategies in qualitative research: maximum variation, homogeneous, critical case, theory based, confirming and disconfirming cases, snowball or chain, extreme or deviant case, typical case, intensity, politically important cases, random purposeful, stratified purposeful, criterion, opportunistic, combination or mixed, and convenience. The sample size in qualitative inquiry is too small compared with quantitative research; Sandelowski (1995, 179) believes that: "*Yet, simple sizes may be too small to support claims of having achieved either informational redundancy or theoretical saturation, or too large to permit the deep*". Sandelowski (2000, 338) highlighted that: "*As in any qualitative study, the ultimate goal of purposeful sampling is to obtain cases deemed information-rich for the purposes of study*".

3.4.2.2   The sample criteria

A sample of both established leaders and experts (N=47) and the sample of the three focus groups with students have been selected based on maximal variation sampling (Patton, 2001); this method was utilized to investigate leadership development for young people from a comprehensive perspective. The diversity of the interviews (physical, mental, emotional, and spiritual, plus young people) had a significant impact on exploring the YLD from multiple perspectives and contributed to dealing with the phenomenon in a holistic manner.

Based on both Eastern and Western philosophies, Covey (2004) emphasises that there are four overlapping aspects that a human being needs: physical, mental, emotional, and spiritual. In addition, this can be deduced from the hierarchy of human needs, which was created by Abraham Maslow (1970). Thus, selecting established leaders and academic experts, in the interviews, will be based on this foundation. As this study focuses on youth, therefore, interviewing the

developmental psychologists and the practitioners leading young people programmes is significant.

Established leaders can be categorised into five groups: business leaders, educational leaders, social leaders, Voluntary sector leaders, Practitioners leading young people programmes. Whereas, the experts can be categorised into five groups: leadership experts, educational leadership experts, Social work experts, voluntary sector experts, developmental psychologists. Semi-structured interviews have been conducted using open-ended questionnaires with a sample of both established leaders and experts in the KSA (N=19) and the UK (N=27). The two tables below demonstrate the interviews in both the KSA and the UK:

The choice of my interview sample was guided by a number of main criteria: (1) Categorising the respondents into: established leaders and experts, to fill the gap between theories and practice. Interviewing the established leaders taught me to be more realistic and practical in dealing with youth leadership development. (2) There are four overlapping aspects of human needs: physical, mental, emotional, and spiritual (Maslow, 1970; Covey, 2004); I have two justifications for using this approach: we should begin from within the human being and aim to achieve a comprehensive perspective for YLD. (4) Regarding the academics, the central criteria are being a university professor in one of the five following domains (managerial leadership, educational leadership, sociology, voluntary studies, and developmental psychology), and being a reflective person. And if the last professors of sociology, voluntary studies, and developmental psychology have published in leadership, that is preferred. (5) Regarding the established leaders, the focal criteria are to make an influential contribution and have long experience in one of the five following domains (business, education, community, voluntary sector, and YLD programmes); furthermore, as this is a purposive sample, each leader has her/his own criteria which make them established leaders. (6) As this study focuses on secondary school students, there is a need to interview the students themselves and then the

secondary school students in the KSA were classified into three categories; public secondary school students who identified as gifted students, public secondary school students who participated in one-year long-term leadership programme, and private secondary school students. The following table 3.3 illustrates the criteria of established leaders' sample.

	Criteria	Examples	KSA	UK	N
Established Leaders	Physical needs	Business leader	2	2	4
	Mental needs	Educational leader	2	2	4
	Emotional needs	Social leader	2	2	4
	Spiritual needs	Voluntary leader	1	2	3
	Practitioners leading young people programmes		2	2	4
Total			**9**	**10**	**19**

Table (3.3): The criteria of established leaders' sample

The following table 3.4 illustrates the criteria of university professors' sample.

	Criteria	Examples	KSA	UK	N
Experts	Physical needs	Managerial leadership	2	9	11
	Mental needs	Educational leadership	2	3	5
	Emotional needs	Sociology expert	2	2	5
	Spiritual needs	Voluntary sector expert	1	1	2
	Developmental psychologists		3	2	6
Total			**10**	**17**	**27**

Table (3.4): The criteria of university professors' sample

3.4.2.3   Presenting the sample

3.4.2.3.1   A sample of established leaders in KSA

The following table 3.5 demonstrates a brief information about the sample of the establish leaders in KSA

	Criteria	Examples	Names	Interview duration	Position
Existing Leaders (KSA)	**Physical needs**	Business leaders	Mr. Al Subeaei, M	57 min	▪ Founder & Chairman of Al Subeaei Group ($ 2.3 bn, Financial, banking, Currency exchange)
			Dr. Al Zamel, A Assistant Professor	74 min	▪ Founder & Chairman of Zamil Group ($3.4 bn, 12,000-strong workforce in more than 60 countries)
	Mental needs	Academic leaders	Professor Al Rasheed, M	63 min	▪ Ex- Minister of Education (1995-2005) ▪ Founder of the Gulf University, Bahrain, 1979-88
			Dr. Al Osaimi, M	80 min	▪ Vice-Minister for Educational Development ▪ Secretary General of the Higher Committee for the Policy of Education in KSA
	Emotional needs	Social leaders	Professor Al Namlah, A	100 min	Ex- Minister of Labour and Social Affairs (2000-2004)
			Dr. Al Ouda, S	120 min	rank 19: *The 500 Most Influential Muslims in the World – 2009*
	Spiritual needs	Voluntary leaders	Mr. Al Hussayen, S	55 min	▪ Ex-minister, 1970 ▪ Founder of several voluntary corporations
	Youth development		Mr. Al Budair, N	110 min	General director for the Gifted programmes in KSA

			Mr. Al Dobaikhi, A	93 min	Vice president of Youth Arab Leaders
Total			**9**		

Table (3.5): a brief information about the sample of the establish leaders in KSA

3.4.2.3.2   A sample of academics in KSA

The following table 3.6 demonstrates a brief information about the sample of University Professors in KSA

	Criteria	Examples	Names	Interview duration	Position
KSA Experts	**Physical needs**	Managerial leadership	Professor Al Qahtani, S	24 min	▪ Professor of Management ▪ Chairman, KSU Strategic Plan Team ▪ Author of: Handbook of Managerial Leadership
			Professor AlKelabi, S	80 min	▪ Associate Professor of Business Administration ▪ Book: Towards a comprehensive leadership model: a critical study of the theories and preliminary studies of administrative leadership
	Mental needs	Educational leadership	Professor Al Naji, M	77 min	Professor of Educational leadership
			Professor Al Karni, A	44 min	Professor of Educational leadership
	Emotional needs	Social	Professor Al Goaib, S	61 min	Professor of Social Studies Major Specialization: The school social work
			Dr. Al Sadhan, A	73 min	▪ Assistant Professor in social pedagogy ▪ Vice-Minister for social development

	Criteria	Examples	Names	Interview duration	Position
	Spiritual needs	Voluntary	Dr. Totonj, A	78 min	Expert in voluntary sector
	Developmental psychologists		Professor Al Nafie, A	110 min	▪ Professor of Psychology ▪ Founder and spiritual father of Gifted Project in KSA
			Professor Al Noghaimshi, A	96 min	Professor of Psychology Major Specialization: Adolescent development
			Professor Al Mofadda, O	62 min	Professor of Psychology Major Specialization: Life span developmental psychology
Total				**10**	

<p align="center">**Table (3.6): a brief information about the sample of University Professors in KSA**</p>

3.4.2.3.3   A sample of established leaders in UK

The following table 3.7 demonstrates a brief information about the sample of the establish leaders in UK

	Criteria	Examples	Names	Interview duration	Position
UK Existing leaders	**Physical needs**	Business leaders	Willie Haughey	60 min	
			David Osborne	31 min	Senior advisor to Vice President Gore, 1993 Senior partner of The Public Strategies Group, USA The author of: *Reinventing Government* (Cited by 4087)
	Mental needs	Educational leaders	Sue Pinder	60 min	
			Mr Graham Thomson	70 min	Director of the Scottish Centre for Studies in School Administration (SCSSA). Director of Centre for Educational Leadership (CEL).

				Former local authority head of service and a former secondary head teacher.
		Dr Lindsay Burley	78 min	Non-Executive Director, NHS Education for Scotland , Governor of Napier University
Emotion al needs	Social leaders	Mr Alex Linkston	71 min	Chief Executive, West Lothian Council, Livingston (UK Council of the Year, 2007) Chair of YouthLink Scotland
Spiritual needs	Voluntary leaders	Mr. Robin Burley	100 min	
		Cardinal Keith O'Brien	61 min	The leader of the Roman Catholic Church in Scotland
Youth Development Directors		Jim Sweeney	64 min	Chief Executive, YouthLink Scotland
		Zoë van Zwanenberg	77 min	Non-executive Director for the Centre for Confidence and Wellbeing, Chairman of Scottish Youth Dance. Former Chief Executive of the Scottish Leadership Foundation, Head of Development at the Strategic Change Unit for the NHS in Scotland and
Total			**10**	

Table (3.7): a brief information about the sample of the establish leaders in UK

3.4.2.3.4   A sample of academics in UK

The following table 3.8 demonstrates a brief information about the sample of University Professors in UK

	Criteria	Examples	Names	duration	Position
UK Experts	**Physical needs**	Managerial leadership	Prof. Bryson & Professor Crosby	57 min	**Barbara C. Crosby** is associate professor at the Hubert H. Humphrey Institute of Public Affairs, The University of Minnesota **John M. Bryson** is McKnight Presidential Professor of Planning and Public Affairs, The University of Minnesota
			Prof. Stephen Prosser	75 min	Professor of Leadership and Organisation Development Business School, University of Glamorgan
			Prof. Rob Goffee	48 min	Professor of Organisational Behaviour, London Business School Has a book 'Why Should Anyone Be Led By You?'
			Prof. Andrew Kakabadse	70 min	Professor of International Management Development, Cranfield School of Management. Visiting Fellow at the Centre for Creative Leadership, North Carolina, USA, Oct 2005-06. 32 books, over 201 journal articles. Best-selling books: *'Essence of Leadership'*.
			Professor Beverly Alimo-Metcalfe	105 min	Professor of Leadership , Bradford University School of Management Chief Executive of Real World Group
			Professor Steve Kelman	35 min	Weatherhead Professor of Public Management at Harvard University, USA
			Professor James Thompson	21 min	Professor and the head of the Department of Public Administration, University of Illinois at Chicago, USA

Mental needs	Educational leadership	Prof. Mike Pedler	40 min	Professor of Action Learning, Henley Business School Management teacher and consultant specialising in learning, action learning, organisation development, leadership & management issues.
		Prof. Tony Townsend	70 min	Chair in Public Service Educational Leadership & Management, Faculty of Education, Glasgow University
		Prof. Jim O'Brien	68 min	Professor Emeritus, Professor of Leadership and Professional Learning, The Moray House School of Education, The University of Edinburgh
Emotional needs	Social	Prof. Lyn Tett	56 min	Professor of Community Education and Lifelong Learning, The Moray House School of Education, The University of Edinburgh
		Professor Ted Milburn	107 min	Professor Ted Milburn CBE. Chair of Community and Youth Work and. Director of the Centre for Youth Work. Studies, University of Strathclyde. President of YMCA Scotland.
		Dr Ian Fyfe	73 min	Lecturer in Moray House School of Education, The University of Edinburgh. Research interests include youth studies, youth work and social action.
Spiritual needs	Voluntary	Prof. Cathy Pharoah	44 min	Professor of Charity Funding at the Sir John Cass Business School, Co-Director of Centre for Charitable Giving and Philanthropy
Developmental psychology		Professor John Coleman, OBE	60 min	Senior Research Fellow in the Department of Education, University of Oxford. Founder of the Trust for the Study of Adolescence which began in 1988. Chair of The Association for Young People's Health

				The author of: The nature of adolescence
	Prof. Mark Bennett AcSS	60 min	Professor of Developmental Psychology, School of Psychology, The University of Dundee	
Total			17	

Table (3.8): a brief information about the sample of University Professors in UK

3.4.2.3.5 A sample of secondary school students in KSA

The following table 3.9 demonstrates the three focus groups conducted in the KSA:

	Focus groups			
	Grade	N	Duration	Description
1.	8	9	80 min	Gifted students
2.	11	8	87 min	Students involved in youth leadership programme for one-year period
3.	12	7	45 min	Private secondary School
	Total	24		

The table (3.9): the sample of focus groups conducted in the KSA:

3.4.3 Data Collection

Marshall and Rossman (1999) highlighted four primary methods for qualitative inquiry: participant observation, direct observation, in-depth interviews, and content analysis. Moreover, they (1999) revealed that in-depth interviews can be illustrated into further particular techniques, such as, ethnographic interviews, phenomenological interviews, elite interviews, focus groups, and child interviews. Two main methods have been employed in this study, semi-structured interviews with adults and focus groups with students.

3.4.3.1 Qualitative In-depth Interview

Interview technique is one of the significant methods in qualitative studies (Klenke, 2008). Interviews have been used in numerous of leadership studies (e.g. Bolden et al. 2008; Ludwig, 2007; Galanes, 2003; Brown and Gioia, 2002; Cooke et al. 2001;

Tandon et al. 1998; Isabella, 1990). Berg (in Karabatak, et al. 2006: 5) defines semi-structured interviews "*as a type that consists of a standard list of questions, however new questions may arise from the answers given by the respondents*". Perhaps the most serious advantage of this method is that new elements can be known by asking the interviewers, leading to more understanding (Sekaran, 2002). Furthermore semi-structured interviews demonstrate flexibility (Horton, et al. 2004). However, all the semi-structured interview methods suffer from some serious drawbacks, such as, presence of bias.

The study employs semi-structured interviews rather than observations, more recent arguments against observation have been summarised by Bryman (2004): employing observation has three kinds of challenges: long timescale; it is not clear for many researchers what they intend to observe; and the cost issue.

The researchers identify the qualitative interview in various ways; for instance, in their very earlier article Bingham and Moore (1931) revealed that "*the interview is a conversation with a purpose*", additionally, Marshall and Rossman (1999, 108) exposed that: "qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories". Kvale (1996, 14) revealed that the: "*interview is literally an `inter view`, an inter-change of views between two persons conversing about a theme of mutual interest*", also it is a "*specific form of conversation*", and regarding the issue of objectivity, Kvale (1996, 66) emphasised that the interview is: "*neither an objective nor a subjective method-its essence is intersubjective interaction*". Qualitative interviews can be divided into three key forms (Patton, 2001): informal interviews, formal interviews, and semi-structured interviews.

There are four philosophical insights related to qualitative interviews (Kvale, 1996): (1) *Postmodern Thoughs*: the qualitative interview is perceived as a warehouse of

inter-relational insights, and reveals cultural aspects and illustrates realism; (2) *Hermeneutics Interpretation*: this concerns the validity of perceiving the text sense, as it contains both interviewee's conversation and action. Hermeneutics has been identified as (Radnitzky, 1970, 22): "*hermeneutic human sciences study the objectivations of human cultural activity as texts with a view to interpreting them to find out the intended or expressed meaning, in order to establish a co-understanding, or possibly even a consent; and in general to mediate traditions so that the historical dialogue of mankind may be continued and deepened*"; (3) *Phenomenological Description*: Giorgi (1975,83) identified phenomenology as: "*the study of the structure, and the variations of structure, of the consciousness to which any thing, even, or person appears*" and also, Kvale (1996, 54) highlighted that: "*the qualitative research interview has a unique potential for obtaining access to and describing the lived everyday world*"; and (4) *Dialectics Situating*: Kvale (1996, 55) suggests that: "*dialectics is the study of internal contradictions*".

3.4.3.1.1 Qualitative interview's strength and limitation

Kvale (1996) highlighted twelve characteristics of qualitative interviews: (1) illustrating the interviewees' *Life World*; (2) interpreting the *Meaning* of focused matter of the interviewees' life world; (3) the researcher's reflection is absorbed intensively on the *Qualitative* rather than quantitative; (4) attempting to read between the lines to demonstrate *Descriptive* analysis of the interviewees' life world; (5) achieving *Specificity* rather than commonness in describing the interviewees' thoughts or stories; (6) *Deliberate Naïveté*: instead of being embedded with a prepared analytical structure, it is crucial to remain open-minded to any emergent themes; (7) *Focused*: obtain focusing on specific leitmotifs; (8) It is significant to reflect on the expressions' *Ambiguity*, as that might lead to realising the contradictory life of the subject; (9) *Change*: the interviewee may possibly amend his/her opinion, as the subject might create different intuitions about a theme; (10) *Sensitivity*: the interviewer's sensitivity to yielding a variety of expressions for the identical theme; (11) the information gained from the *Interpersonal Situation*; and (12) the sound

conduct of interviews can affect the interviewees' intuitions on their *Positive Experience*.

According to Marshall and Rossman (1999) there are various strengths of the qualitative interview: (1) face-to-face interaction with the interviewees; (2) revealing the applicant's perceptions; (3) natural situation; (4) explanation data; (5) valuable method for multifaceted phenomena; (6) reflects on cultural factors; (7) flexible; (8) reflects on context data; (9) simplifies analysing and the issues of credibility; (10) gaining nonverbal data and enabling teamwork, if the interviewer needs that. Alternatively, there are various limitations of the interview (Marshall and Rossman (1999): (1) culture has an emotional impact on the researcher's data analysis; (2) depends on the view of interviewees; (3) is troubled with moral problems; (4)is challenging to transcribe; (5) depends on the interviewees' trustworthiness; (6) enormous data may introduce ambiguity into the study; (7) the researcher's imaginative and morality affect the results.

Kvale (1994) mentioned ten doubts about qualitative interviews: they are not trustworthy, nor a formalized method, not scientific, not intersubjective, not quantitative, nor valid, nor reliable, not objective, not hypothesis testing, and nor generalizable. Kvale (1994, 102) believes that: "*The number of subjects necessary depends on a study's purpose ... if the purpose is to understand the world as experienced by one specific person, this one subject is sufficient*".

3.4.3.2 Qualitative Focus Groups

T focus group is a widely used technique in qualitative research, it is defined as: "*a research technique that collects data through group interaction on a topic determined by the researcher*" (Morgan, 1996, 130). The focus group technique has been used in several leadership studies (e.g. Ngcobo and Tikly, 2010). Sandelowski (2000, 338) highlighted that: "*Focus groups can usefully be viewed as the qualitative*

counterpart to the quantitative survey, in that they are typically used in qualitative research to obtain a broad range of information about events".

3.4.3.2.1 Qualitative focus groups strength and limitation

According to Marshall and Rossman (1999) there are various advantages associated with focus group interviewing: (1) face-to-face interaction with the interviewees; (2) natural situations; (3) explanation data; (4) applicable for emergencies;(5) a valuable method for complicated phenomena; (6) reflecting on cultural factors; (7) flexibility; (8) reflecting context data; (9) simplifying analysis and the issues of credibility; (10) gaining nonverbal data, if the interviewer needs that; (11) enabling teamwork; (12) fast acquisition of large amounts of data. Alternatively, there are various limitations of the focus group interviewing (Marshall and Rossman (1999): (1) culture has emotional impacts on the researcher's data analysis; (2) there is a training requirement; (3) challenging to transcribe; (4) depends on the viewer special effects; (5) enormous amounts of data may be ambiguous to study; (6) influenced by the effective study inquiry; (7) the researcher's imagination and morality affect the results.

3.4.4 Data Analysis

Kvale (1996, 67) offers this definition: "*qualitative analysis is described as a chemical analysis designed to identify the components of a substance, and quantitative analysis as a chemical analysis designed to determine the amount of the component of a substance*". According to Marshall and Rossman (1999), qualitative data analysis strategies contain five focal steps: (1) organising data, (2) generating categories, themes, and patterns, (3) testing hypotheses against the data, (4) searching alternative explanations of the data, (5) and, writing the research report. Whereas, Miles and Hubermerr (1994) emphasised that qualitative analysis can classified into three sets: (1) data reduction, (2) coding data, (3) and, data management. Sandelowski (2007, 371) emphasised that: "*data analysis should be distinguished from interpretation*". Sandelowski (2007, 371) indicated that: "*Practical suggestions for beginning analysis include getting a sense of the whole, extracting the facts,*

identifying key topics or major storylines and dimensionalizing their informational content, and using frameworks to reduce data".

Qualitative analysis is a comprehensive process comprising multi stages, that are not separate from each other but interlinked steps. Outstanding qualitative analysis begins from sampling; it is a complete circular process, Sandelowski (2000, 334) emphasised that: "*Qualitative descriptive designs typically are an eclectic but reasonable combination of sampling, and data collection, analysis, and re-presentation techniques*".

Interviews analysis:

Kvale (1996) and Kvale and Brinkmann, 2008) describe five methods of analysing interview data: (1) meaning condensation, (2) meaning categorization, (3) narrative structuring, (4) meaning interpretation, (5) and, generating meaning through ad hoc methods.

Kvale (1994) underlined seven stages for investigating research interviews: (1) *Thematising*: the interview's target and content must be explained before conducting the conversations, and precisely answering three central inquiries, *what* has been known so far about the problem, justifying *why* the study should be conducted, and *how* certain matter should be investigated; (2) *Designing*: refers to drawing the methodological plan and preparation needs; (3) *Interviewing*: start interviewing the subjects with consideration to interview guidelines and selecting reflective interviewees; (4) *Transcribing*: denotes to transcribing the recorded interviews into texts; (5) *Analysing*: refers to the researcher's decision to select the right analytical technique which is based on the target and content of the study; (6) *Verifying*: emphasises the issues of credibility and dependability; and (7) *Reporting*: qualitatively writing clear results and considering the ethical issues.

There was intensive analysis including classifications, codes, themes and patterns, as mentioned in chapter five each research question has its own appendices which clarify how the process of coding and thematic analysis was created. For example table (3.10) illustrates the answers of the universities professors in the UK regarding the research question related to the family's responsibilities/opportunities which help young people to become leaders. This study did take into consideration every word related to the research question and organised their words in order to classify them into core categorisations.

1.	Opportunities to try certain contributions in the family,
2.	To be recognised for those contributions,
3.	Step it up the older they get.
4.	Charge of their siblings,
5.	Help to build something in your family,
6.	Planning something for the family,
7.	Exercise judgement, and prompted to learn from that
8.	Work on one's own, but as part of a family grouping,
9.	Have feedback that is supportive
10.	Increase the level of assignment or challenge.
11.	Then you can extrapolate that students might undertake.
12.	The helpfulness can come from youth group leaders, a teacher, a religious group, and extended family members.
13.	The helpfulness could come from literature. People find models in books.
14.	Having the courage to try things and then learning from what you've done
15.	Any opportunities for taking responsibility
16.	Opportunities that develops self-esteem
17.	Opportunities that develops self-confidence
18.	learn things by example
19.	learn from an older person
20.	A good role model
21.	working with groups of peers
22.	Accomplishing tasks together.
23.	Active engagement with parents in a leadership capacity.
24.	Accompanying parents to events
25.	Being involved in ways that are appropriate.
26.	It depends on the family relationships and what is understood there.
27.	Give them lots of responsibility,
28.	In the sense that we tended to consult with her
29.	Seeking her views on make decisions
30.	Give her experiences
31.	Gave her the tools of being able to think and communicate for herself
32.	To evaluate things.
33.	Have the capacity to rationalise yourself and to do things"
34.	We used to talk about issues of the day
35.	Encouraging an independent thinking
36.	She had learned socially and intellectually to divorce behaviour from belief
37.	She was able to manipulate her own circumstances to suit the social background
38.	Give responsibilities that they can undertake, not too difficult
39.	Support them in fulfilling those responsibilities
40.	As they grow older, they have more responsibility and a bit less support.

41.	They need a stable family, where they know what's happening
42.	come from difficult family backgrounds
43.	Giving them self-belief
44.	Communities and families are a much more social development, social messaging, fundamental giving of values issue.
45.	The ones who were older attributed a lot of their leadership to hardship and to being stretched.
46.	Never experience two poverty, and military action, warfare
47.	Given responsibility and left on your own to do it. "I can mentor you, but I can't protect you".
48.	Type of early exposure to the real challenge of leadership,
49.	Especially if the family is more privileged
50.	The family exposes the youth to responsibility,
51.	Give a warm, loving environment, could be harmful to leadership. It can make you confident, appreciate relationships, sensitive to relationships. But that is not sufficient for leadership.
52.	The Chinese tend to be tough with their children
53.	The Russians expose their children to some really harsh decisions and conditions and let them fail, which is very deep in confusionist philosophy,
54.	If you don't learn what it means to take responsibility, it's not going to work.
55.	Exposure to real responsibility early is a very powerful experience. The question is "how do you create that?".
56.	Take decisions for simple things, sharing in decision-making
57.	Encourage your children to take some responsibility
58.	Getting the shopping from the supermarket
59.	Deciding the agenda for a day on holiday
60.	Parents can delegate to children.
61.	They can coach them.
62.	Combine opportunity for responsibility with support or protection when they make mistakes, fall over trying things
63.	The more that can be encouraged earlier on, the better, otherwise .. too dependent.
64.	Having knowledge about the family circumstances, knowing about finances
65.	Play a part in the issues that the family faces
66.	Doing part-time job to support their family
67.	It's useful, because it develops skills of self-reliance. they learn skills of self-reliance
68.	One of the weaknesses of the culture, children are spoilt,
69.	We ask nothing of them, we just give them things.
70.	A lot of parents see that as being kindness, but it's very corrupting
71.	Start with something very small
72.	It's your job to make sure that the table is clean before we eat".
73.	This gives children dignity,
74.	A sense of giving something to other people.
75.	That means listening to them and saying "what do you think we should do to try and solve this problem?" and we solve it together.
76.	Structuring their lives in particular ways,
77.	Giving them goals
78.	A very large number of British Prime Ministers experienced the death of a parent during their childhood. It's very strong statistically. it brings out in children capacities that they otherwise wouldn't have developed.
79.	These children very quickly have to grow up;
80.	Feel different from other children.
81.	Learn how to cope on their own,
82.	If we want good leaders, simply separate them from their parents,
83.	But separating children from their parents is also something that the private schools do,
84.	Taking them away so that they have to learn to depend upon themselves.
85.	Within the family it starts very much earlier.
86.	The starting point is about values. to give a sense of values, and how those values shape an individual

87.	Allowing the child as they grow more and more personal responsibility.
88.	It involves training,
89.	They brought up very much in the same way, and yet their personalities are very different.
90.	It take a mentor, coach or parent to be sensitive enough to those individual differences
91.	And that is why it's very difficult to have that fixed set of competences,
92.	Because you have to apply things to real people in real situations.
93.	You need to broaden your mind
94.	Undertake experiences beyond your comfort zone
95.	Encourage young people, to excel,
96.	Encourage young people to try
97.	Encourage young people to try to do a great job
98.	Having set of experiences of making decisions about their lives
99.	To have a conversation about what young people like, then they start to make decisions. To help them why those decisions are better than others
100.	Treated as people with an important point of view
101.	How to handle money,
102.	Repair things,
103.	Cooking,
104.	Cleaning,
105.	Washing clothes, ironing;
106.	Not just the day-to-day jobs, but also the serious decision making.
107.	Even semi-dangerous ones
108.	We live in a world where we won't let children climb trees, but you should teach them how to climb them safely.
109.	It depends what other siblings are in the family
110.	Coaching or supporting siblings in their reading or their homework
111.	Taking them out and watching over them when they're playing,
112.	Playing games with them.
113.	Discussion about different views, different issues, together rather than as parents giving an answer
114.	Learn about supporting other people
115.	Develop the intellectual skills and in dealing with problems,
116.	Learn a good argument and good analysis
117.	You mustn't argue in a way which demeans them and destroys their self-confidence.
118.	To be done in an unconditional respectful way. parents who are respectful **2**
119.	Leadership in many ways is very much about love
120.	Try to understand "Why is he saying that?", to understand the way he saw the world.
121.	Wonderful, and the unconditional love from my parents
122.	Having some father or mother figure that can inspire the young people

Table (3.10): a sample of interviewees' responses to a certain research question

The professors' words organised into codes and classified into core categorisations which emerged from the data, as shown in table 3.11:

Significance of bearing responsibilities	44, 67, 73, 74, 79,
Motives for bearing responsibilities	2, 20, 80,
Family's dealing style (Family culture)	28, 29, 34, 52, 60, 61, 75, 99, 100, 112, 113, 116, 117, 118,
Primitive responsibilities	5, 6, 56, 58, 59, 72, 101, 102, 103, 104, 105, 110, 111,
Moderate responsibilities	66, 87, 114,
Sophisticated responsibilities	1, 4, 7, 8, 30, 32, 48, 53, 65, 76, 81, 86, 93, 97, 98, 106, 107, 115,
Tools	3, 10, 13, 18, 19, 22, 23, 24, 47, 71, 83, 84,

Factors impact bearing responsibilities	+	9, 11, 12, 14, 15, 16, 17, 21, 26, 31, 33, 35, 36, 37, 39, 41, 43, 49, 50, 57, 62, 64, 78, 88, 89, 95, 96, 101, 121, 122
	-	42, 46, 51, 54, 68, 69, 70, 108, 109,
Criteria for family resp.		25, 38, 90, 92, 120,
Interviewees' valuable insights		27, 40, 45, 55, 63, 82, 85, 91, 94, 119,

Table (3.11) a sample of coding and categorising the interviews' data

3.5   RESEARCH LIMITATIONS AND QUALITY OF THE FINDINGS

Bryman and Bell (2003:33) outline that: "*Reliability is concerned with the question of whether the results of a study are repeatable ... Validity is concerned with the integrity of the conclusions that are generated from a piece of research*". Four conditions have been suggested for reliability and validity: external reliability, internal reliability, external validity and internal validity (Bryman and Bell, 2003). These are mostly linked with quantitative research, whereas, qualitative research addresses credibility as an alternative to internal validity, transferability instead of external validity, dependability as an alternative to reliability, and conformability instead of objectivity (Klenke, 2008). Lincoln and Guba (1985) highlighted four fundamental criteria for qualitative research: credibility, transferability, dependability and conformability.

4.5.1 Theoretical Validity

According to Bacharach (1989, 496) "*A theory is a statement of relations among concepts within a set of boundary assumptions and constraints ... Therefore, the purpose of theoretical statements is twofold: to organize (parsimoniously) and to communicate (clearly)*". He identified six criteria for an authentic theory; operationally defined; variable scope; clarity and parsimony; construct scope; logical and empirical adequacy; finally, explanatory and potential predictive adequacy. Kuhn (1970, 80) stated that: "*Normal science does and must continually strive to bring theory and fact into closer agreement, and that activity can easily be seen as testing or as a search for confirmation or falsification*".

According to Whetten (1989, 490) theory can be defined as: "*A complete theory must contain four essential elements... What; which factors ... logically should be*

considered as part of the explanation of the social or individual phenomenon of interest… How; having identified a set of factors … how are they related? … Why; what are the underlying psychological, economic, or social dynamics that justify the selection of factors and the proposed causal relationships? …Who; when, and where. These conditions place limitations on the propositions generated from a theoretical model". This study focuses on the issue of developing secondary school students as future leaders, and creating a framework for YLD, the dimensions of the framework are linked throughout the existing leadership literature, and I am applying that in YLD. Focusing on YLD can be helpful in providing our societies with future leaders, not merely leaders, but authentic leaders who have been grown during long-term development and deep change. Eisenhardt, K. M. (1989, 544) believes that: "*An essential feature of theory building is comparison of the emergent concepts, theory, or hypotheses with the extant literature. This involves asking what is this similar to, what does it contradict, and why. A key to this process is to consider a broad range of literature*".

4.5.2 Credibility

The credibility in qualitative research linked with three core features (Patton, 1999): collecting significant data, the degree of researcher's trustworthiness, and the sense of qualitative methodology. Patton (2001, 64) believes that: "a human being is the instrument of qualitative methods" and this one of the strengths of qualitative inquiry, as we investigating leadership development which is a phenomenon related to a human being. My research takes into consideration of the issues of trustworthiness and authenticity; it provides various interpretations of social reality, concrete detail, thick description, deep understanding for YLD and ontological interpretation. My research represented different viewpoints; the adult established leaders, the universities professors, the developmental psychologists, the practitioners, and the secondary school students.

3.6   ETHICAL ISSUES CONCERNING DATA COLLECTION

Kvale (1996) clarifies the core ethical matters in which researcher ought to consider when conducting qualitative interviews; (1) *informed consent* which refers to summarily explaining the whole picture of the study to the interviewees, introducing the study's objectives and rationales; (2) *confidentiality* raises the privacy of information gained from the interviewees, also complying with any issues regarding confidentiality and signing consent forms to conduct the interview; and (3) *consequences* states the significance of telling the interviewees what consequences can be expected. Christians (2000) highlighted four key ethics; informed consent, deception, privacy and confidentiality, and accuracy.

The following table (3.12) illustrates the ethical issues (Kvale, 1996):

Stages of an interview investigation	Ethical issues
Thematising	The interviews' aims ought to further more academic purposes
Designing	Informing the interviewees about the study, and confidentiality
Interviewing	Being cautious of any sort of pressure on the interviewees
Transcription	Being accurate in scripting the subjects' speeches
Analysis	Analysing the interviews genuinely
Verification	Considering the verification through writing up the data
Reporting	Regarding the confidential information before publishing the conversations

Table (3.12): The ethical issues (Kvale, 1996)

3.7   CONCLUSION

This study methodology brings the benefits of achieving valuable data and findings; the qualitative inquiry was the appropriate method to accomplish deep understanding about leadership development for young people. The in-depth interviews and focus groups added significant meaning to this study. Additionally, the maximal variation sampling and multi-level analysis led greatly to examining YLD from various perspectives that generated a comprehensive view for YLD.

Chapter four

DATA ANALYSIS

In chapter one, the introduction of this study has been presented, followed by the literature has been reviewed in chapter two, and in chapter three, the research methodology has been set out. This chapter presents the data analysis. This chapter covers six sections: (1) the analysis of three core themes: learnability, making leaders, and motivation; (2) characteristics of adolescents related to YLD; (3) long-term YLD vs. short-term YLD and generic YLD vs. specific YLD; (4) leadership responsibility; (5) obstacles affect YLD; (6) cross-cultural YLD**.**

I collected a huge amount of data amounting to 250,000 words for my in-depth interviews. These interviews have been summarised based on the core themes of this study (the making of young leaders, leadership learnability, motivation to lead, leadership responsibilities, leadership obstacles, generic YLD vs. specific YLD, and short or long-term YLD). The 250,000 words is composed essentially of direct quotes and summarised into 20.000 words (8%) and transferred to the appendices (see p. X). The data that was collected via in-depth interviews; the interviews comprise of forty-six interviews with a cohort of established leaders (N=19) and university professors (N=27) from both the UK, and the Kingdom of Saudi Arabia (KSA). The study research questions investigate the issue of young people's leadership development (YLD).

4.1 LEARNABILITY, MAKING LEADERS, MOTIVATION

Introduction

I asked forty-six interviewees; established leaders (N=19) and university Professors (N=27), (twenty- seven from the UK, the US and nineteen from the KSA) about the extent of leadership learnability in young people, and if so, what makes young people into future leaders? Additionally, how far is the motivation to become a leader important in becoming one.

My qualitative analysis of the interviews shows more than 890 comments on issues of learnability, making leaders; motivation and YLD, which I place in categories in three tables. In addition to my qualitative analysis, and given the relatively large sample number and its quality, I also present below some simple quantitative responses. These categories emerge from the data, and through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996), the data is inductively grouped into core categories.

4.1.1 Leadership learnability

The question regarding leadership learnability was to what extent is leadership learnable for young people.

4.1.1.1 General theory

Particularly in the first half of the twentieth century, controversy has raged around the question of whether leaders are born or made and the concomitant question of whether leadership can be taught, (James, 1880; Stogdill, 1974; Zaleznik, 1981; Kirkpatrick and Locke, 1991; Allio, 2005). After analysing five thousand studies, Bass (1990) concludes that these remain "age-old questions". Numerous studies find that people can develop leadership skills whether in adulthood (e.g. Bass, 1990; Yukl. 1989) or when young (e.g. Karnes, 1990). Several empirical studies find a correlation between leadership development experiences in youth and the later exercise of leadership (e.g. Charbonneau and Nicol 2002; Hart and Gary et al. 2003). Interestingly, Bass (1990:75) after reviewing several empirical studies on adolescent leaders, he concludes that: *"these findings strongly suggested that leadership in school activities was somewhat predictive of later success"*. However, it is more practical to verify that leaders are born *and* made (Bennis and Nanus 1985; Conger 2004; Goleman 2006).

4.1.1.2   Display data

My qualitative analysis of the interviews show 272 comments on the issue of learnability, which I have placed in five categories in table 1: (5.1) to what extent is leadership learnable; (2) learnability levels; (3) factors impacting on learnability; (4) learnability tools; (5) Interviewees' precious/valuable insights.

Categories
The extent of leadership learnability
Learnability levels
Factors impact learnability
Learning tools
Interviewees' precious/valuable insights

Table (5.1): Coding categorisation for the extent of leadership learnability

4.1.1.2.1   The extent of Leadership Learnability:

Table 5.1 summarises the responses from interviewees on the extent to which they deem leadership as learnable.

Responses categorisation	UK Experts	UK Leaders	KSA Experts	KSA Leaders	Total
Totally learnable		1			1
Largely learnable	13	4	4	9	30
Learnable to some extent	3	4	3	1	11
Limited learnable	1		2		3
Not learnable		1			1
					46

Table (5.2): Interviewees responses to the extent of leadership learnability

Forty-five of the forty-six interviewees believe that young people can learn leadership, though there is disagreement about the extent of learnability. The extent of leadership learnability seems more accepted by experts than established leaders; the 'not learnable' frame was least mentioned (2.17 %), and the *largely learnable* frame most mentioned (65%).

Prof. Pedler (case 2) points out *Young people are very willing to show leadership in all sorts of settings* and Prof. Crosby (case 4) that: *Certainly; leadership skills are both learnable and teachable.* Along similar lines, Prof. Coleman's (case 15) view is that: *Definitely it is learnable, it can be learned and can be encouraged. It's like a lot*

of skills and talents; and Prof. Alkelabi (case 19) believes that *if the young person is normal, this is the stage of the establishment of leadership capacity ... leadership is like the uniform you are wearing, you wear heavy clothes in winter and you take it off in the summer.* Finally, Prof. Alqahtani (case 20) argues that: *If we do not have programmes for young people, future leaders may emerge accidentally; we should not leave it to the chance.*

Alternatively Prof. Kaleman (case 8) comments that: *It's a good question, but I don't think we have a good answer ... these are difficult things to study. So any answer that anybody could give you is speculative* and Prof. Adair (case 6) remarks that: *You are not born a leader you become one. But as in music peoples' potential for leadership varies considerably.* Finally, Prof. Alnamlah (case 41) suggests that: *Leadership characteristics are natural and are later polished and developed through practice, testing, training and reading, this natural side is deeply rooted, and unless you have the natural side of leadership, you will not be able to be a leader.*

In summary, whilst there is clear difference of viewpoint between interviewees, the overwhelming majority believe leadership to be learnable, with Prof. Alnamlah as an outlier, believing that leadership qualities are innate. In the table above, I note that in the largely learnable group there are differences of balance between experts and leaders in the UK and KSA, and that revers to the cultural influences and the ratio of community development and complexity environment.

4.1.1.2.2   Learnability Levels
The analysis demonstrates that there are several levels of leadership learnability: (1) easy to learn; (2) clearly learnable; (3) learnable to some extent; (4) hardly learnable; (5) not learnable.

<u>Easy to learn:</u> respondents revealed various leadership characteristics, behaviours and skills which are easy to learn for young people, for instance, listening skills, knowledge of basics leadership, communication with family. Prof. Alkelabi (case 19) interestingly clarifies that *The Leader Behavior Description Questionnaire used a 150 item questionnaire, this can be trained for the students, it is easy to train them all these items.*

<u>Clearly learnable:</u> for example, engaging people, negotiation skills, appreciate others, delegation. Prof. Gofee (case 5) indicates that: *Leadership is learnable at least, large parts of it are. The skill of "situation sensing", to understand the difference between one context and another, that's learnable. Also "social closeness" and "social distance", there are techniques for practicing being close to people and techniques for practicing distance.*

<u>Learnable to some extent:</u> for example, to be an effective communicator. Prof. Kaleman (case 8) shows that: *I think that speaking skills and communication skills, they are learnable to some extent. You can definitely see situations where people over time become more effective communicators.*

<u>Hardly learnable:</u> for instance, inspiring others, listening to others, making judgements, building confidence, honest, independency, inspirational charisma, flexibility of leadership style. Prof. Melborn (case 12) highlights that: *'Based on 50 years working with young people, principally, there were things which they had learned from unfortunate socialisation ... selfishness* and Osborn (case 28) emphasises that: *I think part of leadership is sort of in-born, that confidence, that positive sense of self and that belief that you can change things, and that you should, is fairly deep-rooted. You can help develop it, but that's more through therapy and other ways of helping people get confidence.*

<u>Not learnable:</u> Prof. Gofee (case 5) specifies that: *What's not trainable is having people really care about what they do* and Sweeny (case 35) believes that: *'A lot of it is learnable. Some of it is intuitive; selflessness and passion.*

4.1.1.2.3 Factors Impacting on Learnability of Leadership

The interviews highlighted a range of factors impacting young people in term of leadership learnability, either positively or negatively.

The factors which impact YLD either positively or negatively: for instance, poor family, environment, colleagues, and teachers and an individual's natural characteristics. Prof. Crosby (case 4) underlines that: *I'm not a believer that few people with certain traits are designated or destined to be leaders. I do think that one's genetic heritage matters as does one's cultural inheritance* and the business leader Alsobyei (case 37) describes his young age: *We were an extremely poor family … I remember that my father's aunt gave me five brightly coloured red, dry dates. I can picture them right now in front of me; we used to eat watermelon peels.* These factors may hinder YLD, but also they may inspire leaders.

The positive factors were suggested such as, inspiration of mother, positive motivation, family background, good education, freedom, willing to give, willing to take responsibility. Prof. Adair (case 6) points out that: *Team leadership can be both taught and learnt but it has to be done based upon our body of knowledge about leadership and on sound training principles* and Prof. Alnafie (case 24) indicates that: *If you do not give individuals freedom; you kill their initiative, self-confidence, ambition and achievement.*

The negative factors were stated as modular environment, internal fear, and the minds of the followers. Farmer (case 35) emphasizes that: *I believe you can teach people to be entrepreneurial. But if they close the door, I can't open it.*

4.1.1.2.4 Learning Tools

The interviewees commented on various tools which can be designed/adopted to enhance YLD; for instance, school activities, sports, training, private school, youth parliament, teamwork, mentoring, creating opportunities within their curriculum. Prof. Alnafie (case 24) signifies that: *Leadership can be learned spontaneously, in an indirect way through activities, or directly through leadership development*

programmes. Indirect programmes are more effective. The direct programme is standardised and targeted, and its supervisors are the leaders and followers of the students and Pinder's (case 29) view is that: *create opportunities in the school curriculum where they can use their natural skills as leaders of people, where they can get some self-belief, where they can build their self-esteem.* Finally, Alzamel (case 38) points out that: *In our society, the mosque plays a leading role in YLD as they learn from the holy Qur'an and related activities and trips.*

4.1.1.3 My interpretation

There remains, however, little research concerning the extent of leadership learnability by young people, the subject of my research (e.g. Karnes 1990; Kouzes and Posner 2008). The findings of this study provide further detail and support to other studies that considered leadership learnability; it emphasises that leadership is learnable for young people to a great extent; additionally, it provides plentiful details on what easy and difficult to learn and clarifies the factors and tools which impact leadership learnability.

To be accurate, Leadership is a complex phenomenon, containing various components that can be divided into three core categories. Firstly, some of these elements can be straightforwardly to modified in the short-term (such as simple leadership skills); secondly, the heart of leadership necessitates a long-term approach (such as behaviour modification as a significant factor of leadership development). On the other hand, there are some characteristics with which leaders are born. However, the crucial priority in leadership development is to concentrate primarily on the first and the second processes, while the third process can be essential for selecting young leaders.

This study in the same vein with Drucker who emphasised that: "*Leadership principles and practices must be learned and can be learned" (Hasselbein et al. 1996, 5)* and very much agrees with the literature revealed that leadership is learnable for students learned (for instance, Posner, 2009; Murphy, 2011), specially

at adolescence Cox (1988), as the students themselves revealed that leadership was trained after attending YLD programme (Kohlhagen and Culp, 2000). More detailed, several studies investigated leadership programmes outcomes, (for instance, Gomez, 2012; Keller, 2012), these studies found significant outcomes on the openness and persuasion dimensions (Smith, et al. 1991); an exceptional scores in leadership after participating in over a 2-year program (Fongkaew, et al. 2007) and longitudinally found significant changes in leadership behaviours, inspiring, challenging, enabling, and encouraging (Posner, 2009). This analysis interpretation is in the equal mood with DuBois and Holloway, et al. (2002) who applied a meta-analysis approach to evaluate the effect of mentorship programmes, resulting in significant impacts.

This study analysis is disagree with Kohlhagen and Culp (2000) who created a leadership development programme and illustrated that the trainers reflected that leadership was trained by observing and educating. However, my analysis revealed that educating is an important tool for YLD, but, it is much less vital than various learning strategies and tools generated from analysis (for instance, private school for YLD, X creating opportunities within their curriculum and school activities, sports, training, private school, youth parliament, teamwork, mentoring, creating opportunities within their curriculum). Learning leadership demands variety of learning strategies and tool, thus each of which enhance leadership from its multi-dimensions.

However, most of the previous studies investigated learnability generally and do not take into account the extent of learnability, thus, still there is a need to examine leadership learnability in further detail; for example, the extent of learnability, what is easy and difficult to learn, and how people can learn leadership in adolescence. These issues have been much clarified in this analysis, instead of investigating leadership learnability generally in the previous studies, and only focusing on ether it is learnable or not, this study analysis expand and clarifies this area of knowledge via revealing more specific themes for this issue, the analysis revealed four core themes

and each of which comprises of several sub themes, and each of which has been clarified in detailed: (1) to what extent is leadership learnable; (2) learnability levels (easy to learn; clearly learnable, learnable to some extent, hardly learnable, and not learnable); (3) factors impacting on learnability (factors impacting YLD either positively or negatively, the positive factors, and the negative factors); (4) learnability tools (school activities, sports, training, private school, youth parliament, teamwork, mentoring, creating opportunities within their curriculum).

My own view, based on my practical experiences in developing young leaders, leadership seems to be a complex phenomenon, which contains various components and can be divided into three core categories. Firstly, some of these elements are straightforward to modify in a short-term approach (such as simple leadership skills); secondly, the heart of leadership necessitates a long-term approach (such as behaviours' modification as a significant factor of leadership development). On the other hand, there are some characteristics which leaders are born with. Individuals might be split into three groups; (1) leaders who born with sky-scraping potential of leadership characteristics; such leaders are the minority and they have the power to pave their way with no significant need for leadership development programmes, (2) leaders who are born with a very-near-to-the-ground level of leadership potential, and for these minority individuals, leadership development could be rather time consuming; and (3) individuals who are born with different range and levels of leadership potential, and for these majority of individuals, leadership development is practical, especially that taking into account individual differences in leadership potential. However, the crucial priority in leadership development is to concentrate primarily on the first and the third groups. In doing so, more effective leaders may be built/created, especially, if we start from an early age.

From the analysis it seems that leadership has various levels, and the more exceptional the leadership is, the more natural characteristics are required, and the more leadership development is significant. However, the leadership potential can be categorised into four types, as follow (see figure 5.1).

(1) Individuals born with natural leadership characteristics and being exposed to leadership development; this is the type most likely to produce an exceptional leader.

(2) Individuals born with natural leadership characteristics, but not exposed to leadership development; therefore they can be natural leaders 'bit not exceptional leaders'.

(3) Individuals born with weak leadership characteristics but exposed to leadership development; this type is likely to produce lower leadership levels.

(4) Individual born with weak leadership characteristics, and not exposed to leadership development; this type I unlikely to become leaders.
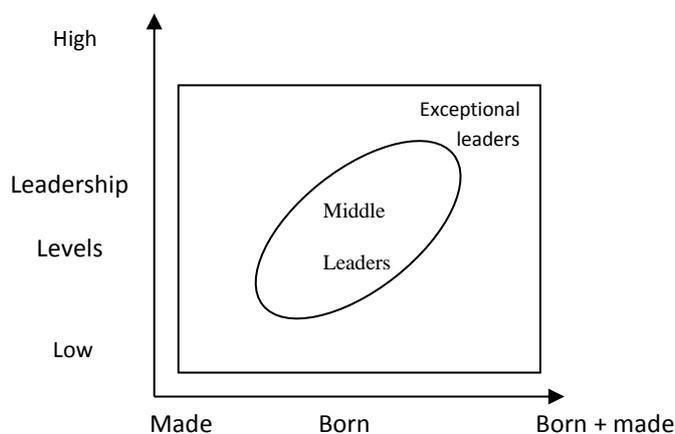
Figure (5.1): Simplified picture of the relationship between leadership levels and born/made frame

Levels of Leadership \ Levels of Learnability	Greatly Learnable	learnable to some extent	Hardly Learnable
Leading Your Self (low)	▨		
Leading a team (low)	▨		
Leading an organisation (mid)		▨	
Leading community (mid)		▨	
Exceptional Leaders (high)			▨

The general question is: to what extent leadership is learnable for young people? Such a question can generate huge disagreements and ambiguity; yet, the response can be elucidated when we split leadership into several levels and examine the learnability in each level. Moreover, if we ask about learnability of a particular

characteristic, behaviour or skill, the response will be more revealing; for instance, asking them about learnability in relation to influencing others, being confident or public speaking skills. However, leadership development is unfixed; it is a case of "*cometh the time, cometh the man*",

The analysis demonstrates that there are vast characteristics and skills which are difficult to learn in term of YLD. Thus, developing leadership from a young age would enhance these characteristics and skills, and over time they would become habits; and the leader seems to perform his/her leadership unconsciously.

To conclude, this study revealed that leadership is learnable for adolescents, and the learnability level depends on leadership levels. I am very agreed with Drucker who stated that: "*Leadership must be learned and can be learned" (Hasselbein et al. 1996)*. He emphasised that for adults and I am emphasising that for adolescents.

4.1.2 *Making leaders*

4.1.2.1 General theory

Though developed hundred years ago, Traits Theory still does not provide a united list of leaders' traits (Stogdill 1974; Kirkpatrik and Lock 1991). Christopher (1991) argues that neither the trait theory nor the situational theory has been sufficient in fully explaining leadership. Bennis and Nanus (1985: 4) have argued that: "*Literally thousands of empirical investigations of leaders have been conducted in the last seventy-five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non-leaders.*"

4.1.2.2 Display data

My qualitative analysis of the interviews shows 433 comments on the issue of making junior leaders, which I place in six categories in table 3: (1) willingness to be a leader (2); individual characteristics; (3) factors impacting on YLD; (4) learning and YLD; (5) context for YLD; (6) tools for YLD.

The opening question in my interviews was broadly set: what makes young people become future leaders? Such a general query suits the investigation of leadership development; `they generated wide-ranging, free-wheeling answers` (Bennis, 2003: 7) and would be compatible with the ambiguity of leadership; asking only specific questions may drive the respondents to be a way from the comprehensive picture. In addition to that, asking a general question may lessen the bias and furthermore, contribute to emerge innovative themes.

Categories	Comments
Willingness to be a leader	48
Individual characteristics	96
Factors impact YLD	100
Learning and YLD	25
Context for YLD	32
Tools for YLD	79
Interviewees' valuable insights	53

Table (5.3): Coding categorisation for making young people as future leaders

4.1.2.2.1   Willingness to be a leader

The interviewees commented on forty-eight drivers that inspire young people to become future leaders; for instance, personal interests, motivation to succeed, willingness to learn, ambition, sense of what is meaningful, willing to take the initiative, a dream to be a leader, wanting to do something, to be different and having big plans.

Prof. Coleman's (case 15) view is that: *Well, I think what makes young people future leaders is a combination of things. One is their own individual characteristics, their personality and their interests.* Noticeably, Prof. Prosser (case 9) claims that: *We could get them to say "I want to serve" to get them to have aspiration … "I'll lead for the benefit of others" … with that sense of purpose and meaningfulness* and Cardinal O'Brien (case 33) points out that: *It was service rather than leadership… I admired the priests in my parish at the time and wanted to be like them.*

Interestingly, educational leader Pinder (case 29) describes in her youth knowing: *that I wanted to do something. I wanted to make a difference, be different, not take charge, but shape things, make things happen.* Along similar lines, business leader Haughey (case 27) indicates that: *I was captain of the football team; I was always coming to the top, but pushing myself. I was more assertive in being a leader.* Finally Prof. Alnaji (case 17) emphasises that: *The more the person has* a well-developed tendency to lead, *the more the leadership characteristics emerge.*

In summary, whilst some cases mentioned explicit leadership willingness, the overwhelming majority believed that motivation for leadership can be implicit and appears in other forms of motivation.

4.1.2.2.2   Individual characteristics

The interviewees commented on ninety-six leadership characteristics for young people; for instance, commitment, energy and enthusiasm, necessary intellect, open-mindedness, adaptation, able to criticise freely, self-confidence, self-esteem and charismatic qualities.

Established leaders highlighted various characteristics in which we should focus on in term of YLD. For instance, Cardinal O'Brien (case 33) narrates that: *I was frustrated at two attempts, but then the third attempt, I was successful* and Haughey (case 27) describes himself as: *I learnt from my friend's father to work very hard morning and night … I'm not a one-trip pony entrepreneur … my style of leadership is certainly not fire and brimstone.* Interestingly, Linkston (case 32) tells that: *I still feel as fresh today as I did 30 years ago. And it's because I've got quite a wide contact and I'm involved in a lot that I find stimulating* and Alouda (case 42) indicates that: *From my experience, I noticed that practicing patience is the most significant talent for leaders' success; as life is full of obstacles … Continuous enthusiastic and craving are substantial, that can be polished via experimental, patience, and achieving a big amount of success* and Alzamel (case 38) emphasises that: *I observed that the first generation of leaders who established our nation; they*

were the best student leaders and had thinking, beliefs and principles. Finally, business leader Alsobyei (case 37) describes his journey as: *I became a business leader through being honest, truthful, sincere and hard-working. I wasn't lazy and I did struggle. It was more difficult than you could imagine.*

Alternatively, the academic Professors point out the following leadership characteristics. Prof. Kaleman (case 8) indicates that: *What potentially can make anyone a leader I think is first of all a sense, a vision ... motivation to succeed in the ages ... learning information, studying, developing skills, dealing with people ... influencing people* and Prof. Alimo-Metcalfe's (case 10) view is that: *Young people choosing to be leaders or emerging as leaders is influenced by their early socialisation in the family, and the fact that they have confidence.* Finally, Prof. Alnafie (case 24) emphasises that we should: *Give opportunities for growing the leadership characteristics, rekindling the spirit of initiative, continuity, self-confidence, ambition and achievement.*

4.1.2.2.3 Factors impact YLD

The interviewees mentioned one-hundred factors which impact on YLD such as preparation, gradual progression, continuous opportunities, beliefs, natural talents, reading, colleagues, critical events, media, richness of choices and fulfilling adolescence needs.

Established leaders narrate various factors affected their YLD. For example, Pinder (case 29) describes her young age as: *I suffer from an inherited disease ... I didn't walk properly until I was 16. I spent a lot of my childhood in hospital ... and all of those things, I think, contributed to my view of myself.* Along similar lines, Alsobyei (case 37) describes that: *My father passed away when I was 11 years old ... We were an extremely poor family ... I used to work from dawn until midnight.* Finally, Prof. Alrasheed (case 39) tells that: *We lived in a much undeveloped environment, with no*

electricity or gas … used to start our morning by dawn prayer … and took our lamps to grazing land … my father started to make me familiar with the sell-buy process … he fully depended on me, so I used to hold responsibility at an early stage.

Alternatively, the academic Professors commented on factors impacting on YLD as follows. Prof. Pharoah (case 14) highlights that: *Family role models. Access to opportunities … their formative experiences … parents have been leaders … present young people with opportunities that capture their imagination … it needs to be very real and very immediate to them, and they would need a lot of hand-holding and a lot of support* and Prof. Alnafie (case 24) underlines that: *Media, films and the Internet, they are silent company and have direct impacts. We find an individual in his bedroom, spending hours engaging with these components which can play a major role in leadership development.* Finally Prof. Grint (case 7) describes young people as: *They have less experience of the world and thus do not know what cannot be achieved – that optimism is critical.*

4.1.2.2.4   Learning and YLD

The interviewees point out twenty-five aspects of learning and YLD; for instance, good education, Professional qualifications and lifelong learning. Business leader Alzamel (case 38) believes that: *In my opinion, leadership is really about education and specialisation … We still learn, continue learning, and we do not stop being educated.* Prof. Alnafie (case 24) emphasises that: *Thinking skills, especially the critical ones, are an essential part of leadership, because they are based on the person who does not accept views directly … creative thinking is more important than critical thinking in term of YLD.*

Concerning teaching leadership in the classroom, Prof. Gofee (case 5) claims that: *It's hard enough teaching leadership to experienced executives in a formal classroom setting, but with young people, I think it's almost impossible, so I do think*

that this is all about experience, facilitation of that experience and reflection on that experience. Prof. Alnamlah (case 41) underlines that: *Even if you study leadership over a long period, it is not certain that you will become a leader ... we should develop them through a comprehensive strategy ... I am afraid of drawing an ideal map.* Along similar lines, Linkston (case 32) emphasises that: *It was never ever a journey that I had mapped out, it was an incremental journey.*

Some leaders mentioned that they left school early, which provided them open opportunities. Unfortunately, schools may become huge obstacle which can harm leadership potential at young age. Haughey (case 27) tells that: *The advantages of leaving school at 15 were that I think there was more of a hunger and a desire ... it endorses the hard work ethic ... I tell kids today "don't worry if you have to leave school at 15 or 16 with not too many qualifications, it's not the end of the world"*

4.1.2.2.5 Context for YLD

The interviewees identified thirty-two comments on the context of YLD; for instance, family, school, classroom, community, religious nurture and working with others. Prof. Crosby (case 4) conveys that: *I think we would say that many of these young people are already doing leadership work in an environment where they are, so it might be in their schools, it might actually be in their families* and Prof. Alnoghaimshi (case 21) emphasises that: *We have two aspects, in my opinion – the cultural aspect, and the practical aspect. We cannot develop a leader or really have a leadership role unless we have nurtured both sides. The first aspect must have a religious culture, general culture and specialist culture.* Along similar lines, Prof. Coleman's (case 15) view is that: *I think what makes young people future leaders is a combination of things ... it's about the environment in which they find themselves, the context, the school, if the school provides opportunities, or maybe if they are part of a church group or a sports group* and Farmer (case 35) tells that: *The biggest thing that shapes your life is the environment you're born into ... I was born the youngest of seven children into a very strong Catholic family.* Finally, Osborn (case

28) claims that: *When you're in a team sport, for example, football, which everybody around the world plays, your effectiveness is not individual. You have to be a team member.*

4.1.2.2.6 Tools for YLD

The interviewees pointed to seventy-nine tools that can be used for YLD; for instance, students' government, team work, scouts, dialogues with adults, telling stories, simulation, action learning, travelling abroad and critical challenges. Prof. Alqahtani (case 20) suggests that: *We can make some students participate in class leadership, the school council, or in the various sport, social, cultural or scout activities. We can give them all the opportunities in the morning dialogue, which can shape leadership* and Farmer (case 35) says that: *They didn't tell you that you could climb Mount Everest; they told you that you could climb Arthur's Seat ... the best way you can learn is by actually doing the job ... So it was more showing by example rather than anything else.*

Alzamel (case 38) criticizes leadership training: *Training elevates leadership but does not create leaders; leadership is embodied within the person from the early stages of his life* and Farmer's (case 35) views that: *For me, it's more than just training. You can train monkeys … You can't run a class and stand up in front of that class and say to them "For the next six months, I'm going to teach you and you're all going to become leaders".* On the contrary, Altotongy (case 23) suggests: *provide ten days intensive programme based on formal curriculum* and Prof. Alnaji (case 17) emphasises that: *It would be impressive if leadership experts designed purpose-designed programmes and presented leadership theories in a simplified and abstract manner, and develop practices from these theories; these programmes will be influential.*

4.1.2.3   My interpretation

Despite having asked nineteen established leaders and twenty-seven university Professors, I observed that all of them (N=46) answered this question in a positive

manner, and in spite of the variation in their optimism, no one deprecated the query; this means that the notion is acceptable.

One of the interesting findings from this study is that young leaders emerge in an open environment full of multiple choices and opportunities for leadership development; this sits alongside the lack of studies on what makes a leader, the ambiguity of leadership and the continual changes. In line with the philosophy that we should enhance young leaders with wide range of choices which harmonize with their talents and strengths, they should grow if knowledge, skills, leadership characteristics, practices, experiences, rich choices and dealing with various situations are provided; as a result they are more ready to become future leaders. For instance, Prof. Gofee (case 5) points out that: *Early, rich, different experiences, I think, are developmental of leadership ... take on bigger responsibilities* and Sweeny's (case 35) response is: *Now, to answer the question "what makes young people become future leaders?", I think it's opportunity. And I think that the majority of young people don't get the opportunity to demonstrate their leadership skills.* Prof. Alnoghaimshi (case 21) conveys that: *The Prophet's environment was open and the opportunities were available from the leader himself* and Almofada's (case 26) perspective is that: *Leadership development requires continued opportunities in class, the community, etc.* Furthermore, the majority of leaders had various choices in their youth. Finally, the business leader Farmer (case 35) believes that: *Opportunities come along, but it depends on whether and how you use them.*

The interviewees revealed one hundred factors impact YLD, forty-eight motivations, ninety-six leadership characteristics, and seventy-nine tools for YLD. However, these huge quantities can provide the basis for multi quantitative studies in future that might elucidate the critical successful factors, motives, characteristics and tool which effect YLD, and that can be taken into consideration in designing YLD programmes. This study is in disagreement with studies deal with YLD as short-term (Connors and Falk, et al. 2010), oppositely my study is in agreement with long-term development (Guerin and Oliver, et al. 2011). I am in the same vein with Bennis (2003: 42) who

claimed that: "*Leadership courses can only teach skills. They can not teach character or vision, and indeed they do not even try*".

Although I am agree with the two longitudinal studies who found that there is a significant link between YLD and Traits Schneider et al. (1999, 2002) and that Situational Leadership theory seems the most relevant to YLD Roach (1999), this study believes that it is not sufficient to use one leadership theory.

Also, this study agrees with the result of Stogdill (1949, 1974) who reviewed 287 studies and identified twelve core leadership characteristics for adults (intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, achievement, cooperativeness, tolerant, influence, and sociability), similarly, this study believe that these characteristics are vital for YLD.

Regarding the holistic framework for leadership was created for adult by Yukl (2006) in his book "*Leadership in Organizations*" which integrated six approaches: (1) *leader traits*; (2) *leader behaviour*; (3) *leader power*; (4) *situational variables*; (5) *success criteria*; (6) *intervening variable*. This study highlighted the significance of adolescents' leadership traits, behaviours, and situational variable, in contrast, no more attention on leader's power and success criteria.

Martinek Schilling, et al. (2006) developed four phases for budding young leaders; *needs-based leadership*, *focusing on planning and teaching*, *reflective leadership*, and *compassionate leadership*. My analysis disagrees with this study in *needs-based leadership,* in contrast, YLD is fundamental-based leadership; it focus essentially on generic leadership with the significance of adolescents needs. On the other hand, YLD built up on sufficient time leading to significant development.

Although this study is agreed generally with Kim (2009) who found that the most influential factors on students' leadership skills were creative personality, happiness (11.7%). But, this study believes that the most influential factors on making young leaders is the varieties of continuous opportunities and massive activities which adolescents involved in to satisfy their leadership potentiality. Also, with Reichard and Riggio, et al. (2011, 2) who found longitudinally a significant correlation between adolescent's extroversion and emerging future leaders.

In summary, there is no simple answer to this question (what makes young leaders?). Yet, it has yielded a comprehensive answer with masses of details; therefore, that's incompatible with short-term approach rather it advocates long-term YLD. Conger (2004: 136) argued that: *"When we think of leadership and its development, we often assume that it belongs in the 'black box' category of life's phenomena—something that is complex and mysterious and therefore largely unfathomable.*

4.1.3 Motivation to lead

The question regarding leadership learnability was: for young people, to what extent is the motivation to become a leader important in becoming one?

4.1.3.1   General theory

Motivation to lead defined as an '*individual-differences construct that affects a leader's or leader-to-be's decision to assume leadership training, roles, and responsibilities'* (Chan and Drasgow, 2001, 482). Winter et al. (2002) examined three dimensions of motivational leadership (power motivation, achievement motivation, and affiliation motivation). Later, Popper and Mayseless (2007) discussed early life factors affecting the *wish to lead*, and predictors comprise: self-confidence, pro-social, optimistic, openness.

Using a 16-year longitudinal study for 237 leaders, McClelland and Boyatzis (1982) found significant correlation between motivational style for leaders and future

leadership success. Gottfried and Gottfried et al. (2011) in their longitudinal study found a correlation between high inherent motives towards learning and the motivation to lead, with a significant correlation to affective-identity motives, and no significant link with the social normative motivation. Interestingly, no relationship was found between IQ and motivation to lead.

4.1.3.2 Display data

My qualitative analysis of the interviews (see Appendix B1), show 185 comments on the issue of motivation to become a leader, which I have organised into five categories in table 4: (1) to what extent the motivation to become a leader is important; (2) types of motivations to become a leader; (3) factors impacting on the motivation to become a leader; (4) Significance of early motivation; (5) Alternative indicators for motivation.

Categories	Comments
Types of motivation to become a leader	36
Factors impacting on the motivation to become a leader	82
Significance of early motivation	12
Alternative indicators for motivation	29
Interviewees' valuable insights	26

Table (5.4): Coding categorisation for the extent of motivation to become a leader

4.1.3.2.1   To what extent the motivation to become a leader is important:

The following table summarises the responses from interviewees on the motivation to become a leader.

Responses categorisation	UK Experts	UK Leaders	KSA Experts	KSA Leaders	Total
	N= 17	N= 10	N= 10	N= 9	N= 46
Very important	6	2	7	4	19
Important	7	7	2	3	19
Important to limited extent	3	1	1	2	7
Not important	1				1
I had a great motivation		0		0	0
I had limited motivation		1		5	6
I never thought about becoming a leader		7		2	9

Table (5.5): Interviewees responses to the extent of motivation to become a leader

Only one of forty-six interviewees believed that motivation to become a leader was not important at a young age. On the other hand, Sweeny (case 35) indicates that: *I think it's exceptionally important* and Prof. Alnafie (case 24) believes that: *The motivation for leadership exists in the human nature; it is a characteristic, an instinct and essential drive.* Alternatively, Prof. Pharoah's (case 14) view: *I don't think it's important at all.* Interestingly, not one of the established leaders had a great desire to become a leader at a young age, the majority of them never thought about that; for instance, Farmer (case 35) emphasises that: *I never thought about* that. *I never had any ambition to be rich* and only some of them had limited desires, for instance, Thomson (case 30) recounts that: *when I was a Scout, my ambition was to be a Patrol Leader, in charge of a group.*

4.1.3.2.2 Types of motivation to become a leader:

The analysis that emerged from the interviewees demonstrates that there are several types of motivation for becoming a leader as follow.

1. Material motives: for instance, high energy, money. Prof. O'Brien (case 3) reveals that: *I think more and more people are seeing that capitalism drive – if you like – to the top as, something which is challengeable now.*

2. Intellectual motives: for instance, to be a wise, curiosity, brightness, to be scholar. Alouda (case 42) says: *I had limited desire to be a leader, but I had a great ambition … my ambition was to be a book author, wise, a scholar.*

3. Psychological motives: for instance, self-assertion, feeling of importance, emotional wellbeing, great ambition. Farmer (case 35) points out that: *Recognition is what can drive you on. It is striving for recognition … you've got to feed their ego.*

4. Social motives: for instance, patriotism, contribute to community, social justice. Prof. Alrasheed (case 39) narrates that: *I wanted to have a role in my society … I hope to be adding to this building. I have had this ambition for a long time.*

5. Spiritual motives: for instance, religious motives, philanthropy, to serve people. Prof. Prosser's (case 9) view is that: *some sense of wanting to better yourself, wanting to serve other people, wanting to make a contribution.*

4.1.3.2.3   Factors that impact on the motivation to become a leader:

The analysis highlights eighty-two factors which impact on the motivation to become a leader at a young age (see Appendix B1).

a. Examples of positive factors enriching motivation were cited as parents' encouragement, early responsibility, early diversity of crafts, reading stories of success, the ladder of success, good education and role models. Prof. Algoiab (case 10) suggests that: *Motivation is first step to be a leader ... award them multi-levels leadership certificates* and Prof. Melborn (case 12) highlights that: *Such programmes have to begin where young people are, not where we want them to be ... do things that they find inviting, fascinating and interesting ... it's stretching them a little bit, but not taking them too far from their comfort zone at first.*

b. Examples of negative factors affecting the motivation were given such as no desire to lead, the environmental conditions, giving them so much of help. Prof. Alkelabi's (case 19) perspective is that: *If the young person does not have the desire to lead, he/she will not be an effective leader, even if they had the traits of the leadership, similar to the one who owns money but does not want to spend,* and Thomson (case 30) who says: *We might give them a little bit of help, but not so much help that they become dependent on us.* Finally, Prof. Gofee (case 5) warns that: *Arguably, there is a generation emerging which is so interested in doing its own thing ... they don't want to lead anyone else and they don't want to be led by anyone else ... it might be a loss of faith or belief in leadership.*

4.1.3.2.4   Significance of early motivation:

The interviewees mentioned the benefits of early motivation for being a leader such as taking the initiative to join programmes, ease of teaching leadership, confidence to take on a challenge. Prof. Alnoghaimshi (case 21) highlights that: *their desire makes you feel relieved as a teacher or trainer, as you will not be imposing on them. Rather, they are the ones that make the decision. They'll have the initiative to carry out the duties required of them and interact with the programme. They might also help other young people in completing the programme* and Prof. Melborn (case 12)

believes that: *If they were very enthusiastic, they took to it very strongly and wanted to do more.*

4.1.3.2.5 **Alternative indicators for motivation:**

The interviewees mentioned various substitutes for the motivation of being a leader, for instance, ambition, dreams to be somewhat different, very tough effort to succeed, desire to create, rebelliousness, wanting to take responsibility. Prof. Crosby (case 4) points out that: *It's simply "I want to make things better for my family or my immediate group" but it expands then, particularly if you're mentored well, to broader concerns.*

4.1.3.3 My interpretation

The majority of leaders did not have a clear desire to become leaders at a young age, and in addition to that all of my interviewees, except one, believed that motivation is important, it seems that there are alternative motives to leadership which may expand their desire, and turn into motivation to be a leader. They could be indicators to become a leader. The desire to be a leader may not appear but the foundations have been laid.

Interestingly, half of those motives mentioned by the interviewees are psychological ones; and that may be ascribable to the complexity of leadership and the extended journey, which needs deep drives to be revitalised within the leaders themselves.

This study in the same vein with Riggio and Mumford (2011) longitudinal study which found that the individual' motivational characteristics can be utilized as prediction variables for leaders' emergence. Similarly, this study agrees with various studies' results on factors correlate with motivation to lead, for example: motivational style (McClelland and Boyatzis, 1982); mental ability, and leader's efficiency (Winter et al. (2002); emotional intelligence and biculturalism (Cintron, 2005); self-confidence, pro-social, optimistic, openness (Popper and Mayseless,

2007); teachers, parents, and mentors (Ofori, 2008); self-esteem, family status and females' development (Li, Arvey and Song, 2011); high inherent motives towards learning, affective-identity motives (Gottfried and Gottfried et al. 2011). More than that this analysis revealed eighty-two factors which impact on the motivation to become a leader at a young age.

In contrast, this study disagrees with Singer (1990) who studied 130 high school students and found no important influence for age or sex on leadership ambitions. Also, in dissimilarity, the analysis revealed the importance of age on motivation; as the adolescents become more motivated when they grow into older. And dissimilarly with Loh and Chang (1996) who found no significant distinctions in readiness to lead in term of school achievement, the analysis revealed the schooling as a huge obstacle facing YLD.

This analysis is in the same philosophy of Schneider et al. (2002) who conducted a sample of student were participating in multi-shot leadership programs over 24 months and concluded *"a multidetermined construct like leadership required a multifaceted set of predictors for understanding and prediction."*. As this analysis that emerged from the interviewees demonstrates that there are several types of motivation for becoming a leader as follow, thus, there is a need of multi-faceted enhancement to fulfil MTL.

However, most of the previous studies investigated motivation to lead both the issue of importance and which factors impacting MTL, but, do not take into account the issues related to MTL. These issues have been much clarified in this analysis, and instead of investigating motivation to lead generally, this study analysis expand and clarifies this area of knowledge via revealing more specific themes for this issue, the analysis revealed five core themes and each of which comprises of several sub themes, and each of which has been clarified in detailed: (1) <u>to what extent the motivation to become a leader is important</u>; (2) <u>types of motivations to become a</u>

leader (material motives, intellectual motives, psychological motives, social motives, and spiritual motives); (3) <u>factors impacting on the motivation to become a leader</u> (positive factors, negative factors); (4) <u>significance of early motivation</u> (taking the initiative to join programmes, ease of teaching leadership, and confidence to take on a challenge); (5) <u>alternative indicators for motivation</u> (ambition, dreams to be somewhat different, very tough effort to succeed, desire to create, rebelliousness, wanting to take responsibility).

In my point of view, the challenge facing YLD curriculum designers and YLD programmes' practitioners is to take into consideration the core themes emerged and generated from this analysis to support adolescents becoming leaders. This study revealed massive comments related to motivation to lead, it revealed comments on: to what extent the motivation to become a leader is important, types of motivations to become a leader, factors impacting on the motivation to become a leader, significance of early motivation, and alternative indicators for motivation. For example, taking into attention the factors impact MTL can benefit YLD from a number of positive advantages: (1) the programmes will be focused on adolescents nature; (2) increasing the acceptance of young people of these programmes; (2) keeping them enthusiastic during the development process; (3) YLD accomplish their desire; (4) accumulating their achievement; (5) encouraging their initiatives; and (6) designing YLD programmes tailored to the adolescents' needs.

The interviewees revealed thirty-six motives for being a leader; eighty-two factors impact on the motivation to become a leader and twenty-nine alternative indicators for motivation. However, these vast quantities can originate multi quantitative studies in future; leading to the critical successful motives and factors impact the leadership motivation at young age; and that can be taken into consideration in designing YLD programmes.

In summary, motivation to become a leader can be inherited, developed, and simultaneously inborn and grown. It is can be seen as a psychological characteristic; it has multidimensional components, therefore, there is a need of multiple factors to enhance it.

4.2 CHARACTERISTICS of ADOLESCENTS

This section includes three themed components: general theory on adolescents' characteristics and YLD; the data will be displayed by five controversies; adolescents' characteristics with YLD, factors that impact on investing in adolescents' characteristics, differences between adolescents and adults, differences between adolescents and children, and adolescents' negative characteristic. Finally, my interpretation of the findings will be drawn.

4.2.1 General theory

The key developmental psychological theories proved that adolescence is a transitional age such as, Piaget's Theory of Cognitive Development (Piaget, 1928, 1959, 1978), Erikson's stages of psychosocial development (Erikson, 1963, 1968), Vygotsky's Social Development Theory (Vygotsky, 1978) and Kohlberg's Theory of Moral Development (Kohlberg, 1958). Importantly, there are plentiful characteristics that occur throughout formal operational (ages 12 onwards), such as concrete reasoning and experiences, thinking abstractly and logically, conceptualizing himself/other people's thought, capability for hypothetical reasoning, (Elkind, 1967; Piaget, 1972; Bliss, 1995).

Barbuto (2000) created a leadership perspective in the classroom model which joins YLD and Kegan's six-stage developmental model and leadership theory, and his model contains three steps; students' need assessment, selection of teaching style and evaluating the outcomes of students' development and motivation. Despite the huge studies in the literature on adolescence age, still there is a need to investigate the adolescents' characteristics which make them more receptive to enhancing leadership development.

4.2.2 *Display data*

I asked the interviewees about the characteristics of adolescents which make them more receptive to enhancing leadership development period. My qualitative analysis of the interviews (see Appendix B2) shows 259 comments on the issue of adolescents and YLD, which I organised into five categories in table 7: (1) adolescents' characteristics with YLD; (2) factors that impact on investing in adolescents' characteristics; (3) differences between adolescents and adults; (4) differences between adolescents and children; (5) adolescents' negative characteristics. These categories emerge from the data, and through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996) and then, inductively grouping the data into core categories.

Categories	Comments	Examples
Adolescents' characteristics with YLD	106	
Factors that impact on investing in adolescents' characteristics	23	
Differences between adolescents and adults	55	
Differences between adolescents and children	30	
Adolescents' negative characteristics	17	
Interviewees' valuable insights	28	

Table (5.6): Coding categorisation for making young people as future leaders

4.2.2.1 Adolescents' characteristics with YLD

I asked thirty- two established leaders and experts, (nineteen from the UK, the US and thirteen from the KSA) about the characteristics of adolescents which make them more receptive to enhancing leadership development. My qualitative analysis of the interviews (see Appendix B2) shows 106 comments on the issue of adolescents' characteristics. The analysis demonstrates that there are several types of adolescents' characteristics: (1) motivational Characteristics; (2) psychological Characteristics; (3) physical Characteristics; (4) cognitive Characteristics; (5) social Characteristics; (6) moral Characteristics.

4.2.2.1.1 Motivational Characteristics: the interviewees mentioned various characteristics for adolescents which motivate them to leadership development: for example being adventurous, competitive, hopeful, a challenger, the tendency to be an adult, demonstrate an interest in power, wanting to achieve, enthusiastic, willingness

to learn, wanting to develop, ambitious and have a hunger to take responsibility. Thomson (case 30) points out that: *They're motivated. Certainly, that energy is there. There's a hunger for change, sometimes, to do things differently* and Sweeny (case 35) indicates that: *There's that sense of adventure that young people have ... I think in general that young people are massively enthusiastic, want to have a go at things.*

4.2.2.1.2 Psychological Characteristics: the interviewees mentioned various psychological characteristics which support leadership development; for instance, not cynical, self-actualization, confident, the search for self, the need for freedom, self-esteem, self-assertion, autonomous, the need for respect, sense of rebelliousness and anarchy and there is a need for recognition. Psychologist Prof. Coleman (case 15) points out that: *They're not set in their ways; they're flexible, malleable in one sense, and the capacity for change. It's a time of identity development.*

4.2.2.1.3 Physical Characteristics: the interviewees mentioned various physical characteristics in which support them to leadership development: for instance, energetic, sexual maturity, physical strength, they are young, alive and dynamic stage and they like sport.

4.2.2.1.4 Cognitive Characteristics: the interviewees mentioned various cognitive characteristics in support leadership development: for instance, flexibility, a sense of the power mental, abstractive, crafty creatures, intellectual ability, brain capacity, becoming cognitively mature, more open and resourcefulness.

4.2.2.1.5 Social Characteristics: the interviewees mentioned various social characteristics that support leadership development: for instance independence, searching for the model, the companionships needs, and a professional orientation and looking for work.

4.2.2.1.6 Moral Characteristics: the interviewees mentioned various moral characteristics which support leadership development: for instance, idealistic and

valued-based person. Almofada (case 26) indicates that: *They are idealistic, they like to be perfect, they like that people express moral, leadership can improve other people's morals; they will be encouraged to lead* and Prof. Melborn (case 12) highlights that: *beginning to release themselves from the values and beliefs of the family. Religious, political, and relationship-termed, it is "how do I feel about myself?"* Alternatively, Prof. Pharoah's (case 14) view is that: *Adolescence is not a time when people are particularly susceptible to leadership role models.*

4.2.2.2   Factors related to investing in adolescents' characteristics

The interviewees highlighted twenty-three factors related to investing in adolescents' characteristics (see Appendix B2); for instance, identifying these characteristics, parents spending regular time with them, pedagogues, give them the hope, trust them with responsibility, listening to their initiatives, giving them a vital role, peer influence, not catastrophic society, they are still young and have long time. Prof. Kakabadse (case 6) points out that: *Many of the people that you would call successful, so they hold a position of success ... they had a significant person in their background who gave them confidence, who gave them new in insight, who gave them alternative ways of learning.*

4.2.2.3   Differences between adolescents and adults

I asked seventeen interviewees (twelve university Professors and five established leaders) about the differences between adolescents and adults in term of leadership development, and they highlighted fifty-five differences (see Appendix B2). My qualitative analysis demonstrates that there are several types of variations: (1) personality differences; (2) motivational differences; (3) cognitive differences; (4) physical differences; (5) behavioural differences; (6) social differences; (7) resources differences.

4.2.2.3.1 Personality differences: the interviewees mentioned several personality differences between adolescents and adults; for example, young people are idealistic, have a more positive view of the world and nature of personality becomes more fixed

as people grow. Prof. Townsend (case 1) points out that: *Young* people *are less cynical ... they are more open to look at things with an eye that is neutral, if you like, rather than automatically assuming the worst and then saying "how do we fix it?"* and Zwanenberg (case 36) indicates that: *Adults are more protective of their dignity... more worried about position.*

4.2.2.3.2 Motivational differences: the interviewees mentioned various motivational differences between adolescents and adults; for instance, young people are much more likely to reach beyond something, reach out for something, inhibitions are not there and they have more of a sense of optimism, whereas adults are a bit jaded, and become more risk-adverse. Sweeny (case 35) emphasizes that: *There is less fear than adults in terms of getting them to do new things or try new things* and Zwanenberg (case 36) points out that: *young people are much more prepared to take risk ... much more open to that ... much more questing from that point of view ... They are much more about the world's still a great big, exciting and interesting place.*

4.2.2.3.3 Cognitive differences: the interviewees mentioned several cognitive differences between adolescents and adults; for instance, young people are still in learning mode, more flexible in their head, more of a sense of possibility, thoughtful and more flexible. Prof. Tett (case 13) indicates that: *I do think that in that period of time, at that age, people are more open; it is easy to learn with open person. There are more possibilities that they can think of.*

4.2.2.3.4 Physical differences: the interviewees mentioned few physical differences between adolescents and adults; for instance, young people have more energy than adults and adults are powerful.

4.2.2.3.5 Behavioural differences: the interviewees mentioned several behavioural differences between adolescents and adults, for instance, young people's behaviour is easier to deal with. The older you become the more engrained are particular ways of acting and adult responses adults are much more tempered. However, the ability to

adopt a leadership position is much easier for the adults. Psychologist Prof. Mofada (case 15) points out that: *Personality nature becomes more fixed as people grow … The more we start at an early age, the more we can change characteristics* and Zwanenberg (case 36) emphasizes that: *So they haven't fixed their ideas yet, whereas some adults have got very fixed ideas.* Finally, Burley (case 34) mentions that as a young person: *You don't have the experience that says that you can't do it, so you do it.*

4.2.2.3.6 Social differences: the interviewees mentioned several social differences between adolescents and adults; for instance, the environment is essentially bounded for young person and the available opportunities are very much dictated by geography.

4.2.2.3.7 Resources differences: the interviewees mentioned several resource differences between adolescents and adults; for instance, young people have a lot more time than adults; their time is freer; they have more chance of succeeding; they haven't yet committed to work responsibility but adults have more resources. Alouda (case 42) mentions that: *Youth has more time to build themselves* and Pinder (case 29) points out that: *As you get older, you've got disposable income … you become the master of your own choices, you build a life that enables you to take advantage of opportunities … you make those decisions … adults have so much more experience.* Finally, Prof. Beverly (case 10) indicates that: *responsibility and complexity that comes with adult development is different from the development for adolescents.*

In summary, whilst there is clear difference of viewpoint between interviewees, the overwhelming majority believe there are various differences between adults and adolescents in term of leadership development, with Prof. Townsend (case 1) as an outlier, believing that: *I don't think they differ; the actual process of learning is identical in young people and in adult.*

4.2.2.4 Differences between adolescents and children

I asked ten interviewees (including four Professors of developmental psychology) about the differences between adolescents and children in term of leadership development, and they highlighted thirty differences (see Appendix B2). For instance, Prof. Alnafie (case 24) points out that: *Children have the desire to be social and composed with others, the desire to learn and imitate the model ... adolescence is the pathway to adulthood ... leadership development is more difficult here than at the primary stage, but adolescence is the stage which is more suitable to the aspirations of leadership.* Prof. Almofada (case 26) indicates that: *Self-assertion should start at the childhood stage.* Along similar lines, Prof. Bennet's (case 16) view is that: *Children do "mother knows best" ... by late childhood and adolescence they have complete confidence that they know their own mind better than anybody ... I suspect that "I know my own best" increases between 12 and 18 ... Children like themselves more, teenagers have a period of low self-esteem ... adolescents have doubts about their value ... young children, they identify with groups, in adolescence it becomes about the abstract values that we share ... Adolescents become much more sophisticated in understanding the values that "make us all members of this group" ... The difference is personal and impersonal* and Prof. Melbourne (case 12) points out that: *Children are more susceptible to following what an adult does ... Adolescents enter into debate with an adult or disagreement. Adolescents follow a slightly different trajectory in that. Young people show that it's very manly to be human and sympathetic and compassionate and worthwhile and consultative.* Finally, Sweeny (case 35) underlines that in adolescence: *There are obvious characteristics in terms of brain development ... more knowledge and more experience, in terms of physical attributes which means that they can do things they can't do when they're younger and they've got more freedom in terms of actually doing things, going places, being independent* and Zwanenberg (case 36) points out that: *Children are more play at that stage ... the relationships are less fixed ... teenage, the relationships and the impact on relationships, becomes much more important ... how you're seen by your peer group, becomes much more important ... much more self-consciousness about how other people sees you and saying about you.*

In summary, whilst there are some interviewees believe that the primary school is more effective for leadership development such as Prof O'Brien (case 3) who believes that: *It's a bit late. Can we say "we're only going to have mathematics from the age of 12"? Equally, do you deny people experiences which they are ready for intellectually and physiologically*? Alternatively, the majority believe that it is a critical age and there are various characteristics during adolescence that are more receptive for leadership development: Prof. Coleman's (case 15) view is that: *it's a time of great change, rapid development, physical, brain capacity, intellectual ability, cognitive skills, social skills and emotional.*

4.2.2.5   Adolescents' negative characteristics

I asked four Professors of developmental psychology whether there were any benefits to be derived from the adolescents' negative characteristics in term of YLD; their comments can be classified into three categories, as follows.

4.2.2.5.1 Examples of negative characteristics: The interviewees mentioned several negative characteristics for adolescents; for instance, rebelling against the family, conflict, plenty of sleep, they do not conform to routine, they are troublemakers.

4.2.2.5.2 Methods for exploiting negative characteristics: The negative attributes can be turned to advantage and invested in YLD. Prof. Alnafie (case 24) points out that: *Rebelling against the family can be turned into a positive experience, and this needs a certain culture from the family … have a prominent role in the family … caring of younger siblings… by involving students in school management, teaching their peers … Approach-Approach Conflict, Approach-Avoidance Conflict and Avoidance – Avoidance Conflict. Negative conflicts can be turned into positive conflicts, and can be invested if we are able to manage that* and Prof. Alnoghaimshi (case 25) believes that: *We should deal with them naturally, and seek to satisfy their needs in an appropriate and balanced way … Rebellion means we have something out of the ordinary, and this is an advantage.*

4.2.2.5.3 Reflection: Prof. Coleman's (case 15) view is that: *The negative stereotype is a serious problem, that they're not serious, troublemakers; they can't take responsibility ... Actually opportunities for young people to develop leadership skills are really ideal for addressing this stereotype* and Prof. Alnafie's (case 24) is that: *We can invest in the characteristics and features of adolescence in terms of leadership development, whether positive or negative.* Finally, Prof. Alnoghaimshi (case 25) believes that: *The schools of psychology study this phenomenon, but they may be mistaken in their interpretation ... If we neither understand them nor exploit their characteristics in a positive way, we would feed the negative side of their attributes ... The mental and psychological characteristics that appear to be negative, but it is advantageous if we exploit them in the positive side.*

4.2.3 My interpretation

Despite the advantages of adults and children in term of leadership development, the interviewees mentioned 106 characteristics for adolescents which make them more receptive for YLD. Actually, YLD feeds these characteristics, and therefore increases young people's motivation for YLD. However, the abundance of these characteristics confirms that this period is receptive and susceptible for leadership development.

One of the interesting findings in this section is that the interviewees mentioned 85 differences between adolescents on one hand and between adults and children on the other hand. The most of these differences support the adolescents and strengthen focusing on YLD. Also, that means that adult leadership development differs from YLD. Furthermore, understanding these differences can bring into relief for the directors of YLD programmes consideration of ways that their curricular may increase the young people tendencies towards YLD.

Up to my best knowledge, my investigation of the issue of the characteristics of adolescents which make them more receptive to enhancing leadership development is original, as no literature been conducted in this concern. This study is in the same vein of the studies dealing with adolescence as vital stage of life. These studies fundamentally based on Piaget's Theory of Cognitive Development (Piaget, 1959, 1978), Erikson's stages of psychosocial development (Erikson, 1963, 1968),

Vygotsky's Social Development Theory (Vygotsky, 1978) and Kohlberg's Theory of Moral Development (Kohlberg, 1958). And very agree with the recent studies which believe that the adolescence is crucial period for YLD (Murphy, 2011, Shlafer et al. 2014).

The analysis of this study is agree with the result of research on adolescence which revealed plentiful of adolescents' characteristics which occur throughout formal operational (ages 12 onwards), such as concrete reasoning and experiences, thinking abstractly and logically, conceptualizing himself/other people's thought, capability for hypothetical reasoning, `the span of aptitudes being greater` (Elkind, 1967; Piaget, 1972; Bliss, 1995). Also with the work of Erikson (1963) who indicates the focal change among adolescence is *identity formation*; it is about achieving life's goals and keep asking who am I (Erikson, 1966) and the experience is the core factor in formulating identity (Jones, et al. 1989).

However, the previous studies lack of studying the characteristics of adolescents which make them more receptive to enhancing leadership development. These issues have been much clarified in this analysis, my qualitative analysis revealed five core themes and each of which comprises of several sub themes, and each of which has been clarified in detailed: (1) adolescents' characteristics with YLD (motivational Characteristics, psychological Characteristics, physical Characteristics, cognitive Characteristics, social Characteristics, and moral Characteristics); (2) factors that impact on investing in adolescents' characteristics (identifying these characteristics, parents spending regular time with them, pedagogues, give them the hope, trust them with responsibility, listening to their initiatives, giving them a vital role, peer influence, not catastrophic society, they are still young and have long time); (3) differences between adolescents and adults ((personality differences, motivational differences, cognitive differences, physical differences, behavioural differences, social differences, and resources differences); (4) differences between adolescents and children; (5) adolescents' negative characteristics (examples of negative characteristics, methods for exploiting negative characteristics, and reflection).

Whilst the interviewees highlighted various advantages for adults and children in terms of leadership development, they pointed out massive advantages and 106 characteristics for adolescence period. However, leadership is a developmental phenomenon, and respectively every single period of human being has its own remarkable advantage for leadership development, and gives heed to young age.

4.3 LONG-TERM vs. SHORT-TERM / GENERIC vs. SPECIFIC YLD

This section consists of the answers of two research questions: (1) for the development of young people as the leaders of tomorrow, do we need: a short or long-term approach, and why? (2) which is better: focusing on generic leadership or focusing on a wide range of details, and why?.

4.3.1 Display data

I asked forty-six established leaders and experts on leadership, (twenty-three from the UK, the US and eighteen from the KSA) which is more applicable for YLD: long-term or short-term development; additionally, is it generic leadership development or a wide range of specific details?. For example, is it peter to focus on the foundations and the principles of leadership or to extend the development into more details, such as, specific skills or specific behaviours?. Categories emerged from the data through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996) and then, data were inductively grouped into core categories.

4.3.1.1 Long-term vs. short-term:

My qualitative analysis of the interviews (see Appendix B2a), shows 136 comments on the issue of long-term vs. short-term, which I allocated into two categories in table 6: (1) significance of long-term development; (2) criteria for our choice.

Categories	Comments
Significance of long-term development	76
Criteria for our choice	22
Interviewees' valuable insights	38

Table (5.7): Coding categorisation for long-term vs. short-term in YLD

The responses of long-term or short-term are summarised in table (5.8)

Responses categorisation	UK Experts	UK Established leaders	KSA Experts	KSA Leaders	Total
	N= 17	N= 10	N= 10	N= 9	N= 46
Long-term	13	8	7	7	35
Short-term	-	-	-	-	-
Both	2	2	1	1	6
It depends on something	2	-	2	1	5

Table (5.8): Interviewees responses to which is better: long-term or short-term?

Thirty-five interviewees believe that YLD should be long-term rather than short-term. Interestingly, despite asking nineteen established leaders and twenty-seven university Professors, none of them believed that short-term development is enough for emerging young leaders. Farmer (case 35) states that: *I think that 12 to 18 is that period of time you help. That's short term for me ... You don't go into a sausage machine at 12 and come out at 18 as a leader. You're just preparing them.*

4.3.1.1.1   Significance of long-term development: The interviewees highlighted seventy-six justifications behind choosing the long-term YLD approach (see Appendix B2a); for instance, Prof. Alnaji (case 17) emphasises that: *We need enough time to deep-rootedness and implant the leadership characteristics* and Prof. Almofada (case 26) justifies that: *because of the individual's nature, it is the procedure of nurturing and fostering them ... there is a need of various real opportunities and activities with multiple persons in diverse situations to enhance leadership; which all cannot be pressed into one capsule.* Along similar lines, Alzamel (case 38) believes that: *You cannot create a human behaviour in one specific time. You cannot change the quality of hypocrisy, the quality of lying, or the exaggeration from the lectures or the courses* and Prof. Prosser's (case 9) view: *Oh, long term, without a doubt ... for a whole host of reasons. 12 to 18 ... those years are so formative, so foundational, so much composed with a whole variety of different issues to deal with, different feelings, the body is changing, what they're learning is changing and all of that.* Finally, Pinder (case 29) indicates that: *Leadership isn't a pill you can take ... it's experiential, it's contextualised. You have to have the period*

for reflection ... try them out again, transfer them across to another set of different contexts to test their durability.

4.3.1.1.2 **Selection Criteria:** The interviewees highlighted twenty-two criteria for selecting long-term or short-term development as the key criteria (see Appendix B2a); for instance, it depends on the young people willingness, freedom, extent of attitudes' change, self-capabilities, innate characteristics, age-related, resources, circumstances and human temperament.

4.3.1.2 Generic vs. Specifics:

My qualitative analysis of the interviews (see Appendix B2b), shows 182 comments on the issue of Generic vs. Details, organised into five categories in table 8: (1) significance of selecting generic; (2) examples for generic YLD; (3) significance of selecting details; (4) examples for detailed YLD; (5) selection criteria.

Categories	Comments	Examples
Significance of selecting generic	38	
Examples for generic YLD	35	
Significance of selecting details	14	
Examples for detailed YLD	17	
Criteria for selection	23	
Interviewees' valuable insights	35	

Table (5.9): Coding categorisation for the Generic vs. Details in YLD

The responses of Generic YLD or Detailed YLD are summarised in table (5.10)

Responses categorisation	UK Experts	UK Established leaders	KSA Experts	KSA Leaders	Total
	N= 15	N= 8	N= 10	N= 8	N= 41
Generic YLD	3	5	6	6	20
Specific YLD	4			1	5
Both	5	3	2	1	11
It depends on something	3		2		5

Table (5.10): Interviewees responses to which is better: Generic YLD or Detailed YLD?

The generic approach for YLD attracted greater acceptance amongst established leaders than academic experts; the *specific YLD* frame was least mentioned (12.5%), and the *generic YLD* frame most mentioned (50%). For instance, Alosaimi's (case 40, p. 984) perspective is that: *This stage is not one of details; it is the stage of frames* and alternatively, Prof. Tett (case 12, p. 568) points out that: *Well, I think*

people want to exercise leadership in relation to something specific. Prof. Coleman's (case 15) view is that: *It's not actually one or the other, but both, because I think you need the generic, but you also need the detail.*

4.3.1.2.1 Significance of generic YLD:

The interviews highlighted thirty-eight justifications behind their choice (see Appendix B2b). For instance, Prof. Alnoghaimshi (case 25) indicates that: *The generic aspect; it is linked with principles, rules and method rather than the content … The more focus on the generic leadership and general principles, the better forming aware individuals who are able to handle circumstances appropriately and dealing with the future in a flexible manner* and Prof. Almofada (case 26) justifies that: *As these capabilities were not proven or shown, it is preferable to set up based on generics until the puberty. Logically, the establishment of any science or art emerges from the shared background.* Along similar lines, Prof. Alnamlah (case 41) suggests that: *to start with the premise, if it is accurate, the results will be accurate, and vice versa what is built on a mistake will be a mistake* and Prof. Adair (case 6) believes that: *Always start with the generic role of leader. Start with the simple and move on to the more complex later* and Linkston (case 32) points out that: *It has to be the whole range … I think that there's nothing like giving people rounded skills, because you never know what type of situation you're going to be managing in the future.* Finally, business leader Haughey (case 27) comments that: *my ambition at 12 and 13 was not to be the boss of an air conditioning company and have 12 000 employees, it was to be a successful businessman, and that could have been pushing a fruit barrel.*

Alternatively, the interviewees demonstrate eight disadvantages for generic YLD approach; for instance, the common things do not fit for adolescents, youth are not going to think so broadly, and the overall approach to leadership sounds more like an adult thing.

4.3.1.2.2 Examples for generic YLD:

The interviewees demonstrate thirty-five examples for generic YLD approach (see Appendix B2b). Prof. Coleman's (case 15) identifies generic YLD as: *The generic is about the interpersonal skills, the ability to reach out to people, the ability to understand people, the ability to carry people along with you.* The interviewees' examples can be divided into three categories, as follow.

a. Major policies, for instance, concentrating on practice, practical opportunities, giving examples, realistic situations from the environment, students led by leaders, wide range of opportunities, your actions speak louder than your words, have a complete understanding of what they want to do, polishing their talents and giving them experiences of different contexts.

b. Focusing on Methods: for instance, extra-curricular activities, educate as training sessions, simulations, enrichment programmes, good school, and sports.

c. Core characteristics: knowledge and skills, for instance, generic skills, interpersonal skills, the elements of leadership, beliefs and values, nurture and develop their passion, and develop core competencies.

4.3.1.2.3 Significance of detailed YLD: The interviewees highlighted several justifications behind their choice. For instance, Alouda (case 42) claims that: *It focuses on the details, as the student in this stage has a lack of perceive* and Prof. Tett (case 12) argues that: *You need to be focussing around specific projects or specific actions that they want to take … otherwise I don't think it's terribly attractive or interesting.* Along similar lines, Prof. Kakabadse (case 6) believes that: *helping you focus on what you can do does mean that you have to look at detail … If you don't attend to detail; you're not going to be a leader …So it's contextualisation with detail.* Alternatively, the interviewees highlighted several disadvantages for detailed YLD approach; for instance, Prof. Alnafie (case 24) indicates that: *If you entered into the more tedious details, it would become more routine; and you're not supposed to give all the details* and Prof. Almofada's (case 26) viewpoint is that: *We might focus on one particular aspect and ignore other, and we might move to a wrong direction; which is not suitable for youth' capabilities and tendencies.* Along similar lines, Prof. O'Brien (case 3) reveals that: *If you're only focussing on specific*

issues et cetera, then those might be expedient. They might be appropriate for a particular stage in time. Finally, Prof. Prosser (case 9) points out that: *I don't think it's appropriate to almost have a checklist of "these are the five things about of leadership" as if it works in all circumstances at all times with all people.*

4.3.1.2.4 Examples for detailed YLD: The interviewees demonstrate seventeen examples for detailed YLD approach (see Appendix B2b); for instance, speaking skills, listening skills, verbal skills, reading, confidence, solving problems, cognitive skills, thinking skills, the ability to discriminate, and the emotional intelligence. Prof. Coleman's (case 15) identifies that: *The detail is about the particular circumstances in which leadership is going to be exercised.*

4.3.1.2.5 Selection criteria: The interviewees highlighted twenty-thee criteria for selecting generic YLD or detailed YLD (see Appendix B2b); for instance, it depends on context, student talents, students personalities, having time, the individual variations, student's needs, individual's existing capacities, student's potential for leadership development, and open-mindedness. Sadhan (case 22) indicates that: *It depends on the individual's existing capacities ... macro and micro details based on the environment in which you operate in it* and Prof. Townsend (case 1) believes that: *It depends where you are and what your history is. That's where it gets back to this situation.* Finally, Prof. Pharoah's (case 14) view: *I think with young people, the most important thing is to build on where they are at ... How you capture young people has to be by building on what they're interested in?*

4.3.2   My interpretation

This analysis is in the same vein with the recent studies which deal with YLD as long-term continual development (for instance, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011). I am agree with Bennis (2003: 42) who claimed: "*Leadership courses can only teach skills. They can not teach character or vision, and indeed they do not even try*". Long- term development is the process of promoting youth leadership, progressively, over several years (roughly, between

three and five years). For example, developing young leaders participated over a 2-year period resulting exceptional scores in leadership after participating in over a 2-year program (Fongkaew, et al. 2007). Thus, developing adolescents as future leaders is a national strategic initiative for any country; it leads communities to advanced evolution.

In contrast, this study is in absolutely disagreement with various studies which deal with YLD as a short-term development (for instance, Follis and Feldhusen, 1983, Smith, et al. 2005; Connors and Falk, et al. 2010). Short development can not make leaders; it can only encourage adolescents to start this challenge.

However, the previous studies generally investigated long-term YLD, but, do not take into account the issues related to long-term YLD. These issues have been much clarified in this analysis, and instead of investigating long-term YLD generally, my qualitative analysis revealed two core categories: (1) significance of long-term development; (2) criteria for our choice.

Regarding Generic YLD vs. Specific YLD, whilst there is clear difference of viewpoint between interviewees, the majority believe YLD to be generic, with Prof. Grint (case 7) as an outlier, believing that: *I don't think there is a generic leadership.* For some interviewees, they seem interwoven and it is difficult to distinguish one from the other; Prof. Alnafie (case 24) points out that: In my opinion, we can *focus on generic leadership* including their required details. However, largely it is better to focus on generic YLD and then progressively on details; Prof. Townsend (case 1) indicates that: *It's a developmental programme.* The interviewees' responses demonstrate that generic YLD approach seems to focus more on characteristics than skills.

4.4 LEADERSHIP RESPONSIBILITY

This section includes two themed components: the data will be displayed by nine controversies; and my interpretation of the findings.

4.4.1 Display data

I asked forty- six established leaders and experts, (twenty- seven from the UK, the US and nineteen from the KSA) about the responsibilities which enhance YLD in the family, at school and in the community. My qualitative analysis of the interviews shows 1244 comments on the issue of responsibilities and YLD (see Appendices B3a, B3b, and B3c), which I grouped into eight categories in table 8: (1) significance of bearing responsibility; (2) motives for bearing responsibilities; (3) dealing style (culture); (4) activities for leadership responsibilities; (5) sophisticated responsibilities; (6) tool for leadership responsibilities; (7) factors impacting and on bearing leadership responsibility; (8) criteria for leadership responsibilities. These categories emerge from data, and through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996) and then, inductively grouping data into core categories.

Categories	Comments
Significance of bearing responsibility	200
Motivation for bearing responsibility	66
Dealing style (culture)	140
Activities for leadership responsibilities	193
Sophisticated responsibilities	134
Tools for leadership responsibilities	93
Factors impact bearing leadership responsibility	239
Criteria for leadership responsibility	75
Interviewees' valuable insights	94

Table (5.11): Coding categorization for responsibilities in term of YLD

4.4.1.1   Significance of bearing responsibility

The interviewees commented two-hundred advantages of bearing responsibilities in term of YLD (see Appendices B3a, B3b, and B3c); there responses focus on three themes:

4.4.1.1.1 **Significance of family's responsibilities:** for instance, having self-reliant, feeding their needs, self-assertion, discipline, building self-esteem and give them experiences. Prof. Alnaji (case 17) emphasises that: *bearing responsibilities roots leadership skills* and Prof. Alnamlah (case 41) tells that: *I was managing a shop with my brother. This allowed me to get a great deal of experience in dealing with the public.* Along similar lines, Prof. Bennet's (case 16) view is that: *I think that this gives children dignity, because they're giving something to other people ... they very quickly feel different from other children* and Prof. Coleman (case 15) points out that: *Doing some sort of part-time job. I think that's useful in many circumstances, because it develops skills of self-reliance.* Finally, Sweeny's (case 35) response is: *Those types of things are what eventually forms your character and turns you into a confident individual ... building a level of self-respect ... being able to cope with what life throws at them.*

4.4.1.1.2 **Significance of schools' responsibilities:** for instance, students spend six-hours daily in school, collective work, discovering leaders, competition, cooperation, self-confidence, building character and capabilities, self-esteem, toughness and dealing with different circumstances. Prof. Bryson (case 4) points out that: *they don't learn about leadership in a Maths class or a language class, but what I learnt about leadership was through after-school activities* and Haughey (case 27) indicates that: *The youth club was where I got my grounding in life. I learned about working in a team ... I learned about people ... I learned manners.* Along similar lines, Sweeny's (case 35) response is: *It impacts greatly; because it's about giving young people the possibility to lead, it's about giving young people blossom* and Prof. Townsend (case 1) believes that: *Team sport is giving people the opportunity to become leaders within their own frameworks.* Prof. AlKarni (case 19) highlights that: *I honestly remember the activities during my studies better than I remember the subjects I studied* and Prof. Alnamlah (case 41) mentioned that: the extra-curricular activities did not crystallize my personality, but I felt that it satisfied my desire to be more efficient. Finally, Prof. Alkelabi (case 19) considers that: *If I am the decision maker, I will make half of the curricular extracurricular.*

4.4.1.1.3 Significance of the community's responsibilities: for instance, learning new skills, meeting new people, cooperation, independence, self-efficacy, personal resilience and work together to exercise leadership. Prof. Kakbadse (case 6) points that: *Communities and families are a much more about social development, social messaging, and fundamental giving of value issues* and Prof. Pharoah (case 14) mentioned that: *the barriers come down and you get to know young people better ... Fundamentally, participating in volunteering builds values.* Along similar lines, Sadhan (case 22) indicates that: *Volunteering satisfies adolescents' needs* and Alouda (case 42) claims that: *Voluntary work is vital in the leadership development, it is one of the opportunities of discovering the youth leadership ... it helps in forming credibility.* Finally, Prof. Coleman's (case 15) view is that: *Voluntary activities do really offer quite an exciting opportunity, and that really gives young people a chance to feel that they're contributing.*

4.4.1.2 Motivation for bearing responsibility

The interviewees identified sixty-six motives which drive young people to assume responsibilities (see Appendices B3a, B3b, and B3c); their responses focus on three themes:

4.4.1.2.1 Motives for the family's responsibilities: for instance, initiative, earning money, happiness, independency, psychological willingness, role model and thinking about the wider community. Business leader Haughey (case 27) says: *I worked delivering milk every morning at 6 ... I had more money than the other kids* and Alouda (case 42) indicates that: *Happiness is vital for a genuine success; it gives you balance, relaxation, the ability of assimilation and sacrifice.* Finally, Prof. Alnoghaimshi (case 21) emphasises that: *There is a need to bear responsibility ... This awareness sustained via an internal sense, psychological willingness social factors, financial responsibility and financial independence.*

4.4.1.2.2 Motives for the school's responsibilities: for instance, students' embrace of initiatives, willingness, pleasure, confidence and financial freedom. Prof. Algoiab (case 10) claims that: *Extra-curriculum activities harmonize the interest,*

hobby and satisfy some of their trends and Sadhan (case 22) emphasises that: *Recreation is optional, it is without commitment, obligation.* Finally, Haughey (case 27) says: *I left school at 15 ... there was more of a hunger and a desire, and there was also a need for cash.*

4.4.1.2.3   Motives for community's responsibilities: for instance, poverty, determination, spiritual motive, self-fulfilling, friends, patriotism and nationalism. Prof. Bryson (case 4) suggests that: *build-up of self-efficacy rather than fatalism, the sense of responsibility, "If I don't do it, who is? "It starts with me* and Farmer (case 35) expresses that: *It was exciting. I was inquisitive ... I wanted to see how things were done. I did things that other boys never did. Maybe that was my entrepreneurial spirit.* Along similar lines, Prof. Alrasheed (case 39) pictures his motivation as: *I wanted to make an impression on my society and have a leading role. Home is a big building ... I hope to be one of the people who adds to this building* and Altotongy (case 23) indicates that voluntary work is: *Doing things for nothing ... The sense that you are more than yourself.* Finally, Cardinal O'Brien (case 33) said: *"serve the Lord with gladness" I found that an inspiration throughout my life.*

4.4.1.3   Dealing style (culture)

The interviewees highlighted one hundred and forty comments on dealing with style and the culture which have an impact on assuming responsibility (see Appendices B3a, B3b, and B3c); there responses focus on three themes:

4.4.1.3.1   The impact of the family's style: for instance, the culture of discussion, tolerant parents, delegation, respectful relationship and open-minded family. Osborn (case 28) points out that: *Their beliefs and values mirror mostly how you live. Your actions speak louder than your words* and Prof. Alimo-Metcalfe's (case 10) view is that: *Leadership in many ways is very much about love.* Established leaders described their family at young age; for instance, Alouda (case 42) says that: *There was harmonization between my parents ... My father was proud of us ... used to sit with us at evening to read books ... My mother had high emotion, she was a poet ... I learnt from her forgiveness, contentment and satisfaction* and Alsobyei (case 37)

describes his family as: *My mother taught me to be loyal and to be patient, to be to obey Allah and pray regularly.* Along similar lines, Alzamel (case 38) says that: *My mother was in the house 24/7, we were twelve brothers. The eldest brothers affect the youngest* and Cardinal O'Brien (case 33) narrates: *I remember a very happy childhood … idyllic childhood … I was given every opportunity to express myself.* Finally, Pinder (case 29) describes her family as: *My Mum was a strong influence on me … There was a lot of culture in the house.*

4.4.1.3.2 **The impact of the school's style:** for instance, encouraging environment, teachers are listeners, delegation, educational system and plenty facilities. Prof. Kakbadse (case 6) mentioned that: *some of the English public schools … teach you to be tough … And there, you are exposed to considerable responsibility* and Prof. AlKarni (case 19) suggests that: *Teachers should lead the class with dialogue, respect, encourage initiatives.* Along similar lines, Prof. Bennet believes that: *Schools approach children in a more democratic way and say "how can we work together?" and that brings out responsibility* and Pinder (case 29) indicates that: *I went to a grammar school. It was an all-girls school … you were put in a "set", and you worked with a "set" of people.* Finally, Alouda (case 42) tells that: *The secondary school for me was the greatest of gifts, it wasn't only a school, it was encouraging environment … it was full of the cream of teachers.*

4.4.1.3.3 **The impact of the community's style:** for instance, social heritage, peers, openness and more chances. Prof. Tett (case 12) points out that: *There are many more opportunities in the wider community, just because there are less structural constraints than the ones that actually operate within schools* and Prof. Kaleman (case 8) indicates that: *In some societies, it's not valued to be different from others … In other societies, leadership is encouraged … general culture of society sends a signal to people.* Alternatively, Prof. Alnafie (case 24) underlines that: *In the simple societies, children turn into adults. There is no waiting period … some tribes give independence from the end of the childhood stage.* Finally, Pinder (case 29) tells that: *I was brought up in a very small town … It was a very working class town with very strong working class values … where people knew each other.*

4.4.1.4 Activities for leadership responsibilities

The interviewees revealed one-hundred and ninety-three activities for leadership responsibilities (see Appendices B3a, B3b, and B3c); their responses focus on three themes:

4.4.1.4.1 Activities that relate to family responsibilities: for instance, family's financial responsibility, planning something for the family as holidays, choosing their own staffs, sharing in simple decisions, help in cleaning and helping the youngest siblings. Prof. Melborn (case 12) highlights: *Engaging the young person in what you're doing ... how to handle money, how to repair things, cooking, cleaning, washing clothes, ironing* and Prof. Almofada (case 26) suggests that: *Delegating some tasks to youth, as fixing problems at home, fetching technicians to make these repairs and negotiating prices with them.* Existing leaders describing their responsibilities at a young age; for instance, Alouda (case 42) says: *My father give us responsibilities such as selling and purchasing ... I used to manage our small shop ... used to announce auctiosn for goods* and Haughey (case 27) recounted: *when I was 11, 12, 13. I was really the accountant in the house ... I was actually helping with the money in the house.*

4.4.1.4.2 Activities relating to school responsibilities: the interviewees revealed these activities as intellectual, managerial, leisure, talent-based, adventure-based and spiritual. For instance, running the debate, class monitor, student government, leading the school broadcasting, setting up a newspaper, planning a trip, captains of sports teams, scouts and participating in school societies. Prof. Alrasheed (case 39) says that: *At that time, I was interested in public issues. Although my young age and our isolation in a small village* and Prof. Alnamlah (case 41) states that: *I was a member in the journal and broadcasting group. I was invited to establish a newspaper, to run the school broadcasting, to take part in the school's literature club. I got the first prize for short stories; that built self-confidence.*

4.4.1.4.3   Activities that relate to community's responsibilities: the interviewees revealed the community's primitive/fundamental responsibilities and volunteering activities; for instance, social activities, handling celebrations, visiting elderly people, clean public gardens, cleaning mosques and working in charity associations. Prof. Pedler (case 2) suggests: *undertake activities for churches ... for any sort of community group – taking part in theatre, music, bands, local bands ... These are often good places for children to observe other people in leadership positions.*

4.4.1.5 Sophisticated responsibilities

The interviewees revealed one-hundred and thirty-four sophisticated responsibilities and activities (see Appendices B3a, B3b, and B3c) which can be seen as more compatible with leadership development than simple responsibilities; their responses focus on three themes:

4.4.1.5.1   Sophisticated family responsibilities: for instance, having a great role of influencing siblings, being involved in decision-making for the whole family, planning for the future and learning how to cope on their own. Prof. Kakbadse (case 6) points out that: *In family circumstances, that type of early exposure to the real challenge of leadership ... The Chinese tend to be tough with their children ... The Russians expose their children to some really harsh decisions and conditions and let them fail, which is very deep in Confucionist philosophy* and Prof. Grint (case 7) believes that: *You need to broaden your mind and undertake experiences beyond your comfort zone.* Along similar lines, Prof. Melbourne (case 12) points out that: *not just the day-to-day jobs, but also the serious decision-making – "shall we move house? "... Even semi-dangerous ones; we live in a world where we won't let children climb trees, but you should teach them how to climb them safely.* Existing leaders described their huge responsibilities at a young age; for instance, Haughey (case 27) conveys that: *At 12 and 13, I was in charge of everyone above me and everyone below me.* Interestingly, Alosaimi (case 40) comments that: *In class 10, I got married which was a great responsibility.* Finally, Alsobyei (case 37) recounts that: *When I was 11 years old, in May 1925, I was looking for bread. It was wonderful and hard trip lasting 27 days by camel (1000 km) ... My job was to work*

as a water distributor ... I worked during both the morning and the evening for 12 to 16 hours ... I worked in construction when I was 12 ... as a cook for one year and ten months ... as a workers' supervisor when I was 16 ... I brought my mother and 8 year old brother to stay with me in the village so I could care for them.

4.4.1.5.2 Sophisticated school responsibilities: for instance, opportunities to practice leadership play a real part in the management of the school, leading extra-curriculum activities, leading groups to achieve a task and forming school associations. Prof. O`Brien's (case 3) view is that: *In schools ... It's not necessarily being the monitor for such and such, or the person that collects the textbooks or jotters. I think those are very low level tasks. I think teachers have to think of higher level tasks ... work together to develop a project they're interested in* and Alouda (case 42) narrates that: *My key talents were poetry, speech, reading and writing ... In summer I used to read numerous books ... In class 9 I read three hundred books ... I used to make presentations in front of hundreds of audiences.*

4.4.1.5.3 Sophisticated community responsibilities: for instance, contributing to public problem solving, developing a set of meaningful values, setting up a little business, organising their social lives and getting involved in community organisations. Prof. Alimo-Metcalfe (case 10) suggests: *putting them as groups in as many different and varied situations and contexts as possible* and Prof. Coleman (case 15) points out that: *campaigning for things like Greenpeace ... working with overseas aid ... getting involved in consultation, in government ... youth mayor ... youth parliaments ... I think it gives opportunities to young people who have potential.*

4.4.1.6 Tools for leadership responsibilities

The interviewees highlighted ninety-tree tool can be implemented in YLD (see Appendices B3a, B3b, and B3c); their responses focus on three themes:

4.4.1.6.1 Tools for family responsibilities: for instance, mentoring them, telling proverbs and idioms, folk stories by the grandparents, by the experts and greatest

minds, provide them with a consultant, accomplishing tasks together, engaging the young person in what you're doing, accompanying parents to events and starting with something very small. Prof. Crosby (case 4) conveys that: *Opportunities to try certain contributions in the family ... and to kind of step it up the older they get ... that is developmental and then to increase the level of assignment or challenge or whatever it is* and Prof. Bennet's (case 16) view is that: *taking them away so that they have to learn to depend upon themselves. And I suspect that that's an important part of it ... they learn skills of self-reliance.*

4.4.1.6.2 Tools for school responsibilities: for instance, go to the Scouts, extra-curricular activities, achieving tasks in certain time, distributed leadership, meeting experts, summer camps, mentoring by an adult or peers, learning from doing and youth organizations. Zwanenberg (case 36) points out that: *At school, there are huge opportunities. Giving people a leadership role within team sports* and Aldobaikhi (case 45) suggests that: *Experts should come to school at least once a week, and encourage students to establish a company.* Finally, Prof. AlKarni (case 19) recommends that: *Students can participate in leading the school from every level ... teamwork involved in various activities and each team can select a leader ... expanding the studying day to include all the extra-curricular activities.*

4.4.1.6.3 Tools for community's responsibilities: for instance, informal youth work, sporting organisations, travelling abroad, religious organisations, Alouda (case 42) claims that: *I used to visit longevous/long-living? people, and listen to their stories, they have traveiled and have had adventures ... I spent a lot of time with my senior colleagues* and Prof. Alimo-Metcalfe (case 10) suggests: *visit people who are disadvantaged, people with physical or mental handicaps, and then to come back and share their ideas, thoughts, experiences about it and how they perceive things very differently and what they've learned.*

4.4.1.7 Factors impacting leadership responsibility

The interviewees revealed two-hundred and thirty-nine factors impacting bearing leadership responsibilities, either positively or negatively (see Appendices B3a, B3b, and B3c); their responses focus on three themes:

4.4.1.7.1 Factors impacting family's responsibility:

The positive factors in the family which support young people to develop their leadership; for instance, having lots of opportunities, encouragement, existing models, teaches them how to carry responsibilities, give them a chance to learn, strengthen their talents, the family relationships and the family stability. Albudair (case 44) points out that: *The family should tolerate their kids' mistakes; it's better than the consequences of humiliation* and Altotongy (case 23) suggests that: *The parents should be patient when you train sons, keep patient one, two and up to ten times to teach them, and give them sufficient time to learn.* Along similar lines, Prof. Alnafie (case 24) underlines that: *if the parents are convinced that the major objective of nurturing them is independence; it becomes a stimulating environment ... Give them organized freedom ... their energy is developing rapidly.* Finally, Prof. Bennet's (case 16) view is that: *It's very strong statistically that many of our greatest Prime Ministers lost a parent during childhood ... these children very quickly have to grow up ... the experience of the death of a parent is such a profound experience that it brings out in children capacities.*

The negative factors encompass, for example, lack of awareness, difficult family backgrounds, lack of adventures and the negative sibling effects. Prof. Bennet (case 16) points out that: *It's too late by adolescence, to start trying to develop responsibility ... In most families, I think that children are now treated rather like pets are treated ... we simply give them things ... and we ask very little of them ... actually, it's very corrupting* and Aldobaikhi (case 45) believes that: *Many young people hesitate to do things because they are afraid of making mistakes.*

4.4.1.7.2 Factors impacting school's responsibility: *The positive factors* can exist in the school that support young people to develop leadership; for instance, rivalry between classmates, gentle encouragement, delegation, distinguished teachers,

allowing people to fail, good school and leaving school early. Albudair (case 44) indicates that: *they must find respect and appreciation from the others ... I've seen principals who get out of their position and let the students take charge of the school administration for a full day* and Burley (case 34) tells that: *I remember the teacher that took us up skiing; he was a very good skier. We all wanted to be as good as he could ski.* Alternatively, Sweeny (case 35) believes that: *They need other ways of being educated, other than sitting in a class with 30 people listening to a teacher. One of the good ideas is starting later and finishing later* and Prof. AlKarni (case 19) highlights that: *A goodness/positive word from a teacher might emerge/draw out? A leader, while another badness/negative word can destroy leadership.*

The negative factors include, for instance, discouragement in the educational system, lack of extra-curriculum activities, being in the middle group. Prof. Alnoghaimshi (case 21) claims that: *Unfortunately activities select few students; most of students are not given the opportunity, activities are limited by restrictions and limitations, time is limited, activities have become as a routine without of spirit.*

4.4.1.7.3 Factors impacting community's responsibility: *The positive factors* in the community which support young people to develop their leadership, for instance, widespread opportunities for service learning, guide them positively, motivations, senior colleagues, support, the ethical concerns, less barriers and great leaders around them. Prof. Prosser (case 9) recommends: *providing opportunities; having some father or mother figure that can inspire the young people ... it's important to have leaders, mentors, coaches –of young people who understand that ... And therefore people who can give them inspiration.*

The negative factors include, for instance, poverty, poor leaders around them, lack of volunteering culture stereotypes and a stifling form of guidance. Alosaimi (case 40) claims that: *Unfortunately, we no longer educate leadership. We leave them ... relying on others until they grow up.*

4.4.1.8 Criteria for leadership responsibilities

The interviewees commented on seventy-five criteria for leadership responsibilities which should be taken into consideration in YLD (see Appendices B3a, B3b, and B3c); their responses focus on three themes:

4.4.1.8.1 Criteria for family responsibilities; for instance, 'commensurate' with their age, bearing certain/graduated degrees of responsibilities, the psychological peace/pace, recognizing their abilities and sufficient time to learn. Osborn (case 28) points out that: *I think you have to understand that they're all individuals who are all different and they all need different things ... You want to encourage and sort of nudge without forcing* and Sadhan (case 22) believes that: *Family is a wealthy field for leadership development, if the parents are aware of this side, it will be productive ... It depends initially on the parents' capacity to discover youth's abilities ... We need to create opportunities for them, and do not let opportunities come by chance.* Finally, Prof. Almofada (case 26) suggests that: *Home provides training in dealing with responsibilities ... Gradually bearing responsibilities.*

4.4.1.8.2 Criteria for school responsibilities; for instance, suitable context, understanding young people, enough time in the studying day, less formal situations, working on their own initiative, leading more than taking part, having good facilitation and gradually increasing responsibilities. Prof. Alnafie (case 24) emphasises that: *The classroom environment must have freedom ... raise questions ... give feedback in a positive manner ... extra-curricular activities are exploited to their full potential* and Prof. Townsend (case 1) considers: *Have a fully structured junior programme for all thing that you're doing ... It needs to establish interesting, structured, appropriate experiences for them to participate in a variety of things.* Along similar lines, Prof. Algoiab (case 10) believes that: *The criterion is not being superior in the class, as the student may be unique in studying, but shy and has not the leadership motives* and Albudair (case 44) indicates that: *The careful selection of the person who carries out the activities is very significant ... Leadership development would be deliberately and purposefully work, not a slogan, and then designing real applications on the ground.*

4.4.1.8.3 Criteria for community responsibilities, for instance, suits their capacity, cool guidance, age-appropriate, gradual, enough facilities and not forcing one's values on them. Altotongy (case 23) suggests that: *Test them by doing little work ... explain for them the benefit of the collective work ... defy them every period with stronger challenges* and Prof. Alnoghaimshi (case 21) believes that: *Learning from peers has three trajectories, spontaneous learning ... the intentional spontaneous influence ... has deliberate and purposeful programmes ... include activities and situations which appear to be spontaneous even though they are deliberate, adolescents don't always like having something imposed on them.*

4.4.2 My interpretation

The interviewees highlighted the significance of bearing responsibilities at a young age for YLD, and the established leaders reveal that the family environment was critical for their success and later leadership development. Furthermore, the majority of the leaders were bearing huge responsibilities at a young age. However, their family environments were limiting rather than motivational as a consequence of various obstacles for the development of leadership

The interviewees mentioned primitive/basic, moderate and sophisticated responsibilities, and it seems that the simple tasks in all types of responsibilities can be primitive/simple/straightforward, and the advanced can be sophisticated responsibilities. For instance, initial participation in the family decisions regarding summer trips is a primitive responsibility, while holding a major role in the same trip can be a sophisticated responsibility. Furthermore, the interviewees mentioned various motives for bearing/assuming responsibilities. Actually, if we let young people carry responsibilities depending only on their own internal motivation; few of them will pick up many responsibilities. However, the parents should take into consideration enhancing young people's motivation to increase their drive to adopt more responsibilities.

This study in the same vein with Cox (1988) qualitatively and quantitatively examined the experiences of USA leaders in their adolescence age, conducting

interviews with established leaders (n= 125) and a questionnaire was completed by well-known leaders (n= 410), the results illustrated the leaders' identification of adolescents' experiences associated with leadership development. The analysis results support Schneider et al. (1999) who concluded that *"Perhaps the central overarching construct guiding the present effort is the implicit belief that early experiences (especially leadership experiences) have enduring effects."* (p. 632).

This study is agrees with various studies which examined the responsibilities at young age which correlated with leadership development. The responsibilities found in studies contain: scholarship, father's occupational, and admiration (Garrison, 1933); considerable experiences, teamwork, widening an individual's qualities, role model and counsellor, being a part of a group, serving community, good schooling (Cox, 1988); found that extracurricular activities and sport activities (Karnes and Bean, 1990); *locus-of-control,* harmony with family construction, and professional targets (McCullough and Ashbridge, et al. 1994); family members and student government (Karnes, 1995); athletes (Dobosz and Beaty, 1999); experiences related to E*xtraversion* (sociable, assertive), Conscientiousness (dependability), Openness to Experience (imaginative, unconventional) (Judge and Bono, et al. 2002); working in youth organizations (Gambone, et al. 2004); experience among young age (Atwater and Dionne, et al. 1999; Avolio and Rotundo, et al. 2009); fathers, extra-curricular, peers, hero-models, and their groups (Arnold and Cohen, et al. 2009); risk-taking, independence, school learning, and peer relations (Kim, 2009); and development via sport Howell (2010). The analysis demonstrates more attention on: considerable experiences, serving community, working in youth organizations, extra-curricular, hero-models, risk-taking, and independence.

In contrast, this study disagrees with Chauvin and Karnes (1983, 1985) who found that there are no significant differences between students with leading school positions compared with students with no leadership opportunities, as the analysis revealed lots of advantages of bearing leading school positions. Also this study differ

from McCullough and Ashbridge, et al. (1994) who found no differentiation in self-esteem scale occurred, as the analysis emphasised very much self-esteem in supporting adolescents to pear responsibilities. Finally, this study is unlike the study of Kim (2009) which found that the least influential factors on students' leadership skills were family factors (0.5%), the analysis revealed hundreds comments in family role on YLD.

However, most of the previous studies investigated leadership responsibilities, but, do not take into account the detailed issues related to YLD leadership responsibilities. These issues have been much clarified in this analysis, and instead of investigating YLD leadership responsibilities generally, this study analysis expand and clarifies this area of knowledge via revealing more specific themes, the analysis revealed eight core themes and each of which comprises of several sub themes, and each of which has been clarified in detailed: (1) significance of bearing responsibility; (2) motives for bearing responsibilities; (3) dealing style (culture); (4) activities for leadership responsibilities; (5) sophisticated responsibilities; (6) tool for leadership responsibilities; (7) factors impacting and on bearing leadership responsibility; (8) criteria for leadership responsibilities. Each of these core themes have been investigated in three contexts: family, school, and community. Investigating YLD leadership responsibilities form these three contexts draws a comprehensive picture for YLD.

The interviewees revealed eighty comments on family's operational style, eighty-seven examples of family responsibilities and one-hundred and thirteen factors impacting on assumption of family responsibilities. However, these enormous quantities can originate multi quantitative studies in future; leading to the critical successful styles, examples and factors within family responsibilities that effect YLD, and that can be taken into consideration in designing YLD programmes.

In summary, we should provide young people with masses of responsibilities, and allowing them as they grow more and more responsibilities and less support, therefore, that increase their choice to benefit of these responsibilities in term of YLD.

4.5 OBSTACLES AFFECT YLD

This section includes two themed components on the obstacles affect leadership development for young people: the data will be displayed by three controversies; and my interpretation of the findings.

4.5.1 Display data

I asked forty- six established leaders and experts, (twenty- seven from the UK, the US and nineteen from the KSA) about the obstacles which affect YLD in the family, at school and in the community. My qualitative analysis of the interviews shows 537 comments on the issue of obstacles and YLD (see Appendices B4a, B4b, and B4c), which I sorted into nine categories in table 5.12: (1) impacts of the obstacles; (2) obstacles affecting leadership developmen. These categories emerge from data, and through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996) and then grouped inductively into core categories.

Categories	Sub categories		Comments
Impacts of the obstacles			45
Obstacles affect YLD	*Awareness obstacles*	52	445
	Resource obstacles	33	
	Functional obstacles	80	
	Structural obstacles	54	
	Treatment obstacles	85	
	Developmental obstacles	60	
	Psychological obstacles	41	
	Ethical obstacles	17	
	Cultural obstacles	23	
Interviewees' valuable insights			47
			537

Table (5.12): Coding categorization for obstacles in term of YLD

4.5.1.1 Impacts of the obstacles

The interviewees commented on forty-five impacts resulting from the obstacles facing YLD (see Appendices B4a, B4b, and B4c); for instance, punishment kills initiatives, leadership potentiality may subside, violence kills the talents and undermines their confidence. Prof. Alnaji (case 17) believes that: *The family, including siblings has the greatest impact on young, either to push them forward or weaken their will* and Alzamel (case 38) worried that: *Conservative families get*

worried about their children falling into the crime or bad morals, or making bad friends. Therefore, always conservative families do not push their children towards leadership. Along similar lines, Prof. Alkelabi (case 19) considers that: *Our youth are stripped of leadership rather than despoiled of will* and Alosaimi (case 40) claims that: *If you repress the individual's behavior or make them afraid, you will kill their sense ... They will no longer provide creation or leadership.* Finally, Prof. Alimo-Metcalfe's (case 10) view is that obstacles have: *impact on ... self-concept or their expectations ... that influences children's career choices, beliefs about themselves, and their role in relationships.*

4.5.1.2   Obstacles affecting leadership development

The interviewees commented four-hundred and forty-five obstacles facing young people in the families, schools and communities in term of YLD (see Appendices B4a, B4b, and B4c); their responses focus on nine themes:

4.5.1.2.1 Awareness obstacles, for instance, family perception, insufficient understanding of adolescents, societal attitudes, lack of awareness in the family, school and community. Prof. AlKarni (case 19) highlights that: *large percentage of society does not care about leadership at home, they have poor awareness* and Prof. Prosser (case 9) believes that: *The worst thing we can do with teenagers is to assume that they are just a younger version of "me".* Along similar lines, Prof. Adair (case 6, p. 489) claims that: *Families, schools and communities that do not VALUE good leadership do not encourage good leadership in the young.* Finally, Prof. Coleman (case 15) points out that: *Adults have a problem with knowing how to treat an adolescent, they're not sure whether they should expect independence and maturity or whether they want the adolescent to still a child ... the parents aren't prepared to see the young people as having the potential for leadership.??*

4.5.1.2.2 Resource obstacles, for instance, poverty, horrible family circumstances, ignoring their resources, inappropriate and unprepared environment and deprivation of resources. Alsobyei (case 37) describes the poverty he faced as: *We were a poor*

family. I remember that my father's aunt gave me five brightly coloured red, dry dates. I can picture them right now in front of me. We used to eat watermelon peels when diseases such as tuberculosis were on the rampage. Prof. Bryson (case 4) worries about countries which cutting educational' budget: *Those affect the schools. And the stuff's that getting cut out are things like sports, music, and art. And what's being cut out is leadership development.*

4.5.1.2.3 Functional obstacles; for instance, bad parenting, parents are busy, limited freedom, acting irresponsibly, school curriculum, not delegate enough, discouraging the initiatives and teacher are incompetence of leadership. Aldobaikhi's (case 45) view is that: *Parents are busy; do not spend enough time with their children … Unfortunately, the whole school is an obstacle; I do not think that the school can offer something in its present situation.* Thomson (case 30) indicates that: *I don't think we dream enough for our children. We don't say to our children that lovely phrase "be all you can be".*

4.5.1.2.4 Structural obstacles; for instance, the negative relationships within the family, elder brother, father passed away, dysfunctional family structures, nuclear family, structural hierarchy, over packed of school's curricula, crowded classrooms and social background. Sadhan (case 22) indicates that: *Boys have more fields of leadership* and Prof. Pedler (case 2) believes that: *Grow up with only one parent sometimes lack … If the parent is female and the child is female, they have a role model of a grown-up female. But if the parent is female and the child is male, the child does not have a good role model.* Regarding schools' obstacles, Prof. O'Brien (case 3) reveals that: *Schools are structured by year groups, only older children can lead younger children. Younger children are more than capable of leading older children. That militates against that acceptance.* Finally, Prof. Alnafie (case 24) indicates that: *In our society, the eldest son is the one who has an interest and takes initiatives, while the middle son is sometimes neglected.*

4.5.1.2.5 Treatment obstacles; for instance, family protection, the parents' dominance, strict father, bullying and greater concentration on negativities rather

than positive qualitites. Zwanenberg (case 36) points out that: *Family protection of not wanting to expose them to risk, family protection of not wanting them to fail* and Prof. Alimo-Metcalfe (case 10) points out that: *Not giving the child positive, unconditional love. That's the only way you can develop a healthy sense, if they sense that "the only love I get is after I do something well, then I might then find it very difficult to accept unconditional love later on in life".* Regarding schools' obstacles, Townsend (case 1) believes that: *What happens at school was determined by everybody else except the student. We don't even ask them what they're interested in; we have already assumed "this is what they need to know".* Finally, Sweeny's (case 35) response is that: *Schools are not democratic. At the moment, the last person to be consulted about their education is a young person. It's very top-down, it's still Victorian. It's still really "be seen and not heard".*

4.5.1.2.6 Developmental obstacles; for instance, the contradiction between parents in developing leadership, lack of discovering leadership potential, insufficient opportunities, closed-mindedness and insufficient leadership practice. Prof. Alimo-Metcalfe's (case 10) suggests that: *Parents who are living their ambition through their children, parents who push them so much, they might divert them into certain things like academic excellence, but in fact the child's gifts may be in a different direction, they can destroy the self-confidence of a child by having too high expectations* and Prof. Alkelabi (case 19) reflects that: *Giving opportunities only for students who are high in academic achievement is an obstacle.* Along similar lines, Prof. Tett (case 12) points out that: *Schools are under pressure to make people get their qualifications* and Prof. Alrasheed's (case 39) view is that: *I think that one of the greatest obstacles in the schools is that we do not care about real consulting and guidance.*

4.5.1.2.7 Psychological obstacles; for instance, envy between siblings or conflict, frustration, sibling rivalry, bad friends mock them, high expectations and low self-esteem. Aldobaikhi (case 45) believes that: *Our society is a depressed, frustrating society to a great extent* and Prof. Grint (case 7) believes that: *Family, school and*

community are potential blocks. It isn't where you are that matters it's what you do with the opportunities available.

4.5.1.2.8 Ethical obstacles, for instance, the lack of moral atmosphere, lack of really good role models and bigotry. Cardinal O'Brien (case 33) point out that: *Nowadays, drug-taking at home.*

4.5.1.2.9 Cultural obstacles; for instance, family heritage, negative customs, whether elders are very respected, consumerist atmosphere, parochial world and environmental elements. Prof. Alkelabi (case 19) reveals that: *In our family the girl takes her right more than the boy. The girls have more attention than the boys. But, outside the family, the Traditions and customs listen more to the boys* and Pinder (case 29) indicates that: *We lost that extended family, which doesn't just necessarily mean people that you're blood relatives to, that sense of community.* Regarding community obstacles, Prof. Alnafie (case 24) indicates that: *In modern society the period of adolescence continues on in terms of the psychological, social and economic side. Youth remain dependent over a long period. Young people can be up to 23 years and still depend on the family economically, although they have become mature physiologically and mentally* and Prof. Alnaji (case 17) points out that: *The wrong culture that there is only one leader; and the others are followers. Also not everyone can be a leader. In fact, leadership is on several levels*.

4.5.2 My interpretation

The analysis illustrates huge obstacles facing young people and critically affecting their leadership development. From the analysis, both existing leader and experts focus more on treatment obstacles than developmental obstacles.

4.6 CROSS-CULTURAL YLD

This section consists of comparison between Saudi Arabia (KSA) and United Kingdom (UK) in term of YLD.

4.6.1 Introduction

An in-depth thematic analysis is presented based on forty-five interviews in both the UK and KSA, which examined leadership development for young people, learnability, motivation for leadership, leadership responsibilities, and obstacles to leadership. In this section I will discuss cross-cultural comparisons, in addition to similarities and differences between the UK and the KSA.

4.6.2 Comparisons

My qualitative analysis of the interviews set out in five categories in table 1: (1) my study themes; (2) family nurturing; (3) critical factors in successful leadership at a young age; (4) community characteristics and YLD; (5) shortfalls in schooling. These categories emerge from data, and through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996), followed by inductively grouping the data into core categories.

4.6.2.1   My study themes:

The aim of this study is to clarify our understanding of the following three major themes in the interview data: (1) learnability, forming leaders and the motivation for young people; (2) leadership responsibilities and obstacles that face YLD; (3) adolescent characteristics, long-term vs. short-term in YLD and general YLD vs. specific YLD. The responses to these themes will be mentioned briefly, and at the same time, I will discuss the similarities and differences between UK and KSA interviewees.

4.6.2.1.1 Learnability, making leaders and motivation:

The analysis illustrates that interviewees from both the UK and KSA believe that leadership is learnable for young people; additionally, they consider the motivation to become a leader as important for YLD. In the KSA both leaders and university Professors emphasise its significance more than UK interviewees, and this may linked to the lack of encouragement for young leaders in Saudi society. Interestingly,

both UK and KSA established leaders did not think about becoming leaders in their adolescence.

4.6.2.1.2   Responsibilities and obstacles for YLD:

Leadership responsibilities: simultaneously UK and KSA' interviewees emphasize the significance of exposing up young people to leadership responsibilities. More than the university Professors, the established leaders in both the UK and KSA spotlight two sub-themes linked with leadership responsibilities; firstly, the significance of holding responsibilities in the family, at school and in the community, and secondly, the family's attitude and style of functioning (dealing style) and its impact on developing future leaders.

Both the UK and KSA' university Professors highlight surprisingly sophisticated ideas about the substance of responsibilities in term of YLD. For instance, Prof. O`Brien's (case 3) view is that: *In schools ... It's not necessarily being the monitor for such and such, or the person that collects the textbooks or jotters. I think those are very low level tasks. I think teachers have to think of higher level tasks ... work together to develop a project they're interested in* and Prof. Coleman (case 15) points out that: *campaigning for things like Greenpeace ... working with overseas aid ... get involved in consultation, in government ... youth mayor ... youth parliaments.* Emphasising sophisticated responsibilities may be linked with the experts' belief in leadership as a complex phenomenon which necessitates undertaking higher tasks.

Obstacles for YLD: The interviewees from UK and KSA draw attention to keeping young people away from obstacles confronting their leadership development.

More than the established leaders, the university Professors in both UK and KSA spotlight two sub-themes of obstacles to YLD. Firstly, structural obstacles occur in the family, at school and in the community; as Prof. Pedler (case 2) believes that: *growing up with only one parent sometimes lack ... if the parent is female and the child is male, the child does not have a good role model.* Secondly they focus more on the developmental obstacles in the family, at school and in the community; for

instance, Prof. Alqahtani (case 20) emphasises: *the lack of leadership models in school, there is no leadership curricula that qualifies them as leaders* and Prof. Adair (case 6) accentuates on the: *lack of properly designed opportunities to learn effective leadership*. The rationale behind established leaders' views may link with their belief that leadership emerges within the practical life more than developmental process.

Both leaders and experts in the UK focus on the ethical obstacles much more than KSA interviewees; Prof. Alimo-Metcalfe (case 10) points out that: *drugs are a major problem in schools in the UK* and Cardinal O'Brien (case 33) indicates that: *Nowadays, drug-taking at home.*

Interestingly, university Professors in both UK and KSA focus on the obstacles in terms of YLD and reveal a large number of obstacles, many more than illustrated by established leaders, and that may related to the leaders' view that: *If someone has a leadership seed, nothing will stop them from becoming a leader. They will go out of the bottle and overcome the nightmare* (Alrasheed, case 39).

4.6.2.1.3 Adolescents' characteristics, long-term vs. short-term and general YLD vs. specific YLD: The interviews in both UK and KSA mentioned numerous adolescents' characteristics that make them more receptive to leadership development. Additionally, the majority believe that a long-term approach is more appropriate for YLD than a short-term one; furthermore, the majority deem it is better to focus on generic/general YLD is better than focusing on a wide range of specific details.

4.6.2.2 Family nurture

4.6.2.2.1 Similarities:
Together UK and KSA established leaders had experiences significant responsibilities at an early age, particularly the entrepreneurs. For instance, the business leader Willie Haughey (case 27) conveys that: *At 12 and 13, I was in charge of everyone above me and everyone below me.* The analysis revealed that

interviewees in both the UK and KSA emphasise that there is lack expectations on young people to be leaders. For instance, Pinder (case 29) indicates that: *But certainly here, there is no expectation on them to be anything, let alone a leader, a lot of the time, they don't have anything of real intrinsic value in their lives. And that is a huge obstacle.*

4.6.2.2.2   Differences in the usefulness of family nurturing:

<u>The UK interviewees:</u> They highlighted the positive freedom in the family; for instance, Cardinal O'Brien (case 33) recounts that: *I just remember a happy childhood with my mother and father being together as a married couple, idyllic childhood with no pressures being put on me.* In addition, they emphasise discussing environment and the wealth of opportunities in their families, for instance; Thomson (case 30) tells that: *We were part of a very warm and loving family. My voice was heard and rich discussions took place, my father would come up at night telling me a story. And then we would discuss the story.*

<u>KSA interviewees:</u> They highlighted the cohesiveness of the family, for instance, Alouda (case 42) says that: *There is harmonization between my parents and there was shared care for my brothers and sisters.* Additionally, they mention their mother's self-sacrifice towards her children; for instance, Alsobyei (case 37) tells that: *My mother was both parents to me. She used to sew cloths and work both days and nights to fulfil the family's needs. After my father died, she refused to get married because of us* and Alzamel (case 38) tells that: *My mother was in the house 24/7, we were twelve brothers.*

In addition, they emphasise the influence of religion; for instance, business leader Mr. Alsobyei (case 37) comments that: *My mother taught me to be loyal, patient, to obey Allah and pray regularly … I hope these gifts from Allah will be good for both my life and afterlife. And I hope that I will not be punished on Judgement Day* and Alzamel (case 38) mentions that: *The civilian establishments in KSA have two fields for youth: sports, and mosques … The mosques have proven greatly successful in creating leaders who have beliefs and faith in this society.*

4.6.2.2.3   Differences in the uselessness/shortfalls in family nurturing

The UK interviewees:

They highlighted three family's issues; (a) the lack of family structure; (b) the loss of the extended family; (c) overindulgence. Alternatively, the KSA interviewees believe that these issues are minor issues in KSA society.

a. Dysfunctional family structures: The analysis highlighted the lack of family construction, for instance, Cardinal O'Brien (case 33) indicates that: *Nowadays, some parents are – they're not married, they're single parents, or two men or two women as parents* and Sweeny (case 35) highlights: *Bad parenting ... and a lack of love and nurture within a family.* Finally, Haughey (case 27) reveals that: *Today, there is not enough parenting. There's been a big breakdown, especially in Western society. Parenting is vital between 12 and 18.*

b.   The absence of extended family is also an issue: for instance, Pinder (case 29) points out that: *We have lost the family structure, extended family, the sense of community, the accountability, certainly in Western society.* Prof. O'Brien (case 3) believes that: *In this country, we've got issues about – certainly about families ... society's view in this country still is the nuclear family.* While the statistics of 2010 show that the average of the UK family is (1.9), it is (5.7) in the KSA.

c.   Overindulge: for instance, Prof. Melborn (case 12) underlines that: *We live in a world where we won't let children climb trees ... Let's find chances for young people, but don't let's treat them like we tend to do in Britain* and Prof. Bennet's (case 16) view is that: *In most families, children are increasingly treated rather like pets are treated, are spoilt, don't have any responsibilities, nothing is asked of them, we ask very little of them. A lot of parents see that as being kindness, but it's very corrupting, it's extremely regrettable.* Finally, Prof. Kakabadse (case 6) points out that: *What families tend to do is they give you a warm, loving environment, and if that's the case, it's excellent. But it could actually be harmful to leadership ... The Chinese tend to be tough with their children ... I don't find that so much in the UK ... don't find that in the Middle East either.*

The KSA interviewees:

They highlighted three family's issues; (a) parental dominance; (b) domination of the eldest son; (c) Overprotection from going astray. Alternatively, there is no reference to these issues by the UK interviewees.

a.   Parental dominance: there is a lack of freedom and there is control in the family, particularly by fathers, that impact emerging young leaders. For instance, Prof. Alqahtani (case 20, p??) emphasises that: *The parents' dominance. They do not give them the freedom to express their opinions.*

b.   Domination of the eldest son: For instance, Prof. Alnaji (case 17) indicates that: *The majority of problems which affect YLD are the result of their siblings then peers, they mock at them. In our society, the eldest son is the one who has an interest and takes initiatives, while the middle son is sometimes neglected.*

c.   Overprotection from going astray: For instance, Alzamel (case 38) mentions that: *The fear of the unknown is a huge obstacle. Careful families get worried about their children falling into the crime or bad morals, or making bad friends. Therefore, careful families do not always push their children towards leadership.*

4.6.2.3 Critical factors in successful leadership at a young age

The analysis revealed critical success factors in the development of leaders in adolescence that influences them to become leaders.

4.6.2.3.1   **UK leaders:**

The leaders identified several major factors in their youth: (1) religious learning (*Cardinal O'Brien, case 33)*; (2) father's storytelling and travelling to US (*Thomson, case 30)*; (3) leaving school, huge responsibilities and hard-working (*Linkston, case 32)*; (4) long suffering from disease and extremely wide reading *(Pinder, case 29)*; (5) early business, leaving school and hard-working *(Farmer, case 35)*; (6) leaving school, very tough jobs and fortune *(Haughey, case 27)*;   (7) travelling abroad *(Burley, case 34)*. For instance, Haughey (case 27) mentions that: *The critical*

success factors which affected my YLD, I was very fortunate, very lucky. You learn experiences more in that 6 years than you do in any other 6 years of your life.

4.6.2.3.2 KSA leaders:

The leaders highlighted several key factors in their youth: (1) senior colleagues, extremely wide reading and religious learning *(Alouda, case 42)*; (2) poverty, persistence on success, variety of jobs, religious nurturing and travelling from village to city *(Alsobyei, case 37)*; (3) good education and early huge responsibility *(Alzamel, case 38)*; (4) early huge responsibility and travelling to US *(Alrasheed, case 39)*; (5) poverty, early business and extremely wide reading *(Alnamlah, case 41)*; (6) superb in class, early business and very early marriage *(Alosaimi, case 40)*; (7) travelling from village to city, religious learning, extremely wide reading and learning English and French languages *(*Alhussayen*, case 34)*. For instance, Alsobyei (case 37) says: *When I was 11 years old, in May 1925. I was looking for bread. It was wonderful and hard trip lasting 27 days by camel (1000 km).*

There are similarities between UK and KSA leaders in term of early responsibilities, and many entrepreneurs left school early. Alternatively, there are several differences, for instance, the religious nurturing in the family, at school and in the community is greater in the KSA than the UK. Additionally, the opportunity to start a small business in adolescence is popular in KSA. Finally, travelling from villages to cities impact YLD.

4.6.2.4 Limitations of schooling

Despite the significance of school in YLD, our schools are unfortunately crammed with obstacles to leadership development. Simultaneously UK and KSA interviewees emphasised several issues at school: (1) lack of democracy, Sweeny (case 35) believes that: *Schools are not democratic … It's very top-down, it's still Victorian. It's still really "be seen and not heard"*; (2) hindrance of school curriculum, Pinder (case 29) indicates that: *For many young, the school curriculum is an obstacle, because the school curriculum actually narrows down the experience and the knowledge of them. And for under-achieving youngsters, the school can be a very*

punitive experience; (3) lack of decision-making, Prof. Tett (case 13) indicates that: *Schools aren't very well structured to enable young people to take decisions. They're willing to do little things, but not big things*; (4) management not leadership; Prof. Townsend (case 1) believes that: *What we have is classroom management. We don't have classroom leadership*; (5) poor responsibilities, Prof. Coleman (case 15) points out that: *They're very, very poor at giving young people responsibility;* (6) lack of adult's preparation, Prof. Coleman (case 15) indicates that: *The obvious obstacle is that the adults aren't prepared to see the young people as having the potential for leadership.*

Unlike the UK interviewees, the KSA interviewees highlighted several issues at school in Saudi Arabia: (1) ignoring YLD, the educational leader Prof. Alrasheed (case 39) indicates that: *I think that one of the greatest obstacles in the schools is that we do not care about this issue*; (2) focus on academic achievement, Alzamel (case 38) declares that: *Most leaders in KSA are not the best academic achievers in their colleges. Most of leaders in business are lucky that they are not the best grade in their colleges, if this was the case; they would still be poor*; (3) teachers' awareness, Alrasheed (case 39) points out that: *The teachers' awareness is an obstacle; many teachers do not care about this issue, they think that their duty is complete, once they have explained the curricula being studied*; (4) rote learning, Prof. Alkelabi (case 19) believes that: *In our schools, we focused on rote learning and memorization*; (5) Poor environment, Prof. Almofada (case 26) claims that: *The bureaucratic nature of schools involves restricted time, limited activities, crowded classrooms and limited teachers' motivation; the opportunity is not found.*

Some of the interviewees left school early and interestingly, they found that helpful for their leadership development. For instance, Business leader Mr. Haughey (case 27) tells that: *The advantages of leaving school at 15 were that I think there was more of a hunger and a desire ... I tell kids today "don't worry if you have to leave school at 15 or 16 with not too many qualifications, it's not the end of the world"*

4.6.2.5 Community and YLD

4.6.2.5.1 Similarities:

Both the UK and KSA interviewees emphasised several issues in the community: (1) the significance of community for YLD; (2) lack of resources; (3) sneering at youth. For instance, *we don't have the resources, the time, the money, to develop them … In Scotland, we'd be saying "don't do that, that's too dangerous" "we know your father, don't get above yourself* (Thomson, case 30).

4.6.2.5.2 Differences in the shortfalls in the community:

The UK interviewees:

They highlighted two community's issues; (1) Community breakdown, Prof. Gofee (case 5) points out that: *There is a breakdown of community, and therefore a lack of opportunity. Communities are under threat. If a community is undermined, then those opportunities are diminished , our old notions of community don't exist so much anymore*; (2) unwilling to take on leadership, Prof. Pharoah's (case 14) view is that: *How you capture young people has to be by building on what they're interested in, if you can find it out. A lot of young people say they're not interested in anything.*

The KSA interviewees:

They highlighted six community's issues; (1) lack of ambition, Alouda (case 42, p. 1012) emphasises that: *Therefore, the person grows up and has no dreams of leadership, and became a machine to be moved and stopped by remote control*; (2) atmosphere of frustration, Aldobaikhi, (case 45) believes that: *Our society is a depressed, frustrating society*; (3) the lack of freedom, Alqarny (case 8) emphasises that: *There is a basic condition: freedom*; (4) masculinism, Prof. Alkelabi (case 19) believes that: *In our family the girl takes her right more than the boy. However, outside the family, the Traditions and customs listen more to the boys* and Altotongy (case 23) indicates that: *Unfortunately, we do not take care of girls, we have obvious shortage. We should try to develop them and give them the required prestige*; (5) continuing adolescence; Prof. Alnafie (case 24) underlines that: *In the simple societies, there is no waiting period, whereas in the modern societies the period of*

adolescence continues on. It continues in terms of the psychological, social and economic side. While the UK interviewees claim that adolescence starts very early and this can be an obstacle which faces leadership development, the adolescence emerges few years afterward. Furthermore, the KSA interviewees claim continuing the adolescence means that youth remain dependent on their families until their mid-twenties; (6) Collectivism: when social life is highly collective and there is good social relationship between extended family members, this can be useful for YLD.

4.6.3 Conclusion

Data analysis demonstrates both similarities and differences in terms of YLD between the UK and KSA. Family and religious nurturing seems to have more attention in the KSA than UK, whereas schooling in terms of YLD is functioning bitter in the UK than KSA. Regarding the community, there is a lack of freedom and ambition in the KSA, while, the UK is suffering community breakdown. Though there are differences between the UK and KSA, the majority of YLD seems to be common phenomenon.

4.7 INTERVIEWEES' VALUABLE INSIGHTS

This sector focus on the interviewees' valuable insights related to my core themes, and covers eight sub sections, each of which reveals the interviewees' insights on: (1) learnability; (2) making leaders; (3) motivation; (4) characteristics of adolescents related to YLD; (5) long-term YLD vs. short-term YLD; (6) generic YLD vs. specific YLD; (7) leadership responsibility; (8) obstacles affect YLD.

4.7.1 Interviewees' valuable insights on leadership learnability

The interviewees' views highlighted a number of valuable insights on leadership learnability, which can be built on to formulate tentative hypotheses and then tested in future studies. (1) *Leadership is something lots of people engage in at all periods in their lives* (Grint, case 7); (2) *There are some exceptional leaders who are born; they've got the talents, by and large* (Thomson, case 30); (3) *It is better to provide leadership development programmes for all the students* (Beverly_Alimo-Metcalfe,

case 10); (3) *The more talented, capable ones are as able to develop leadership as a group aged 20 to 25* (Coleman, case 15); (4) *There are not obstacles or difficulties among the really talented young people* (Coleman, case 15); (5) *Young people's capability for leadership development is varying; as leadership is a relative phenomenon and has several levels* (Almofada, case 26); (6) *If we teach them lots of leadership characteristics, it doesn't harm their YLD* (Alkelabi, case 19); (7) *In the intermediate school, the scope for LD is very limited. In the secondary school, you can certainly develop a leading spirit and create leaders … Any input will help, but the impacts are different from one individual to another* (Alzamel, case 38).

4.7.2 Interviewees' valuable insights on leadership making

The interviewees' views highlighted more than fifty valuable insights on leadership making, which can be built up to formulate tentative hypotheses which may then be tested in future studies. For instance, (1) *I think sports are a really good training ground in leadership* (Osborn, case 28); (2) *I would think, that you learn more in that 6 years than you do in any other 6 years of your life, and it can be the most enjoyable 6 years of your life* (Willie, case 27); (3) *it's substantial if we focus on 5% of the people to prepare as future leaders* (Alouda, case 42); (4) *we cannot create a faculty for creating leaders* (Alzamel, case 38); (5) *the more the individual has leadership aptitude, the more the leadership characteristics appear* (Alnaji, case 17); (6) *recreation is an abundant field to discover the leaderships* (Sadhan, case 22); (7) *the primary stage is largely the stage of leadership discovery, and secondary stages are the stages of leadership development* (Sadhan, case 22).

4.7.3 Interviewees' valuable insights leadership motivation

The interviewees' views highlighted more than twenty-seven valuable insights on leadership motivation (see Appendix B1), which can be built up to formulate tentative hypotheses and then can be tested in future studies. For instance, (1) *we have three circles, the individual himself, the dyadic relationship, and the group relationship. The desire must be exist in the first level; and be supported by the other levels. The reaction in the second and third levels can develop or suppress*

leadership (Alkelabi, case 19); (2) *the desire to become a leader is important if youth carries a seed of leadership* (Alnoghaimshi, case 21); (3) *the desire to be a leader does not mean that the adolescents are aware of its meaning* (Altotongy, case 23); (4) *It is not acceptable from the very beginning, to ignore those who don't demonstrate the desire to be leaders* (Alnaji, case 17); (5) *my desire to be a leader was limited by my scope* (Alouda, case 42); (6) *I think sometimes the motivation – the desire of "I want to try to be a leader" – may come very suddenly* (Kaleman, case 8).

4.7.4 Interviewees' valuable insights on adolescents' characteristics

The interviewees' views highlighted more than twenty valuable insights on the characteristics of adolescents (see Appendix B2), which can be build up to formulate tentative hypotheses and then can be tested in future studies. For instance, (1) *The more the development is aware of the nature of learners and their characteristics, the more they will succeed quantitatively and qualitatively* (Alnoghaimshi, case 25); (2) *To put youth into a free atmosphere, even though it is overabundant, it is better than a controlled one where they feel suppressed* (Alnoghaimshi, case 25); (3) *If we want to develop leadership in this stage, we should take into consideration the adolescents needs* (Sadhan, case 22); (4) *Capabilities are not fully conspicuous at intermediate stage; so we should not pay more attention to individual variations. In the secondary stage, we should pay attention to individual variations* (Almofada, case 26 (5) *Everybody's adolescent experience is different, so it's very problematic to generalise* (O'Brien, case 3); (6) *It's easier to help them develop some skills that later can be helpful for leadership. It's not so much developing it. It's just applying it* (Kaleman, case 8); (7) *The more deprived certain communities are, the more that mentorship responsibility is a very important* (Kakabadse, case 11).

4.7.5 Interviewees' valuable insights on long-term vs. short-term

The interviewees' views highlighted thirty-eight valuable insights on long-term vs. short-term (see Appendix B2a), which can be build up to formulate tentative hypotheses and then can be tested in future studies. For instance, (1) *leadership is vital ... We spend long time preparing medical doctors ... leaders are more important than physicians* (Alnoghaimshi, case 21); (2) *the training courses or the summer camps can help mainly in discovering the leading talents, but for polishing*

and developing these talents, it needs long time (Alouda, case 42); (3) *The old story about inoculation ... we give people a little bit of it, they then seem to think "is that all it is?" and they build up a resistance against the full effect of it. And that is a real problem* (Prosser, case 9); (4) *it probably needs more research ... it's easy to say "long term", but maybe it's about spotting moments which are truly transformational and then working with them* (Gofee, case 5).

4.7.6 Interviewees' valuable insights generic vs. details in YLD

The interviewees' views highlighted thirty-five valuable insights on generic vs. details in YLD (see Appendix B2b), which can be build up to formulate tentative hypotheses and then can be tested in future studies. For instance, (1) *it's better to give them the basics with the practice and action learning ... It's better to give them the basics through practice* (Alkelabi, case 19); (2) *education and training depends more on the way/path/implementation than the content ... the method plays a key role* (Alnafie, case 24); (3) *the programme starts in surface-deep, gives generics, and it returned deeper.* (Aldobaikhi, case 45); (4) *we have a sense that leadership development needs to be grounded in the context where people are ... I wouldn't start by frameworks of leadership with young people.* (Crosby, case 4); (5) *you're looking at it in a generic way and then as you become more skilled and more aware, you become more specific* (Townsend, case 1); (6) *I think the dilemma is to say "how do I boil leadership down into a set of precepts that can be easily communicated whilst at the same time trying to get people to understand that in different circumstances at different times with different people with different problems to be tackled?"* (Prosser's, case 9); (7) *I would say a wide range for general development ... And building on what comes naturally. So develop your broad range of gifts* (Cardinal O'Brien, case 33).

4.7.7 Interviewees' valuable insights leadership responsibilities

The interviewees' views highlighted ninety-four valuable insights on leadership responsibilities (see Appendices B3a, B3b, and B3c), which can be build up to formulate tentative hypotheses and then can be tested in future studies. For instance,

(1) *The more we build confidence in young people, the more they become leaders* (Alnaji, case 17); (2) *Discovering youth's abilities is not enough if we don't turn to the leadership development* (Sadhan, case 22); (3) *As they grow older, they have more responsibility and a bit less support* (Tett, case 13); (4) *Exposure to real responsibility early is a very powerful experience. The question is "how do you create that?"* (Kakabadse, case 11); (5) *The more that can be encouraged earlier on, the better, otherwise too dependent* (Gofee, case 5); (6) *If we want good leaders, simply separate them from their parents* (Bennet, case 16); (7) *It is not necessary that the leaders have to graduate from a University of innovation* (Alkelabi, case 19); (8) *Enhancing each student with his unique ability* (Altotongy, case 23); (9) *School curricula can provide an important background for leadership. Leadership should be embodied in their school curricula, and youth who demonstrate willingness, should be given extra leadership development programmes* (Almofada, case 26); (10) *The academic aspect emerges throughout the class room, but the extra-curricular activities are the tool through which leadership emerges* (AlKarni, case 19); (11) *Meeting experts shorten the time and yield acceleration in YLD ... Collective learning is not enough, there must be an individual attention* (Albudair, case 44); (12) *Schools tend to give natural leaders such jobs as being prefects or monitors, captains of sports teams or being in charge of school societies. But these kinds of appointments should be used to develop the less good leaders* (Adair, case 6); (13) *Leadership is non-hierarchical, contextual and relational; therefore it is inevitably about teams* (Gofee, case 5); (14) *There isn't one approach to people from different backgrounds, different personalities, different settings, different walks of life* (Prosser, case 9); (15) *The most they do in secondary school to prepare for leadership is academic learning, and get a sort of intellectual or cognitive foundation for leadership* (Kaleman, case 8); (16) *I did engage in certain Church activities ... I wasn't aware that it was affecting me in any way, without being conscious of it* (Cardinal O'Brien, case 33); (17) *The more the environment is full of options to choose whatever they want and don't feel that someone is placing an obligation on them, the more it is effective in leadership development* (Alnoghaimshi, case 21); (18) *It's too late by adolescence, to start trying to develop responsibility,*

you actually have to start early in childhood, and that means 4, 5, 6 years of age (Bennet, case 16).

4.7.8 Interviewees' valuable insights obstacles facing of YLD

The interviewees commented forty-seven valuable insights on obstacles in term of YLD (see Appendices B4a, B4b, and B4c); for instance, (1) *The negligence of some youngsters can work in the favour in terms of leadership development, and they can therefore grow in a neutral manner, as they will be safe from scolding, inappropriate discipline encouragement* (Alnaji, case 17); (2) *I wouldn't say that they were obstacles. They were contributing factors, but not obstacles* (Pinder, case 29); (3) *If we don't develop them now; it will be difficult to grow them in future* (Alkelabi, case 19); (4) *If someone has a leadership seed, nothing will stop them from becoming a leader. They will go out of the bottle and overcome the nightmare* (Alrasheed, case 39); (5) *Leadership development not studied as a subject, it supposed to be blended with the school curricula* (Aldobaikhi, case 45); (6) *The consumerism is a problem because leadership is more about what you give rather than what you consume* (Bryson, case 4); *Schools have now got much more management, much less leadership than they should have* (O'Brien, case 3); (7) *School are too intellectual, and not broader. And schools are not very good at teams, they're too heavily oriented towards individual achievement* (Gofee, case 5); (8) *The more you can break down the formality in teaching methods, the better* (Melbourne, case 12); (9) *Just a few can overcome that and turn it into a virtue, but they have to have a lot of innate natural leadership skills* (Pharoah, case 14); (10) *Young people would spend half of their weekend, on the computer by themselves, interacting with nobody* (Townsend, case 1).

Chapter five

Youth Sound: FOCUS GROUPS

5.1 INTRODUCTION

Since this study focuses on leadership development for young people, it is significant to gather data from youths themselves and investigate their opinion on certain issues in YLD. Although the main method in this study is to interview cohort of adult leaders and expert as individuals, interviewing young people as focus groups contributes further reflections on what makes young people as future leaders. Additionally, it reflects some of the interviewee commentaries about the lack of consultation in school and the top-down approach. Focus groups can reflect on how this contribution could be developed in future research.

This section includes the analysis of three focus groups with young people (N= 24); the groups are reflect the various sorts of education in the Kingdom of Saudi Arabia, which I categorise in table 5.13: (Case 46) students from grade eight and studying at public secondary school, participating in a two-year after-school gifted programme that is four-hours weekly and funded by the government with the aim of enhancing critical and creating thinking skills; (Case 47) students from grade eleven studying at public secondary school and participating in a one-year after-school leadership development programme that lasts eight-hours weekly and is funded by a charitable organization aiming to enhance the leadership skills and prepare them as future leaders; (Case 48) students from grade twelve and studying at private secondary school.

Group	Grade	N	duration	Description
Case 46	8	9	80 min	Gifted students
Case 47	11	8	87 min	Students involved in one-year youth leadership programme
Case 48	12	7	45 min	Private secondary School
	Total	24		

Table (5.13): Focus groups with young people

5.2 DISPLAY DATA

I asked these three focus groups about certain issues in YLD, focusing mostly on four key questions: (1) why do you want to be a leader? (2) what do you need from your family, school and community to help you become a leader? (3) what obstacles face you in your family, school and community related to leadership development? (4) supposing you are a parent, what would you do for your children to help them become leaders? My qualitative analysis of the focus groups shows 249 comments on the previous issues, which I organised mainly into ten categories in table 5.14: (1) motivation behind the desire to become a leader; (2) the family's functional influence young leaders; (3) the school's functional influence young leaders; (4) the community's functional influence young leaders; (5) the impact of obstacles within the family on YLD; (6) impact of school obstacles YLD; (7) impact of community's obstacles YLD; (8) students' opinions on the function of parents influence YLD; (9) long-term vs. short-term YLD; (10) students' valuable insights. Through using the approaches of *meaning condensation* and *meaning categorisation* (Kvale, 1996) and then, inductively grouping data into core categories.

Categories	Comments
Motivation behind the desire to become a leader	15
Family's function influence young leaders	32
School's function influence young leaders	35
Community's function influence young leaders	9
Family's obstacles impact YLD	33
School's obstacles impact YLD	14
Community's obstacles impact YLD	8
Students' opinions on the function of parents influence YLD	44
Long-term vs. short-term YLD	33
Interviewees' valuable insights	8

Table (5.14): Coding categorization for focus groups with young people

5.2.1 Motivation behind the desire to become a leader

The students highlight several motives behind their desire to become leaders; for instance, patriotism, helping poor people, support their religion, to avoid injustice, making change, serve my nation and to fulfil the lack of leaders.

5.2.2 How family functioning influence youth leaders?

The respondents emphasise various roles in which their families help them to become leaders: for instance, encouragement, respect, trust, nurture them to be fair-minded, courageous, honest, generous, confident, provide me with opportunities,

habituate them to be disciplined, participating in decision making, peace family, freedom, financial support, delegating tasks and concern their interests.

5.2.3 How school functioning influence youth leaders?

The students underline various roles for their school in which help them to become leaders;

for instance, delegation of leading activities, giving them chances to practice leadership, participating in designing leadership programmes, accepting their opinions, discovering their leadership potential, trust , intangible rewards, allocating great responsibilities, allowing us chances to create a policy for the school, an environment that encourages dialogue, attractive environment, and free environment.

5.2.4 How community functioning influence youth leaders?

The respondents emphasise several roles for their community which help them to become leaders; for instance, practicing leadership development in the community, trust, encouragement, appreciation, listening to and looking at young people in a positive manner.

5.2.5 Family's obstacles impact YLD

The students highlight various obstacles in their family which impacts on their leadership development; for instance, weak education, poverty, carelessness, not relying on them, lack of opportunities, neglecting opinions, mocking, treating as a child, disesteem, the family environment is time-consuming and frustration.

5.2.6 School's obstacles impact YLD

The respondents draw attention to various hindrances in their school which impact their leadership development; for instance, narrowing extra-curricular activities, large quantities of curricula and subjects, the teachers themselves, he school's lack of awareness towards leadership development, absence of ideas' appreciation, students mock them and the school is not attractive.

5.2.7 Community's obstacles impact YLD

The students highlight several obstacles in their community which impact on their leadership development; for instance, lack of opportunities, frustration, lack of awareness, time-consuming and neglecting talents.

5.2.8 Students' opinions on the function of parents in influencing YLD

I asked the students to suppose that they are parents, if so, what will you do for your children to influence leadership? Then the students emphasise numerous duties, for instance, excellent education, give them chance to correct their mistakes, trust, confidence, visiting the museums to see what leaders have done, giving them feeling that they are important, sharing opinions with them, dealing with them as leaders, freedom, incorporeal motivation, discovering their leadership potential, religious nurturing, listen to their ideas, being good model for them, delegate them with family tasks, teach them high moral standards, such as, courage, sincere, patience, determination, generosity and fair.

5.2.9 Long-term vs. short-term YLD

Seeing that case (47) had participated in one-year after-school leadership development programme, lasting eight hours weekly, I asked them two questions: (1) What are the differences between your school and the evening programme? (2) Visualize that YLD is full time and the school is part-time?, how would you compare them?

The students' respondents to the first question are summarised in table (5.15)

Positives of Leadership development programme	Positives of School
Friendship	More competitions
Applying leadership skills	Clarity of Profession's path
Peers around you has same goals	Heavy curricular duties
Caring from programme's supervisors	Many curricular and subjects
Leaders and models are exist	The school day is long
Trust	
Less frustration	
More opportunities	
The desire towards the programme more than it towards school	
Give us enough time to think and reflect	
Help you to openness	
Better instrumental materials	
Innovative environment	

Table (5.15): differences between LDP and school from young people' perspectives

The group respondents to the second question are outlined in table (5.16)

Full-time school-based leadership		School + evening leadership development programme	
+	-	+	-
Applying leadership in sufficient time	Less social relationship	More social relationship	Plentiful of school's curricular
Focus only on the vital school's curricular	Boredom	Gaining reliable certificate	Repetition in school's curricular
We are more active at morning than evening	No academic certificate	Partial LDP provides a chance to practice	School is a time-consuming
We'll love school	School curriculum will be less than ordinary school	You reflect on what you learn in partial LDP	Shortage of students' concentration
Feeling that you are a leader	Keeping out the student who wants to be part-time LD		Padding school's curriculum
Focused leadership experiences	Societal refusal for this idea		Insufficient applications for leadership
Cumulative development	High cost		Being distracted by life from the programme
Proves the desire to be a leader	Less initiative		LDP will be carried in minimum way
Applying leadership will be under supervision			Shortage of time for training
Continuous learning			
Varying the methods and tool			
The programme will be Profound			

Table (5.16) Comparison between: Full-time school-based leadership and school plus evening leadership development programme

5.2.10 Interviewees' valuable insights

The students' views highlighted several insights on the previous issues in YLD, which can be built up to formulate tentative hypotheses and then tested in future studies. (1) *our LDP is essential to me, and my school is complementary, as the programme built my character, while what I learn in the school is completely forgotten* (Case 47); (2) *after school LDP provide us with chances to reflect on what we learnt more than if it been long-term* (Case 47); (3) *I think leaders acquire leadership via experience, not via studying* (Case 48); (4) *I learn more in LDP than school, I am thinking here, but at schools, we have repetition* (Case 46); (5) *is it a problem if you do not study your school? Is it important to get excellent marks? Is*

school everything? I think that the school is important but LDP is more important, if I study at school two days, that's enough for me, the rest will be LDP (Case 47); (6) *the LDP is supportive for the school* (Case 47); (7) *I want the same period for LDP as the school* (case 47); (8) *if I want to be a leader I have to sacrifice, even if that disadvantages my school* (Case 47).

5.3 INTERPRETATION

Young people seem to have the desire to become leaders, and when they talk about leadership development, they seem more ambitious than we think. For instance, they mention public affairs, talking about people, their native land and caring for their nation. In addition to that, students deal with leadership as a complex phenomenon and convey deep thought on YLD; for instance, highlighting difficult tasks, reflection and appreciating long-term development.

Interestingly, when young people talk about leaders, they focus on moral and characteristics more than leadership skills. They emphasise habituation of high moral standards, such as, courage, sincerity, patience, determination, generosity and fairness. Alternatively, the adults both established leaders and university professors focus on leadership skills more than characteristics.

Furthermore, young people seem to highlight the responsibilities and the opportunities more than the obstacles, while adults mention obstacles more than responsibilities. One of the advantages of the leadership development as a part-time programme is that LDP provides the students with a partial picture and then give them the chance to create complete one. Nevertheless, it is risky to plunge the students into their communities. Alternatively, the long-term approach guarantees that the students will apply their leadership development under supervision and mentoring.

Chapter Six

A MULTI-DIMENTIONAL AND HOLISTIC FRAMEWORK FOR DEVELOPING YOUNG PEOPLE AS FUTURE LEADERS

This study aims to explore young people leadership development (YLD) from an integrative perspective, leading to the creation of a comprehensive framework for developing young people as future leaders. The main focus is on the adolescence period; their age is from twelve to eighteen years old. This chapter will discuss the process of building the YLD framework. Based on the leadership theories and YLD literature reviewed in chapter two, the framework was built theoretically; then the framework was further developed via a pilot study; and finally, the framework was developed and conceptually tested via qualitative interviews with established leaders and universities professors.

6.1 BUILDING a FRAMEWORK for YLD

The triangle (figure 6.1) illustrates that for the purpose of developing leaders, it is essential to enhance leaders' characteristics (Stogdill, 1948, 1974; Kirkpatrick and Locke, 1991). In their longitudinal studies on secondary school student leaders, Schneider et al. (1999, 2002) found that traits theory is significantly linked with YLD. And in order to make leaders to be more balanced and flexible to meet future changes, there is a need to develop a matrix of human intelligences (Covey, 2004).

Characteristics and human intelligences are enhanced within an environment (Barrow, 1977; Storfer, 1990; Kaplan, 2012) that can enable sufficient human change; there is a need for long-term development (Guthrie, 1952; Fiedler, 1976; Murphy and Johnson, 2011).
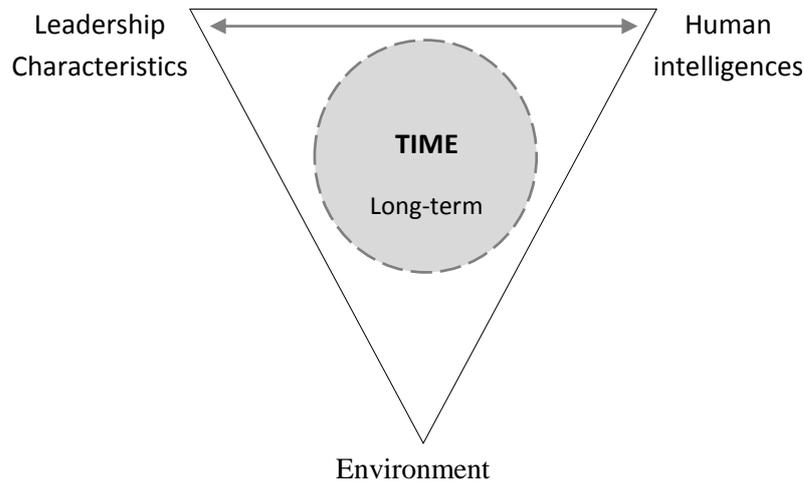
Figure (6.1): A preliminary framework for long-term YLD

The triangle (figure 6.2) illustrates that for the purpose of developing individuals as youth leaders there is a need to involve them in passing through various situations; as the leadership situational theory focuses on leadership and situations (Hersey & Blanchard, 1969, 1988), specifically, a longitudinal 10-year study by Roach (1999) on a sample of 30,000 young people, established that situational leadership is more linked to YLD. Leadership situations should be practiced and experienced within a cultural context (House, Hanges, et al. 2004; Schein, 2004); to guarantee this process practically, the effective strategy for leadership development is action science (Argyris and Schon, 1974). Actually, action science allows students to apply theories to a real-world situation.
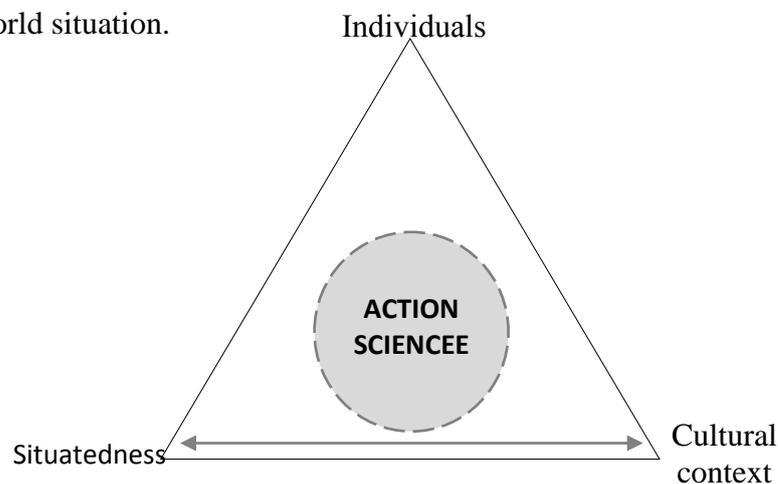
Figure (6.2): A preliminary framework for practical YLD

The framework has been developed based on findings from the existing YLD literature review, on Bandura's theory (1977), and on contingency theory (Fidler, 1967). Furthermore, this framework has been developed based on a model created by

Knud Illeris (2004, 2004a). This framework is be based on two critical elements: individual and environment, and however, there is a significant interaction between the individual and the environment (Bandura, 1977); the two dimensions were associated with Contingency theory (Fidler, 1967, 1978; Fidler and Garcia, 1987) as one of the best leadership theories for connecting leaders and situations, and it has been supported by various empirical studies, such as (Peters et al. 1985; Strube and Garcia, 1981). There are therefore, four crucial dimensions for my framework: *leadership characteristics, human intelligences, situatedness*, *and cultural context.* Additionally, *action science* and sufficient *time* (long-term) are crucial conditions for YLD. The two triangles have been connected to create a comprehensive framework, which consists of four main dimensions. Figure (6.3) illustrates a comprehensive framework for developing young people as future leaders.
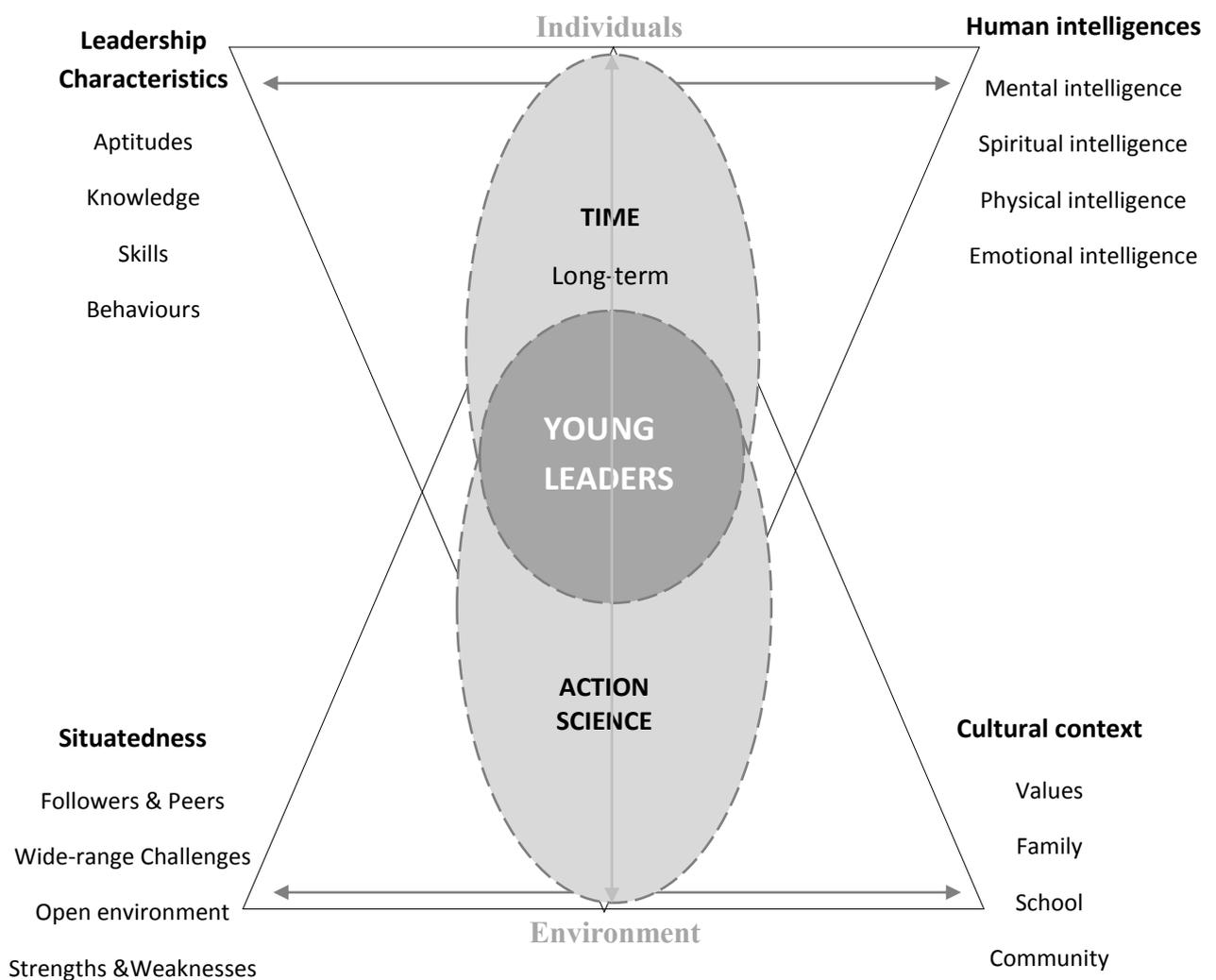
Figure (6.3) a multi-dimensional and holistic framework for developing young people as future leaders.

The first dimension concerns leadership characteristics, which include developing: aptitudes, knowledge, skills, and behaviours for each characteristic. The second dimension is the human intelligences, which consist of the intelligences that emerge from human needs, mental intelligence, emotional intelligence, spiritual intelligence, and physical intelligence. The third dimension is situatedness, which involves the youths in a wide-range of leadership challenges, with their peers and followers, within an open environment, and situations that will demonstrate the youth's strengths and weaknesses, and then deal with that from an early age. The fourth dimension is the cultural context, which inspires beliefs, family, school, and community. Finally, the four dimensions will work adequately and effectively via an action science strategy and a long-term approach.

Four key premises or assumptions form the underpinnings of this framework: (1) Premise 1: Leadership is a process, involving five significant dimensions: the leader himself, the group, the goals, the influence and the individual's leadership ability; (2) Premise 2: Leadership development is a complex, multi-level, and open-ended process; (3) Premise 3: Leadership can be learnt by young people, and leaders are born and made; they have both nature and nurture characteristics, characteristic change necessitate as long time approach; (4) Premise 4: It is inadequate to deal with leadership development for youth as future leaders based on one leadership theory; there is an apparent need to create an integrative framework. Both the literature review on YLD and the data emerging from this study, support these four premises.

6.1.1 Leadership characteristics

Leadership characteristics can be identified as in-born leader's traits and leader's learnable abilities. Although the huge research on traits theory over more than a century, there has been a lack of agreement on a list of leadership characteristics; therefore, based on findings, this study believes that we should enhance young

people with a mixture of leadership characteristics, and choosing these characteristics depends on individual differences on the one hand, and their strengths and weaknesses on the other hand. Even though both nurture and nature ought to be developed, we should focus on inborn characteristics because they are easier to develop

In this framework, instead of listing leadership characteristics, it is deemed more effective to concentrate on the approach to developing these characteristics. This comprehensive approach is comprised of four techniques; aptitudes, knowledge, skills, behaviours (Bass, 1990; Caird, 1992; Jensen, 2003; Strang, 2007). For example, one of the characteristics for youth leaders is the need to be open minded; to enhance this, firstly there is a need to augment the leader's aptitude to achieve it; without the leader's aptitudes towards developing a particular characteristic, leadership development for the most part is ineffective. Then, building fundamental knowledge for this characteristic is important, next to practising the skills which improve open minded characteristics; furthermore, leaders might change their behaviours over time, and it is significant to move through the learning process deliberately.

Traits theory in the leadership literature supposes that there is a list of traits determining leadership, and which differentiates leaders from non-leaders (Stogdill, 1948; Kirkpatrick and Locke, 1991). Traits theory has presented vast personality traits for leaders during the twentieth century. Reviewing two key surveys in the leadership literature which been conducted by Stogdill (1948, 1974), the conclusion according to Northouse (2007, 16) emphasised that: *"we can obtain a clearer picture of how individuals' traits contribute to the leadership process."* A set of traits was mentioned in order to differentiate leaders from others (Kirkpatrick and Locke, 1991, 49) including: *"drive, the desire to lead, honesty/integrity, self-confidence, cognitive ability, and knowledge of the business"*.

6.1.2 Human Intelligences

The literature review on leadership has provided strong proof for the positive relationship between intelligence and leadership; for example in Stodgill's review (1974) 23 studies found that leaders are more intelligent than followers. Based on both Eastern and Western philosophies, Covey (2004) emphasises that there are four overlapping parts for human beings: physical, mental, emotional, and spiritual. In addition, this can be deduced from the hierarchy of needs, which was created by Abraham Maslow (1970). Four intelligences are harmonised to these parts, Covey (2004): *physical intelligence, mental intelligence, emotional intelligence, and spiritual intelligence* (see Table 6.1). Thus, if we succeed in enhancing these intelligences, the process of leadership development for young people as future leaders might be more comprehensive, and moreover leaders will be more influential and balanced '*the whole person*' (Covey, 2004).

Physical intelligence (PQ) refers to the physical body; it "*is what our body does without conscious effort*" (Covey, 2004, 10) and "*body awareness and skilful use*" (Wigglesworth, 2010, 4). Mental intelligence (IQ) is identified as "*our ability to analyse, reason, think abstractly and comprehend*" (Covey, 2004, 9). Emotional intelligence (EQ) is identified as "*one's self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully*", and various studies proved that it influences leadership development (Goleman, Boyatzis, et al. 2002a, Charbonneau and Nicol, 2002). Finally, spiritual intelligence (SQ) is "our drive for meaning and connection with the infinite" (Covey, 2004, 10); it is associated with leadership (Wigglesworth, 2006)

Whole person	Needs	Intelligences	Attributes	Roles
Body	To live	Physical intelligence (PQ)	Discipline	Modelling
Mind	To learn	Mental intelligence (IQ)	Vision	Path finding
Heart	To love	Emotional intelligence (EQ)	Passion	Aligning
Spirit	To leave a legacy	Spiritual intelligence (SQ)	Conscience	Empowering

Table (6.1): Human being dimensions, Covey (2004, 84, 312)

6.1.3 Situatedness

Situatedness means evolving young people into innumerable leadership situations within context. Situational theory in the leadership literature supposes that the most important element in leadership is the situation, and every situation requires a suitable leader (Reddin, 1967; Northouse, 2007). One of the strengths in situational theory, however, is the level of concentration on the situation, which leads to many training programmes. For example, 400 of *Fortune 500* companies use the situational approach in their training courses (Northouse, 2007). According to Lave and Wenger (2007, 122): *"Situated learning activity has been transformed into legitimate peripheral participation in communities of practice".* Situatedness covers four sub dimensions: (1) evolving young people into activities/rules as leaders to their followers, and learning leadership from their peers (Myrick and Erney,1985; Pearlman, Camberg, et al. 2002); (2) this study findings emphasise the significance of richness chances/opportunities to YLD, (3) open environment is the healthy community to YLD, and (4) while YLD is practice, there is a need to realise young people' innate leadership strengths and weaknesses; that leads to an effective development (Rath and Conchie, 2008; Zenger and Folkman, 2009).

6.1.4 Cultural context

The relationship between leadership and culture has been widely investigated (e.g. House, Hanges, et al. 2004; Schein, 2004). Sixty-two different cultures were studied using cross-cultural study (The GLOBE project); the key centre of attention was on leadership style that connected with changed cultural patterns. House (2004) emphasised that *"The result is an encyclopaedia of findings linking culture to societal functioning and leadership"* (p. xvii). Schein (2004, 22) in his book *Organisational culture and leadership* concludes that: "Culture *and leadership are two sides of the same coin … Once culture exists, leaders determine the criteria for leadership and thus determine who will or will not be a leader".* The culture involves four dimensions that influence YLD; the leaders' beliefs, family nurturing, school functioning, and the community inspiration.

6.1.6 Time

Based on Edward Thorndike and his colleague's work on behavioural theory, one of the most significant concepts that has been emphasised in the principles of the behavioural theory and rules is the *incremental learning*. This is a form of learning that occurs through gulps, little by little, rather than suddenly (Thorndike, 1913, 1932). According to Guthrie's theory (1952) in his book *Educational Psychology*, he believes that individual behaviour demands a high level of practice, repeating, and training, to be certain that it has been settled. Additionally he highlights that changing our bad habits demands the 'threshold method'.

Geiger et al. (2000) emphasise that leadership development improves over time. It demands '*years, not weeks*' (Fiedler, 1976), "*Takes enormous time and resources — perhaps more than societies or organisations possess.*" (Conger, 1992). Leadership development for youth as future leaders demands a long-term approach rather than a short-term approach; a small number of research studies have advocated developing leaders via a long-term perspective (DePree, 1989; Covey, 1992; Mintzberg, 2003; Driscoll and Goldring, 2003; Allen and Hartman, 2008). Organisational studies have an inadequate consideration of the dimension of time as a significant variable; they have not been fully integrated into the literature (Ancona, Goodman, Lawrence, and Tushman, 2001; Halbeslebena et al. 2003). Simon (1991, 129) emphasises that: "no one -literally no one - becomes a world class expert in any professional domain with less than ten years of full-time dedication to learning."

There is a need for sufficient time for individuals to achieve sophisticated standards in leadership characteristics; in general, human beings change over time rather than unexpectedly. For example, if we enhance leaders with an open minded competency, in reality, this skill can be applicable in normal circumstances, while the leader draws on his nature to deal with unpredictable situations. Therefore, characteristics change over a long period of time. The individual needs to be persuaded that the new characteristics will become a permanent part of their life-style. In this case the,

individual's behaviour will be unconscious. Bourdieu (1990, 53) in his book *The Logic of Practice* identifies *habitus* as: *"systems of durable, transposable dispositions, structured structures predisposed to function as structuring structures, that is, as principles which generate and organize practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them."* Characteristics over time become habits; a leader seems to perform his/her leadership competencies unconsciously.

David Statt (1994) in his book *Psychology and the World of Work* argues that there are three natures of time: *linear time, cyclical time,* and *steps, stages and seasons*. (p.68), and that we cannot deal with leadership development as a stable process; it has both constant and changeable dimensions. Time can be estimated in the first dimension, while it is unpredictable in the second.

6.1.7 Action science

Recently, two approaches for learning have been developed, which bridge knowledge into 'actionable knowledge', *action learning* (Revans, 1980, 1982; Marquardt, 2000; Raudenbush and Marquardt, 2008) and *action science* (Argyris and Schon, 1974; Raelin, 1997). *"Actionable knowledge has been defined as information that actors could use"* (Argyris, 1985, 21). In the same article, he points out that: "*Action science is about understanding and producing action*" (p.25).

The focal objective for action science is to incorporate theories into practice (Argyris and Schon, 1974, Friedman, 2001). This has been illustrated by Argyris and Schôn, (1995) as a "*theory of action approach.*" Interestingly, MacNeil and McClean (2006) mention that it is vital for youth to innovate practical chances rather than telling them stories.

Argyris et al. (1985, 4) define *action science*: *"an inquiry into how human beings design and implement action in relation to one other."* In the same book, *Action Science* (1985, 232) they identify it as: *"an inquiry into social practice, broadly defined, and it is interested in producing knowledge in the service of such practice."* Furthermore, *The Sage dictionary of qualitative management research* (Thorpe and Holt, 2008) has offered the definition as: *"Action science is for creating knowledge people can use to improve practice."* It is apparent that the core aim for action science is to change knowledge into action; it is has been agreed as an attempt to produce *"communities of inquiry in communities of social practice"* and highlight *"the meaning and logic of action."* (Argyris et al. 1985, 78).

There are therefore, various differences between action science and action learning: action science concentrates on long-term changes, 'interpersonal and intrapersonal', is relatively modern, and is widespread style in the USA. Conversely, action learning focuses on short and mid-term changes, 'interpersonal and instrumental', and has been functioning for sixty years, and is common in Europe (Riordan, 1995; Raelin, 1997; Marquardt, 2000). Moreover, Raelin (1997) indicates that action science is more reflective and more profound than action learning. Hence, action science seems to be one of the most influential and effective tools with which to grow leaders.

There are therefore, core justifications behind dealing with action science, firstly, it is compatible with a long-term approach; in addition it focuses on actions in a/the community rather than theories, which has implications for one of the most significant gaps in leadership development. Argyris (1995, 20) and his colleagues found that there are two foremost acts regarding individuals and their actions; the first one was: "*there are often fundamental, systematic mismatches between individuals' espoused and in-use designs*", and the second was: "*The behavior of individuals varied widely, but the theory they used to design and implement the behavior did not vary.*"

6.2 THE FRAMEWORK VALIDATION

My framework has been investigated throughout four key stages; (1) building the framework based on theories of adult leadership and learning theories; (2) intensively reviewing the literature review on YLD so that both this stage and the previous one increase the construct validity; (3) undertaking a pilot study with four PhD students from Saudi Arabia studying in the UK; and finally, (4) validating the framework throughout a cohort of established leaders and university professors (N=41) from Kingdom of Saudi Arabia (KSA) and the UK.

6.2.1 The Procedure of testing YLD framework

The following figure illustrates the process of validating my comprehensive framework for developing young people as future leaders.
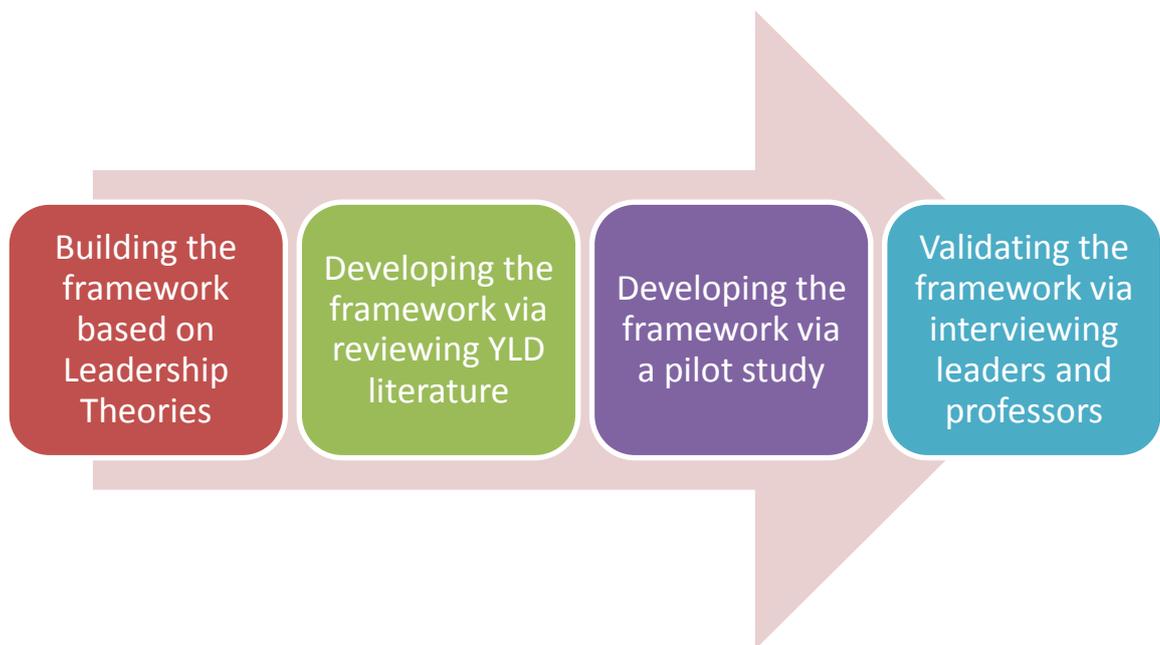
6.2.1.1 Building the framework based on Leadership Theories

This study believes that there is a substantial need for leadership theories to shape our thinking about developing youth as future leaders. Leadership theories are full of models and applications, have been studied for a long time, and have been supported by numerous empirical researches. This piece of leadership literature has been built

up as a result of the thinking of many intellectual thinkers via reflection, deep understanding and observing the phenomenon, and more than that, the theories been criticised throughout numerous of studies, thus, ignoring this significant part//body of knowledge leads to codifying leadership. As a consequence of the theories' findings, we might be able to bridge adult's theories into youth leadership theories (Macneil, 2006).

As this study aims to create a comprehensive framework for YLD, thus two theories are the fundamental base of my framework; Traits Leadership Theory and Situational Leadership Theory. Traits theory can be used to inspire young people to develop leadership characteristics to become future leaders. Firstly, Traits Leadership Theory supposes that there is a list of leadership's traits, and differentiates leaders from non-leaders (Stogdill, 1948; Kirkpatrick and Locke, 1991), it has been supported by hundreds research during the whole of twentieth century (Bass, 1990), and the longitudinal study conducted by Schneider et al. (1999, 2002) found that there is a significant link between YLD and Traits Leadership Theory. Secondly, Situational Leadership Theory supposes that the most important element in leadership is the situation, and every situation requires a suitable leader (Reddin, 1967; Hersey & Blanchard, 1969, 1988), it seems the most relevant to YLD, this study agree with Roach (1999) longitudinal study which found that Situational Leadership Theory is more related to YLD.

To sum, two theories are the fundamental base of my framework; Traits Leadership Theory and Situational Leadership Theory.

6.2.1.2   Developing the framework via reviewing YLD literature

From the research that has been carried out, particularly, the research conducted directly on adolescents, it is possible to conclude that the adolescence stage can be identified as a very critical and crucial period for developing future leaders (Piaget,

1978; Bass, 1990; Murphy, 2011, Shlafer et al. 2014), furthermore, my study is in agreement with recent studies which deal with YLD as long-term continual development (for instance, Reichard and Riggio, et al. 2011; Guerin and Oliver, et al. 2011). thus Time is essential base of my framework.

Reviewing the literature on YLD principally emphasised that it is not sufficient for YLD to use one leadership theory, thus, in my research I combined two main theories; traits leadership and situational leaders.

To conclude, reviewing the literature on leadership development for young people revealed fundamental gaps related to leadership development for young people, a lack of understanding of leadership, a lack of long-term development, and a lack of an integrative perspective approach. This study comprehensive framework takes into consideration fulfilling these key gaps in the literature. The framework has three key advantages; (1) it is comprehensive, (2) it is based on two central leadership theories, thus, it deals with leadership as a complex phenomenon, and (3) it is based on long-term time frame.

6.2.1.3   Developing the framework via a pilot study

Thereafter, the framework was further developed via discussions with my supervisor, the University of Edinburgh Business School's PhD panel, and several PhD colleagues and the framework has then been modified based on their feedback. Secondly, a focus group of four Saudi Arabian PhD candidates who were studying in the UK: two of them were studying construction management at Heriot-Watt University, and two PhD candidates were studying English language in the School of Education at Edinburgh University. The interview lasted for two-hours' discussion on developing and modifying the framework; they highlighted agreement with the framework and its valid for developing young people as future leaders. Additionally, they revealed suggestions for the framework design, dimensions, and components.

6.2.1.4 Validating the framework via interviewing leaders and professors

My framework is validated throughout a cohort of established leaders and university professors (N=41) form Kingdom of Saudi Arabia (KSA) and the UK.

The interview protocols cover questions aiming to validate and conceptually test the comprehensive framework for developing young people as future leaders. The process of validation is divided into three steps; (1) asking the interviewees four structured questions about the extent of links between YLD and: leadership characteristics, human intelligences, situatedness, and the cultural context. Asking these questions increases the credibility of the findings; since these four links are the key dimensions of the framework, and the interviewees responded to them positively; (2) describing the framework very briefly and asking them six questions about the framework: (a) what is your initial response to this framework? (b) what changes would you make to improve this framework? (c) what happens if we eliminate characteristics? (d) what happens if we eliminate human intelligences? (e) what happens if we eliminate situatedness? (f) what happens if we eliminate cultural context?

6.2.2 The interviewees' response to the framework

The framework has been accepted and conceptually tested by the interviewees (N=41), and the following data are the interviewees' responses to the framework.

(1) **The KSA academics:** *"It is very good even excellent ... If I think to make a framework, I will make the same thing"* (case, 19); *"It is certain that this approach is integrated"* (case, 24)*; "Initially I think that the framework is good. Generally, it is excellent work, in my opinion. Thank you for this good, outstanding work. I stress it is a privilege work"* (case, 25); *"It is suitable to a great extent"* (case, 18); *"These four dimensions are good to focus on, during long term and action science in light of the environment"* (case, 20); *"I am more worried regarding environment. Leaders*

will never have the ideal environment, especially in our societies" (case, 23); *"It is valid"* (case, 22) and (case, 26); *"In this model you agree with me in merging the substantial character with the morale character"* (case, 21); and finally, *"I would think there is an overlap between characteristics and human intelligences, like if you are moving from general to details"* (case, 17).

(2) **The KSA established leaders:** *"This framework is important and it will help in accelerating leadership roles, and I wish my children could be involvde within this process"* (case, 38); *"There is overlapping between social intelligence and cultural context"* (case, 42); *"Characteristics are natural, human intelligences are gained"* (case, 41); *"It is effective to some extent"* (case, 39); *"The framework is comprehensive and universal"* (case, 43); *"I think it's suitable ... I admired the cultural context issue"* (case, 40); *"The design is reasonable, very reasonable ... The model is complete and all the themes have been covered"* (case, 45); and finally, *"There a need to focus on the practical alphabet of leadership. I really benefited from the framework in a large and distinct way ... we are in public administration and the gifted students will be the first to benefit from it"* (case, 44).

(3) **The UK academics:** *"I'm very impressed with it ... I must say that I'm very impressed with that"* (case, 9); *"I think it's an interesting framework ... I like the idea of the action and the long term. I think that's good. And of course, you've got the local and the global between the individuals in the environment as well"* (case, 1); **"It's big, fairly comprehensive. In a way, this is a life's work"* (case, 5); 2It is very comprehensive"* (case, 16); *"I think it's very, very interesting"* (case, 10); *"I definitely agree that all of these things are important to take into account. Yeah, I think that it's a very good model"* (case, 14); *"It's comprehensive, certainly, and I tend to agree with the long term orientation, the sense of inquiry, because that will provide a lot of double-loop learning and so forth, so I really agree with that"* (case, 4); *"I agree that it includes some of the important aspects of leadership situations. I see some parallels with my own thinking about leadership"* (case, 2); *"The four*

nodes are useful ... Triangles look very much like the hourglass, the sands?Iif you give enough time, all these activities will be the grains of sand coming through" (case, 3); *"The strengths are that it's comprehensive, in that it's looking at all these different factors together. But, there are too many things. It is too complicated"* (case, 13); *"So, the model, I don't have a particular problem with. But the definitions of why you're using which, and the details of the definition, I think, are going to be a problem"* (case, 11); *"It looks fine. Some of this seems to overlap. The mental intelligence relates to knowledge and skills"* (case, 8); and finally, *"My initial response is that I like it very much, that I think it is well thought through ... and I think that it is workable in practice"* (case, 12).

(4) **UK established leaders: "***I think it's pretty good. I like the framework. It seems like it captures the important things. I like that you have mental, spiritual, physical and emotional here, because that's a dimension that people miss"* (case, 33); *"It looks very comprehensive. I like the bits at the bottom in terms of situatedness"* (case, 30); *" I've not got a problem with this stuff as you've probably gathered from what I've told you and said to you"* (case, 35); *"It is a good way of setting it out, yeah. I wouldn't have a problem with that"* (case, 32); *"What you've got here is quite powerful. As a leader, you must be authentic"* (case, 29); *"I understand it all. I think what you've done is that you have, in your intellectual way, put down what I'm talking about"* (case, 31); *"I would certainly move cultural context up instead of characteristics"* (case, 27); *"I think it's interesting. I think it makes sense"* (case, 36); *"I think it's pretty good"* (case, 28); and finally, *"It makes a lot of sense to me. I quite like frameworks like that ... There's nothing in what I've said that I couldn't fit into that framework. I think it looks to be very sound"* (case, 34).

6.2.3 Framework development

I asked the established leaders and the academics (N=41) about their suggestions and changes to the framework and they put forward various comments for improving the framework. For instance, *"I think community is missing. Community would be part of*

cultural context" (case, 36), "*There is a basic condition: freedom, it should be added to the context cultural*" (case, 18), "*Cultural context should be the general framework; it is related to youth, trainer, opportunities and everything. It is like a cycle or umbrella for all*" (case, 26), "*I would have intrapersonal and interpersonal ... self-confidence ... self-esteem and my attitudes towards others, the self-concept*" (case, 10), "*What you call characteristics and intelligence, I lump together as characteristics; what you call situatedness and cultural context, I call Context*" (case, 2), and "*We should take some precautions, so we don't become idealistic, we have to bring some practical modules*" (case, 23).

6.2.4 key dimensions

I asked the interviewees reverse questions regarding the four key dimensions of the framework, what happens if we eliminate leadership characteristics, human intelligences, situatedness and cultural context. These questions were provocative, and that increases the credibility of the analysis. These reactions confirmed significantly the four crucial dimensions; for instance, eliminating characteristics: "*I think that there will be disequilibrium, because the characteristics are a fully integrated part of leader' personality*" (case, 42), "*If you take out characteristics, you've just taken the personal bit out*" (case, 11); eliminating human intelligences: "*It is very important. Human intelligences are the "components of personality". There is no doubt that the aspect is a system. I think it is an exaggeration to say it counts for 40 to 50 per cent*" (case, 25); eliminating situatedness: "*Who are they going to lead? Who's going to follow them? And what would they do?*" (case, 3), "*Otherwise people are exercising leadership in a vacuum*" (case, 13), "*Then you get a conceptual understanding of leadership, but not an actual understanding, not seeing it happen in front of your eyes ... you're losing a whole context for learning leadership*" (case, 12); finally, responses to eliminating cultural context: "*I think that would be devastating, because you can do all the good work on that, but you will get them to be dysfunctional in relation to the environment in which they need to operate*" (case, 10), "*You don't have a person*" (case, 29).

6.2.5 Key changes

The interviewees mostly accept the framework, for instance, *"It is very good even excellent ... If I think to make a framework, I will make the same thing"* (case, 19), *"Thank you for this good, outstanding work. I stress it is a privilege work"* (case, 25), *"I'm very impressed with it ... I must say that I'm very impressed with that"* (case, 9), *"I understand it all. I think what you've done is that you have, in your intellectual way, put down what I'm talking about"* (case, 31); also they agree that the framework is a comprehensive, for instance, *"It is certain that this approach is integrated"* (case, 24).

In contrast, there are several change suggested by interviewees, the most of the changes suggested by interviewees is the overlapping between some dimensions, for example, between characteristics and human intelligences, for instance, *"What you call characteristics and intelligence, I lump together as characteristics; what you call situatedness and cultural context, I call Context"* (case, 2), *"There is overlapping between social intelligence and cultural context"* (case, 42).

Also, some interviewees suggested adding some variables, for instance, "*I think community is missing. Community would be part of cultural context*" (case, 36), "*There is a basic condition: freedom, it should be added to the context cultural*" (case, 18), "*I would have intrapersonal and interpersonal ... self-confidence ... self-esteem and my attitudes towards others, the self-concept*" (case, 10), "*We should take some precautions, so we don't become idealistic, we have to bring some practical modules*" (case, 23). Furthermore, some interviewees suggested good changes, for instance, "*Cultural context should be the general framework; it is related to youth, trainer, opportunities and everything. It is like a cycle or umbrella for all*" (case, 26), *"I would certainly move cultural context up instead of characteristics"* (case, 27);

Finally, some interviewees are worries about some issues, for instance, *"I am more worried regarding environment. Leaders will never have the ideal environment, especially in our societies"* (case, 23); *"There a need to focus on the practical alphabet of leadership"* (case, 44), *"It is too complicated"* (case, 13).

6.3 CONCLUSION

To conclude, the framework was accepted and validated by more than 90% of the interviewees (N= 41). In this chapter the YLD framework has been built and conceptually tested. This study contributed to the literature of young people leadership development, a comprehensive framework which can be a significant basis for young people leadership development initiatives and programmes; the framework proved the key dimensions for YLD, and emphasised the significance of long-term approach for YLD. Additionally, the action science approach has been significantly accentuated. Reviewing the literature revealed that there are substantial gaps in YLD models; most of the models are focused on college students (for instance, Kouzes and Posner, 2003; Komives and Casper, et al. 2003), whereas, few focus on secondary school students (for instance, Astin and Astin, et al. 1996). This study deals with YLD from a comprehensive perspective; as the investigation included students, professionals, psychologists, academicians, and established leaders.

Chapter Seven

THE CONCLUSION

7.1 INTRODUCTION

With the purpose of drawing the thesis to a finale, this concluding chapter covers ten sections: (1) the introduction itself outlines the study rationale, aims and outcomes, and methods and methodology; (2) the significance of the study; (3) a discussion of research questions; (4) the new empirical contribution; (5) the theoretical contribution; (6) publications and use; (7) implications for policy and practice; (8) the limitations of the research; (9) recommendations for further research; (10) conclusions and lessons learned. The conclusion chapter points out the contribution of this study to the arena of leadership development for young people.

7.1.1 Rationale

Unfortunately, developing secondary school students as future leaders still an ambitious strategy in public policy, particularly, in the KSA where, it has merely moved beyond the abstract strategic planning stage and views this as simple practical initiatives for YLD. Inappropriately, leadership development started in my country due to the business market and individual initiatives; instead, enhancing YLD depends on a national strategic project. Yet, there is a gap in the literature of leadership regarding YLD.

Hence, there is a substantial need to investigate the period of adolescence in term of leadership development, and further research to examine this phenomenon in both academic and practical fields. There is a need to scrutinise what makes future leaders; explore leadership learnability and motivation to lead; discover the advantages of adolescence in terms of YLD; and how can we develop young people as future leaders, particularly regarding responsibilities and obstacles.

7.1.2 Aims and outcomes

This explanation and explanatory study focuses fundamentally on investigating leadership development for secondary school students. There are three essential aims for this study: (1) investigating what makes young people as future leaders; (2) clarifying how young people become future leaders; and (3) designing a comprehensive framework for developing secondary students as future leaders.

These three aims are shaped into several research questions: (1) what makes young people as future leaders? (2) to what extent is leadership learnable for young people? (3) for young people: To what extent is the motivation to become a leader important in becoming one? (4) what are the characteristics of adolescents which make them more receptive to enhancing leadership development? (5) what responsibilities in the family/school/community help young people to become leaders? (6) what obstacles in the family/school/community affect leadership development for young people? (7) for young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why? (8) for the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach, and why? (9) what are the differences and similarities between the UK and the KSA in term of YLD?.

7.1.3 Methods and methodology

Five key steps were designed to accomplish the purposes of this study: (1) reviewing the literature; (2) framework building; (3) conducting interviews; (4) conducting focus groups; (5) framework validation.

The research philosophy was a combination of both interpretivism and pragmatism paradigms. YLD was investigated using an ontological paradigm, as it discourses the philosophical inquiry: "*what is the nature of reality*" (Klenke, 2008, 15). Ontologically, the scholar and reality are intimate, and that justifies using interpretivism, whereas the ambiguity of the reality justifies using pragmatism. Epistemologically, as a theory of knowledge, the data was collected through the

knowledge of academics, leaders lived experience and the secondary school student's opinions, not merely, but the researcher had experience of YLD during fifteen years of his life. This study used the qualitative approach throughout conducting in-depth interviews with adults and focus groups with young people.

Forty-six in-depth interviews were conducted with a cohort of established leaders (N=19) and university professors (N=27) from the UK, USA and KSA. Additionally, three focus groups were conducted with secondary students in the KSA (N= 24). The sample was purposely selected using the strategy of maximum variation sampling.

7.2   SIGNIFICANCE of the STUDY

This study has made a significant value-added contribution to the current developmental work taking place in understanding YLD. This study will be a significant endeavour in promoting leadership development for young people, both theoretically and practically. This study will also be beneficial to students and curriculum designers. By understanding what makes young leaders and how they become future leaders, the process of designing YLD programmes will be assured of a theoretically based programme. Furthermore this study will obtain recommendations on how to practise these findings in the students' environment. This study will help the training of enterprises to enhance and base their training on theoretical and practical outcomes. It will also serve as a future reference for researchers on the subject of YLD.

7.2.1 The key contributions

There are several key contributions of value in this study; (1) creating and conceptually testing a comprehensive framework to develop young people as future leaders (described in sections 6.5.3 and 6.5.4); (2) the theoretical contribution as the qualitative analysis has generated massive number of new emergent themes related to

the research questions (clarified in section 6.5.2); (3) analysis of the empirical contributions revealed lots of variables, factors, criteria, tools, … (explained in section 6.4); (4) answering this study's research questions (explained in section 6.3). The findings proved that leadership for young people is learnable to a great extent; that adolescence is a critical period for developing leaders; that sparking the motivation to lead is important at this age; there are serious obstacles facing YLD; generic leadership is more applicable for YLD; and finally, one of the significant contributions of this study is its focussing of attention on a long-term approach for young people leadership development.

7.2.2 Methodology contribution

This study used a technique of maximal variation sampling; this technique enables the researcher to gather comprehensive data. As leadership development is a complex phenomenon; it needs a multi-level analysis, and to gain deep data this study identified three key sampling categories: the established leaders, the universities professors, and secondary school student. Most of the leadership studies use one of these categories to examine leadership development for young people; many studies only deal with secondary school students, some via programmes directors, and few studies examine YLD via adult leaders, very few studied YLD via both students and adults. This method resulted in a huge data and both qualitative and quantitative emergent themes (see 7.4 and 7.5.2).

7.3　DISCUSSION of RESEARCH QUESTIONS

The two central aims of this exploratory study have been answered, as the first aim addresses the 'what' question, which examines the making of young leaders age 12-18-year, while the second aim highlights the 'how' question, which explores how young people become future leaders. It is apparent that this period of age is a substantial transitional stage for leadership development: (1) YLD is learnable to great extent; (2) this is a significant age for leadership development, as young people

have a richness of positive characteristics; (3) the motivation to become a leader is a significant factor at a young age which influences future leadership potential; (4) there are many authentic leadership responsibilities through which YLD can be enhanced in their families, school, and communities; (5) young people facing multiple obstacles which affected their leadership in their families, school, and communities; (6) focusing on generic leadership is more applicable for YLD; and (7) for YLD there is a need for long-term development. Taking each research question in turn shows how they have been addressed.

7.3.1 Making young leaders

What makes young people as future leaders?

The contribution of this study in relation to the above research question is to verify the possibility of developing young people as future leaders, and signifying the prominence of YLD. Although the question is excessively general, it is been recognised that it is an effective question in examining YLD. Unlike studies in YLD literature this study clarifies our understanding about developing young leaders; for instance, Karnes and Bean (2010) provided assessment and practical actions to apply leadership, however, the findings provide general concepts regarding making young leaders. While this contributes several emergent themes; willingness to be a leader, individual characteristics, factors impacting on YLD, learning and YLD, context for YLD, and tools for YLD. The analysis contributes more than 100 factors impacting YLD, 48 drivers that stimulate young people to aspire to future leadership, 96 leadership features for young people and 79 tools for YLD.

The analysis of three focus groups with secondary school students revealed that adolescents demonstrate the motivation to lead, and they illustrate determination and ambition. Moreover, they suggest profound opinions on leadership and fascinatingly emphasise moral and???have you missed a word here?ethical? characteristics more than skills in term of YLD.

The data findings emphasised the significance of creating an open environment, which has a variety of chances and richness of opportunities. Aleadership

development programme which has an open environment, choices, and opportunities, is an effective YLD. Nothing damages leadership development more than a programme with closed doors, one path of development, and poor opportunities. In brief, findings prove that young leaders can be made. Then there a question is raised regarding leadership learnability, which is discussed in the following question.

7.3.2 Leadership learnability

To what extent is leadership learnable for young people?

Another value of this study with respect to the RQ's is to establish that leadership development for young people can be learnt to a great extent. The study employed triangulation to answer this question; though the study is qualitative in outlook, this particular question is qualitatively answered and quantitatively tested using a sample of seasoned leaders and academics (N=46). The findings generated many relevant themes; learnability levels, factors impacting on learnability, and learnability tools, and interviewees' valuable insights.

Previous researchers mentioned in general the issue of leadership learnability for young people and believe that it is learnable (Posner, 2009; Murphy, 2011). This study's findings further our understanding and clarify this issue through detailed data. The study demonstrates that there are several levels of leadership learnability: easy to learn; clearly learnable; learnable to some extent; hardly learnable; and not learnable. Then numerous examples have been mentioned for each level. This emergent theme can expand our understanding of learnability in detailed manner. Although the findings show that the leadership is learnable for young people, data demonstrate that leadership development is not an easy process; and that confirms the complexity of the leadership phenomenon.

The response to this question revealed a multi-dimensional answer for the ancient enquiry in leadership literature, wither leaders are born or made, the study show four

categories for young people; exceptional leaders who have inborn leadership characteristics and exposed to leadership development; leaders with innate leadership traits but unexposed to leadership development; youth with frail/fragile leadership features and exposed to leadership development, those that can make it as leaders in narrow sense; finally, youth who may not become leaders, as they lack inborn leadership traits and are unexposed to leadership development.

7.3.3 Motivation to lead

For young people: To what extent is the motivation to become a leader important in becoming one?

The further contribution of this study in relation to the above research question is to verify that the motivation to become a leader is important at a young age and positively impacts on future leaders. The previous studies examined early motivation to lead (for instance, Krauss, 2013), for example, Popper and Mayseless (2007) discussed early life factors affecting the *wish to lead*, and they mentioned self-confidence, pro-social, optimistic, openness. This study contributes much further to understanding the motives to lead in term of YLD. The data contributes several emergent themes; types of motivations to become a leader; factors impacting on the motivation to become a leader positively or negatively; significance of early motivation;, alternative indicators for motivation; and interviewees' valuable insights. Furthermore, numerous examples of these themes have been stated, for instance, the study revealed 36 determinations for being a leader, 82 factors impacting on the desire to lead and 29 other signals for motivation. Amazingly, most renowned leaders did not dream of leadership in their youthful ages, and the finding shows that it is not essential that the ambition is either blatant or readily understood in wishing to become a leader, but, it can be implicit motivation to leadership.

The data demonstrate several emergent themes regarding types of motivation for becoming a leader; material motives, intellectual motives, psychological motives, social motives, and spiritual motives. The attention was more on revealing numerous examples of psychological motives.

The analysis of three focus groups with secondary school students highlights their desire to become leaders and mentioned various motives for leadership, for instance, patriotism, helping poor people, supporting their religion, to avoid injustice, making change, serving the nation and fulfilling a lack of leaders. These sophisticated motives revealed that young people demonstrate great perception in understanding leadership.

7.3.4 Adolescents' characteristics

What are the characteristics of adolescents that make them more receptive to enhancing leadership development?

The further value of this study in regarding the above research question is to demonstrate that there are enormous characteristics of adolescents that make them more interested in and possessing the potential for improving leadership development, more so than adults and children. The existing literature in developmental psychology examined, generally, the adolescents' characteristics (for instance, Coleman and Johnstone, 1981, Rosenberg, 1989, Lerner, Boyd, et al. (2010), while this study examined adolescents' characteristics in term of YLD. The data contributes several emergent themes; adolescents' characteristics with YLD; factors that impact on investing in adolescents' characteristics; differences between adolescents and adults; differences between adolescents and children. and adolescents' negative characteristics.

The analysis demonstrates that there are several types of adolescent characteristics: (1) motivational Characteristics; (2) psychological Characteristics; (3) physical Characteristics; (4) cognitive Characteristics; (5) social Characteristics; and (6) moral Characteristics. It shows 106 adolescents' characteristics that promote leadership development.

In addition, it focuses on 23 factors associated with adolescent traits. Nonetheless, the intensity of these features warrants noting that the adolescents' age is crucial,

valid and open minded/ready for leadership growth. Amazingly, the analysis provided useful themes regarding negative adolescent features and how to invest in them in terms of YLD; examples of negative characteristics, methods for exploiting negative characteristics, and reflection on addressing this stereotype.

Regarding the differences between adolescents and between adults and children in terms of YLD, the data demonstrate several emergent themes; (1) personality differences; (2) motivational differences; (3) cognitive differences; (4) physical differences; (5) behavioural differences; (6) social differences; and (7) resource differences. The findings show eighty five differences between adolescents on one hand, children and adults on the other hand; however, the difference favours the adolescents, and conversely, the differences inform the need to lay emphasis on YLD and justify and rationalise concentrating on YLD.

7.3.5 *Leadership responsibilities*

What responsibilities in the family/school/community help young people to become leaders?

The further contribution of this study in relation to the above research question is to verify the significance of carrying responsibilities at a young age for YLD, responsibilities in the family, at school, and in the community. The leaders held/played responsible positions/roles at tender ages; they amplify the significance of their family in terms of exposure and responsibilities. The findings emphasise the significance of holding progressively more tough and sophisticated responsibilities; it is appropriate and adequate to the complexity of leadership phenomenon. Unlike the existing literature investigating responsibilities at adolescence (for instance, Dupuis, Duhamel, et al. 2010; Keeler and Keeler, 2011), this study examined the responsibilities in family/school/community that help young people to become leaders. The data contribute several emergent themes; (1) significance of bearing responsibility; (2) motives for bearing responsibilities; (3) dealing style (culture); (4) activities for leadership responsibilities; (5) sophisticated responsibilities; (6) tool for

leadership responsibilities; (7) factors impacting and on bearing leadership responsibility; and (8) criteria for leadership responsibilities.

With respect to the benefits of taking on roles in terms of YLD, the results indicate 200 merits; furthermore, the analysis shows three emergent themes; significance of family responsibilities, significance of school responsibilities, and significance of the community responsibilities. Furthermore, the study identified 66 drives for taking responsibilities during the adolescent period, 140 factors of family/school/community's style/culture which bears on taking responsibilities, 134 complex roles and activities, 239 factors which bears positively or negatively on leadership roles and 75 norms.

Based on the three focus groups with secondary school students, the analysis highlights one-hundred and twenty functions for family, school, and community in term of YLD.

7.3.6 Leadership obstacles

What obstacles in the family/school/community affect leadership development for young people?

The further value of this study regarding the above research question is to determine that there are four-hundred and forty-five obstacles facing young people in terms of YLD, in their family, at their school and in their community. The data contributes several emergent themes; impacts of the obstacles, obstacles affecting leadership development, and interviewees' valuable insights.

The literature on YLD has mentioned obstacles facing young people, however, not much clarification is provided regarding the obstacle to YLD (for instance, Bell and Fritz, 1992; Checkoway, 2011). Nevertheless, this studys analysis shows several emergent themes; awareness obstacles, resource obstacles, functional obstacles, structural obstacles, treatment obstacles, developmental obstacles, psychological

obstacles, ethical obstacles, and cultural obstacles. However, there is a focus on treatment obstacles more than developmental obstacles.

The analysis of three focus groups with secondary school students stated fifty-five obstacles in their families, school, and communities that impact on their leadership development. Furthermore, young people seem to highlight the responsibilities and the opportunities more than the obstacles, while adults mention obstacles more than responsibilities.

Truthfully, young people face tremendous difficulties and hindrances which destroy their leadership potential and greatly lessen their motivation for being leaders.

7.3.7 Generic YLD vs. specific YLD

For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why?

This research question explores which is more applicable for YLD: is it generic leadership development or a wide range of specific details? For instance, is it prudent to concentrate on the basics, foundations and the principles of leadership as a platform for this age or to prolong concentration on details such as specific behaviour/skills?

Longitudinally, Schneider et al. (1999) examined YLD and concluded: *"we cast a broad net, not an exhaustive net."* (p. 611), while this study agrees with their conclusion, it contributes additional understanding to this issue. The further contribution of this study in relation to the above research question, is to verify that generic leadership is more applicable for YLD than specific leadership development. Yet, fundamentally it is better to concentrate on generic YLD and then progressively on details of YLD. This study used a triangulation approach to answer this question; while the central method is qualitative, this question is been tested quantitatively via a cohort of established leaders and universities professors (N=41). The findings contribute several emergent themes;

On the issue of Generic vs. Details: (1) significance of choosing generic; (2) examples for generic YLD; (3) significance of choosing details; (4) examples for detailed YLD; (5) selection criteria (6) interviewees' valuable insights.

Explicitly, analysis pointed to 38 justifications behind choosing generic YLD and 35 examples for generic YLD approach (the examples revealed three evolving themes; major policies, with emphasis on methods and principal traits). On the other hand, it stated 14 reasons that support their choice of specific YLD, and seventeen examples for specific YLD approach. Finally, the analysis unearthed 23 benchmarks to assist leadership to select specific basis for YLD.

7.3.8 Long-tern vs. short-term

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach, and why?

The further value of this study regarding the above research question is to prove that YLD needs a long-term approach. Short-term development is tremendously insufficient for developing young people as future leaders. This study used a mixed approach to answer this question; while the central method is qualitative, this question has been tested quantitatively via a cohort of established leaders and universities professors (N=46). The findings contribute several emergent themes; (1) significance of long-term development; (2) criteria for our choice; (3) interviewees' valuable insights.

While many studies deal with leadership development as a long-term development (for instance, Goldring, 2003; Allen and Hartman, 2008), this study went further in discussing this issue. The study exposed 76 justifications that influence the long-term YLD approach in favour of the short term .Correspondingly, the analysis pointed out twenty-two criteria which can help us to decide what is superior for leadership development: is it long-term YLD or short-term YLD?

7.3.9 Cross-cultural YLD

What are the differences and similarities between the UK and KSA in term of YLD?

The further contribution of this study in relation to the above research question is to verify that there are both differences and similarities between the UK and KSA in term of YLD. While GLOBE project (House, 2004) examined the culture and leadership in three Middle Eastern countries, this study adds a new country (KSA) and compares the KSA and UK in term of YLD. The analysis contributes several emergent themes; family nurturing; critical factors in successful leadership at a young age; community characteristics and YLD; and shortfalls in schooling. Notwithstanding the differences between UK and KSA, the popular

programmes of YLD appear to share some commonality.

While UK respondents pointed to the merits of freedom in the family, those of KSA emphasise the cohesive bond of the family and the stimulation of Islam in the early stages of their family life. With respect to the family structure, seasoned leaders in both UK and KSA had performed/exercised responsibilities during adolescence.

Alternatively, the UK interviewees stressed three family's issues; (1) the lack of family structure; (2) the loss of the extended family; (3) overindulgence. Coincidentally, there is no mention of these issues by the interviewees of KSA. While the KSA interviewees trusted/affirmed that these issues are minor societal issues in the KSA, they highlighted three family's issues; (1) parental dominance; (2) domination of the eldest son; (3) Overprotection from going astray. Coincidentally, there is no mention of these issues by the interviewees of UK.

The analysis uncovered delicate success factors in the preparation of leaders in adolescence that propels them into leadership. Numerous factors recognised by leaders in the UK; (1) religious learning; (2) father's storytelling; (3) travelling

abroad; (4) leaving school at early age; (5) huge responsibilities; (6) long-standing suffering from disease; (7) extremely wide reading; (8) early business; (9) very tough jobs; (10) fortune? Do you mean good fortune in the sense of good luck here?. While KSA leaders mentioned: (1) the influence of senior colleagues; (2) extremely wide reading; (3) religious nurturing; (4) religious learning; (5) poverty; (6) persistence in success; (7) variety of jobs; (8) travelling from village to city; (9) good education; (10) early huge responsibility; (11) travelling abroad; (12) dealing early in life with business; (13) superb in class; (14) very early marriage.

Concurrently, interviewees of both UK and KSA underscored several issues at school (1) lack of democracy; (2) hindrance of school curriculum; (3) lack of decision-making; (4) management not leadership; (5) poor responsibilities, (6) lack of adult's preparation. In contrast, to the UK, those of the KSA emphasised many concerns at school in Saudi Arabia (1) ignoring YLD; (2) focusing on academic achievement; (3) teachers' awareness; (4) rote learning; (5) poor environment.

Interviewees in both the UK and KSA highlighted many community related matters; (1) the significance of community for YLD; (2) lack of resources; (3) sneering at youth. While interviewees of the UK focused on just two community subjects; (1) community breakdown, and (2) unwillingness to take on leadership, those of the KSA focused on six community concerns; (1) lack of ambition, (2) atmosphere of frustration, (3) the lack of freedom, (4) masculinity (5) continuing adolescence, and (6) collectivism.

7.4   NEW EMPIRICAL CONRIBUTION

Due to the extensive sample gathered (46 interviews and 3 focus groups) and significant data generated (287.000 words), the author's study produces abundant numerical results. However, these large quantities can encourage various quantitative studies in the future. Based on the study's research questions, these quantities will be illustrated.

Regarding the research question: What makes young people as future leaders? The analysis revealed 48 inspirations for YLD; 96 leadership characteristics for young people; one hundred factors impacting on YLD; 25 comments on the relationships between learning and YLD; 32 factors for YLD context; and 79 tools for YLD. The students mentioned 76 functions for family, school and community in order to enhance YLD. These might initiate various quantitative studies; for example, regarding factors impacting on YLD, the study can focus on the critical factors impacting on YLD, and ranking these one hundred factors by testing them using a five point Likert's scale questionnaire.

Concerning the research question: To what extent is leadership learnable for young people? The analysis highlighted five levels of learnability. Forty-five of the interviewees believe that leadership can be learned by secondary students, but they vary in the extent of learnability, as totally learnable (2.17 %), largely learnable (65%), to some extent (23.9%), to a limited extent (6.52%) and not learnable (2.17 %). These results from established leaders and university professors can contribute to future empirical studies. Grounded on the five levels of learnability which are revealed in this study and their various examples of leadership characteristics, skills, behaviours and attitudes, a quantitative study using a questionnaire could be conducted to investigate the extent of learnability of each example.

With reference to the research question: For young people: To what extent is the motivation to become a leader important in becoming one? The analysis exposed two key contributions, firstly the straight answer to the question, the very important frame was (41.3%), important to limited extent (15.2%), and not important (2.17%). Secondly, the analysis revealed 15 motives for being a leader; 36 types of motivation; 82 factors impacting on YLD motivation; 12 significant ones for motivation and 29 alternative indicators for motivation. However, these considerable quantities could generate various quantitative studies in future; leading to the critical

successful motives and factors impacting on leadership motivation at a young age; and that can be taken into consideration in designing YLD programmes.

Regarding the research question: What are the characteristics of adolescents that make them more receptive to enhancing leadership development? The analysis has shown 106 characteristics for adolescents associated with leadership, 85 differences between adolescents and children on the one hand and adults on the other. These findings can be a basis for future quantitative research, for instance, regarding the adolescents' characteristics; a quantitative survey via a questionnaire could be used to test the critical successful characteristics which are more associated with YLD, resulting in great insights for the curriculum designer, as they realise the most important characteristics, and then design programmes taking into account the adolescents needs.

Concerning the research question: What responsibilities in the family/school/community help young people to become leaders? The analysis highlighted 200 benefits; 66 drives to take responsibilities, 140 factors of cultural style impact on carrying responsibility, 193 leadership activities, 134 sophisticated activities, 93 tools, 239 factors Impacting on carrying responsibilities, and 75 criteria for leadership responsibilities. These conclusions could be a foundation for forthcoming quantitative research; for instance, regarding the motives behind taking on responsibilities, a quantitative study using a questionnaire could be conducted to rank the 66 derives and test them to address the most motives which drive young people to bear responsibilities, and that could be a valuable contribution to the designers of leadership programmes considering these significant motives.

With reference to the research question: What obstacles in the family/school/community affect leadership development for young people? The analysis revealed 45 impacts of the obstacles, 55 awareness of the obstacles, 33

resource obstacles;, 80 functional obstacles, 54 structural obstacles, 85 treatment obstacles, 60 developmental obstacles, 41 psychological obstacles, 17 ethical obstacles, and 23 cultural obstacles. The students revealed 55 obstacles in their families, schools, and communities. These findings could be the groundwork for developing quantitative research; for instance, based on the various types of obstacles and their various examples, a quantitative survey using a questionnaire could be conducted to investigate ranking these obstacles and resulting in critical obstacles facing YLD. That enables us to focus on the key obstacles in order to avoid them during the adolescence period.

Regarding the research question: For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why? The analysis revealed 48.8% of the interviewees chose generic YLD, 12.2% specific YLD, 26.8% both, 12.2 it depends. Furthermore, they highlighted 38 justifications behind choosing generic YLD, 35 examples for generic YLD, 14 justifications behind choosing detailed YLD, 17 examples for detailed YLD, and finally, 23 criteria for selecting generic YLD or detailed YLD. These conclusions could be a foundation for forthcoming quantitative research; for instance, regarding the percentage of those choosing generic or specific, questionnaire could be built to test these choices with a large sample.

Concerning the research question: For the development of young people as the leaders of tomorrow, in your opinion, do we need a short or long-term approach, and why? The analysis revealed 76 justifications behind choosing long-term YLD, 22 criteria to decide long-term YLD or short-term YLD. These findings can be generalised via a huge sample using a questionnaire survey.

The table (7.1) illustrated the themes emerged from data, and their numerical quantities.

	RQs	Emergent Themes	Quantity
1.	What makes young people as future leaders?	Willingness to be a leader	48
		Individual characteristics	96
		Factors impacting on YLD	100
		Learning and YLD	25
		Context for YLD	32
		Tools for YLD	79
		Family's functional influence young leaders	32
		School's functional influence young leaders	35
		Community's functional influence young leaders	9
2.	For young people: To what extent is the motivation to become a leader important in becoming one?	Motives behind the desire to become a leader	15
		Types of motivation for becoming a leader	36
		Factors impacting on the motivation to become a leader	82
		Significance of early motivation	12
		Alternative indicators for motivation	29
3.	What are the characteristics of adolescent that make them more receptive to enhancing leadership development?	Adolescents' characteristics with YLD	106
		Factors that impact on investing in adolescents' characteristics	23
		Differences between adolescents and adults	55
		Differences between adolescents and children	30
		Adolescents' negative characteristics	17
4.	What responsibilities in the family/school/community help young people to become leaders?	Significance of carrying responsibility	200
		Motivation for carrying responsibility	66
		Dealing style (culture)	140
		Activities for leadership responsibilities	193
		Sophisticated responsibilities	134
		Tools for leadership responsibilities	93
		Factors impact bearing leadership responsibility	239
		Criteria for leadership responsibility	75
5.	What obstacles in the family/school/community affect leadership development for young	Impacts of the obstacles	45
		Family's obstacles impact YLD	33
		School's obstacles impact YLD	14
		Community's obstacles impact YLD	8
		Awareness obstacles	52

	people?	Resource obstacles	33
		Functional obstacles	80
		Structural obstacles	54
		Treatment obstacles	85
		Developmental obstacles	60
		Psychological obstacles	41
		Ethical obstacles	17
		Cultural obstacles	23
6.	For young people, which is better: focusing on generic leadership or focusing on a wide range of details, and why?	Significance of selecting generic	38
		Examples for generic YLD	35
		Significance of selecting details	14
		Examples for detailed YLD	17
		Criteria for selection	23
7.	For YLD do we need a short or long-term approach, and why?	Significance of long-term development	76
		Criteria for our choice	22

Table (7.1) research questions and related emergent themes

7.5   THEORETICAL CONTRIBUTION

7.5.1 Theory development

This section considers the nature of my theoretical and conceptual contribution to knowledge. According to Bacharach (1989, 496) "*A theory is a statement of relations among concepts within a set of boundary assumptions and constraints ... Therefore, the purpose of theoretical statements is twofold: to organize (parsimoniously) and to communicate (clearly)*". He identified six criteria for an authentic theory: operationally defined; variable scope; clarity and parsimony; construct scope; logical and empirical adequacy; finally, explanatory and potential predictive adequacy. According to Whetten (1989, 490) theory can be defined as: "*A complete theory must contain four essential elements... <u>What</u>; which factors ... logically should be considered as part of the explanation of the social or individual*

phenomenon of interest… How; having identified a set of factors … how are they related? … Why; what are the underlying psychological, economic, or social dynamics that justify the selection of factors and the proposed causal relationships? …Who; when, and where. These conditions place limitations on the propositions generated from a theoretical model".

Eisenhardt, K. M. (1989, 544) believes that: "*An essential feature of theory building is comparison of the emergent concepts, theory, or hypotheses with the extant literature. This involves asking what is this similar to, what does it contradict, and why. A key to this process is to consider a broad range of literature*".

7.5.2 Emergent data – themes

This study contributes to theory in terms of emerging theme; the data analysis produces emergent themes. Due to concentrating on why and how questions as prompts in my interviews and focus groups, there have been a great deal of emergent themes.

Regarding the research question: What makes young people into future leaders? The analysis of in-depth interviews and focus groups illustrated nine emergent themes; willingness to be a leader, individual characteristics, factors impacting on YLD, learning and YLD, context for YLD, tools for YLD, family's functional influence on young leaders, school's functional influence on young leaders, and community's functional on influence young leaders. These themes contribute additional explanation and further clarification to the phenomenon of YLD.

Concerning the research question: To what extent is leadership learnable by young people? The analysis contributes three themes; learnability levels (with the emergence of five sub-themes: *totally learnable, largely learnable, learnable to some extent, limited learnable and not learnable*), learning tools and factors

impacting on learnability (with the emergent of three sub-themes: *double-faceted factors impacting either positively or negatively, positive factors, and negative factors*).

With reference to the research question: For young people: To what extent is the motivation to become a leader important in becoming one? The analysis demonstrates five emergent themes: motives behind the desire to become a leader, types of motivation to become a leader (with the emergent of five sub-themes: *material motives, intellectual motives, psychological motives, social motives, and spiritual motives*); factors impacting on the motivation to become a leader (with the emergent of two sub-themes: *positive factors, and negative factors*); significance of early motivation; and alternative indicators for motivation.

Regarding the research question: What are the characteristics of adolescents that make them more receptive to enhancing leadership development? The analysis contributes five themes; adolescents' characteristics associated with YLD (with the emergent of six sub-themes: *motivational characteristics, psychological characteristics, physical characteristics, cognitive characteristics, social characteristics, and moral Characteristics*), factors that impact on investing in adolescents' characteristics, differences between adolescents and adults (with the emergent of seven sub-themes: *personality differences, motivational differences, cognitive differences, physical differences, behavioural differences, social differences, and resources differences*), differences between adolescents and children, and adolescents' negative characteristics (with the emergent of three sub-themes: *examples of negative characteristics, methods for exploiting negative characteristics, and reflection on addressing adolescents' stereotype*).

Concerning the research question: What responsibilities in the family/school/community help young people to become leaders? The analysis

illustrates eight emergent themes: significance of taking on responsibility, motivation for carrying responsibility, dealing style (culture), activities for leadership responsibilities, sophisticated responsibilities, tools for leadership responsibilities, factors impacting on carrying leadership responsibility, and criteria for leadership responsibility. Each of the previous themes has an emerging three sub-themes: *in the family, at school, and in the community*.

With reference to the research question: What obstacles in the family/school/community affect leadership development for young people? The analysis shows thirteen emergent themes; impacts of the obstacles, family's obstacles impacting on YLD, school's obstacles impacting on YLD, community's obstacles impacting on YLD, awareness obstacles, resource obstacles, functional obstacles, structural obstacles, treatment obstacles, developmental obstacles, psychological obstacles, ethical obstacles, and cultural obstacles.

Regarding the research question: For young people, which is better: focusing on generic leadership or on a wide range of details, and why? The analysis contributes six emergent themes: both generic and specific YLD, significance of selecting generic, examples for generic YLD, significance of selecting details, examples for detailed YLD, and the criteria for selection.

Concerning the research question: For the development of young people as the leaders of tomorrow, in your opinion, do we need a short or long-term approach, and why? The analysis contributes three emergent themes: both long and short-term, significance of long-term development, and the criteria for our choice.

With reference to the research question: What are the differences and similarities between the UK and the KSA in terms of YLD?

The analysis adds four emergent themes; family nurturing (with the emergence of eight sub-themes: *usefulness of family nurturing, shortfalls in family nurturing, the lack of family structure, the absence of extended family, overindulgence, parental dominance, domination of the eldest son, and overprotection from going astray*); critical factors in successful leadership at a young age (with the emergence of nineteen sub-themes: *father's storytelling, travelling abroad, leaving school at early age, long-standing suffering from disease, extremely wide reading, early business, very tough jobs, fortune, senior colleagues, religious nurturing, religious learning, poverty, persistence on success, variety of jobs, travelling from village to city, good education, early significant responsibility, superb abilities in class, and very early marriage*), community characteristics and YLD (with the emergence of eleven sub-themes: *the significance of community for YLD, lack of resources, sneering at youth, community breakdown, lack of willingness to take on leadership, lack of ambition, atmosphere of frustration, the lack of freedom, masculinity, continuing adolescence, and collectivism*), and shortfalls in schooling (with the emergence of eleven sub-themes: lack of democracy, hindrance of school curriculum, lack of decision-making, management not leadership, poor responsibilities, lack of adult's preparation, ignoring YLD, focus on academic achievement, teachers' awareness, rote learning, and poor environment).

7.5.3 Building a framework for YLD

This study aims to explore YLD from an integrative perspective, leading to creating a comprehensive framework for developing young people as future leaders.

The framework has been developed based on the findings from the existing YLD literature review and on Bandura's theory (1977), and contingency theory (Fidler, 1967). Furthermore, this framework has been developed based on a model created by Knud Illeris (2004, 2004a).

This framework is to be based on two critical elements; individual and environment. However, there is a significant interaction between the individual and the environment (Bandura, 1977); the two dimensions were associated in Contingency theory (Fidler, 1967, 1978; Fidler and Garcia, 1987) as one of the best leadership theories for connecting leaders and situations, and it has been supported by various empirical studies, such as (Peters et al. 1985; Strube and Garcia, 1981).

There are therefore, four crucial dimensions for my framework: *leadership characteristics, human intelligences, situatedness*, *and cultural context.* Additionally, *action science* and sufficient *time* (long-term) are crucial conditions to YLD.

The first dimension concerns the characteristics of leadership, which include developing: aptitudes, knowledge, skills, and behaviours for each characteristic. The second dimension is the human intelligence, which consists of the intelligence that emerges from human needs, mental intelligence, emotional intelligence, spiritual intelligence, and physical intelligence. The third dimension is the situatedness, which involves youths in wide-range leadership challenges, with their peers and followers, within an open environment, and situations that will demonstrate the youth's strengths and weaknesses, and then deal with that from an early age. The fourth dimension is the cultural context, which inspires beliefs, family, school, and community. Finally, the four dimensions will work adequately and effectively via action science strategy and long-term approach.

Figure (7.1) illustrated a comprehensive framework for developing young people as future leaders.
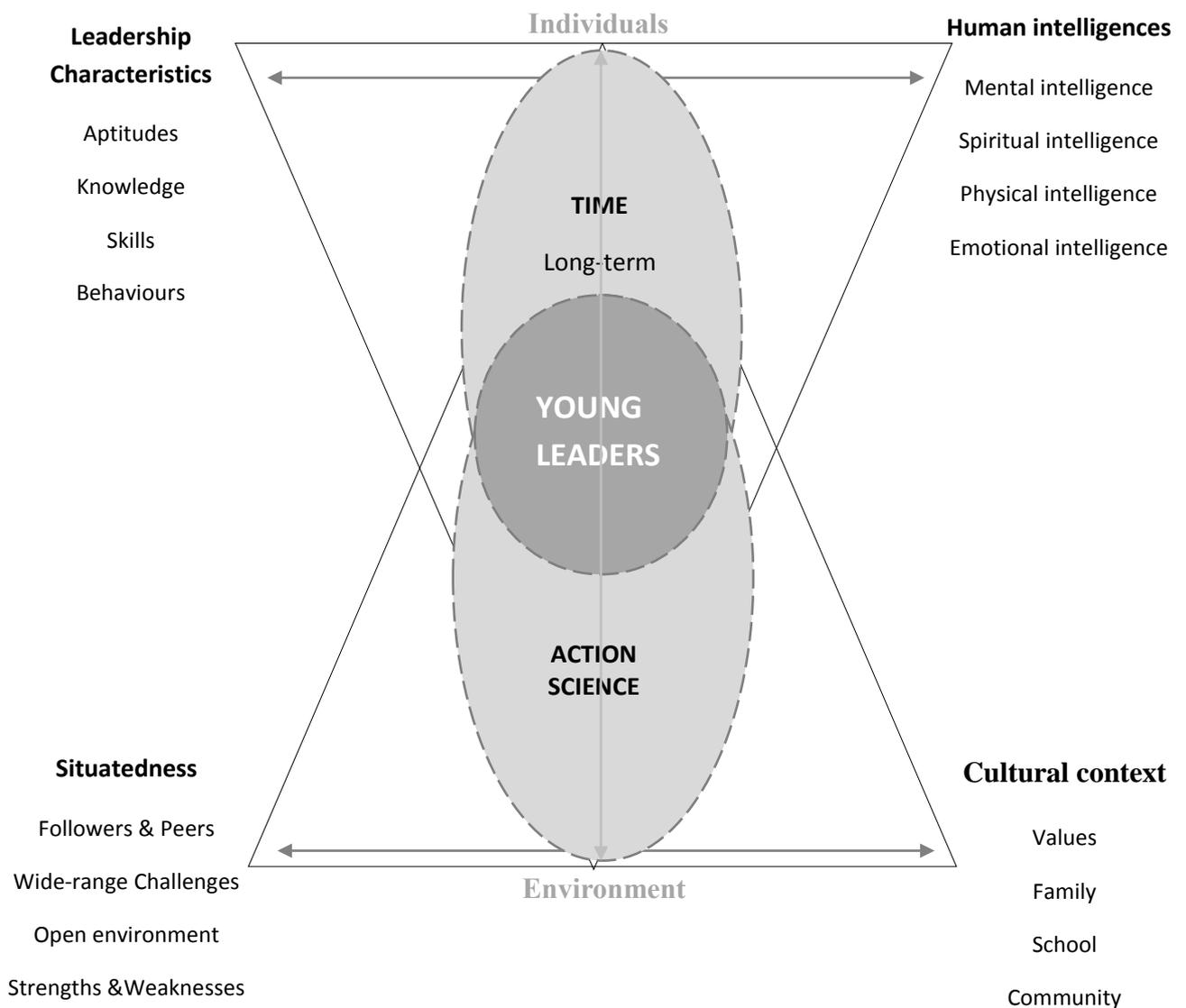
Four key premises or assumptions form the underpinnings of this framework: (1) Premise 1: Leadership is a process, involves five significant dimensions: the leader himself, the group, the goals, the influence and the individual's leadership ability; (2) Premise 2: Leadership development is a complex, multi-level, and open-ended process; (3) Premise 3: Leadership can be taught to young people, leaders are born and made; they have both nature and nurture characteristics, characteristic change necessitates long term approach; (4) Premise 4: It is inadequate to deal with leadership development for youth as future leaders based on one leadership theory; there is an apparent need to create an integrative framework. Both the literature review on YLD and data that emerged from this study, support these four premises.

7.5.4 The framework validation

My framework has been investigated throughout four key stages; (1) building the framework based on theories of adult leadership and learning theories; (2) intensively reviewing the literature review on YLD, however, both this stage and the previous one increase the construct validity; (3) piloting the study with four PhD student from Saudi Arabia studying in the UK; and finally, (4) validating the framework throughout a cohort of established leaders and university professors (N=41) from Kingdom of Saudi Arabia (KSA) and the UK.

The interview protocols cover questions aiming to validate and conceptually test a comprehensive framework for developing young people as future leaders. The process of validation divided into three steps; (1) asking the interviewees four structured questions about the extent of links between YLD and leadership characteristics, human intelligences, situatedness, and cultural context. Asking these questions increased the credibility of findings; since these four links are the key dimensions of the framework, and the interviewees' responded to them positively; (2) describing the framework very briefly; asking them six questions about the framework (a) what is your initial response to this framework? (b) what changes would you make to improve this framework? (c) what happens if we eliminate the characteristics?, (d) what happens if we eliminate human intelligences? (e) what happens if we eliminate situatedness? (f) what happens if we eliminate the cultural context?

7.5.4.1 Framework development

I asked the established leaders and the academics (N=41) about their suggestions and changes to the framework. They offered various comments which improved the framework (see section 6.2.3)

7.5.4.2 Framework dimensions

I asked the interviewees the reverse of the questions regarding the four key dimensions of the framework namely, what happens if we eliminate; leadership characteristics, human intelligences, situatedness and cultural context. These questions were provocative, and they increased the credibility of the analysis. These reactions confirmed significantly the four crucial dimensions; for instance, eliminating characteristics, Human intelligences, situatedness, and cultural context (see section 6.2.4)

7.6   PUBLICATION and USE

I plan to publish several research/papers related to YLD, for instance; (1) a paper aims to develop a conceptual framework for developing young people as future leaders. This paper will explain the process of building the framework and then conceptually test it via qualitative in-depth interviews with a cohort of established leaders and academics. This paper will be ?submitted for publication in the *Leadership Quarterly Journal*. (2) publication of a paper intending to examine qualitatively what makes young leaders, from the perspective of leaders and academics, via using in-depth interviews. The paper additionally will compare between the KSA and UK interviewees. This study will be submitted for publication in the *Journal of Leadership & Organizational Studies.* (3) a paper that focuses on the extent of leadership learnability for young people, using interviews with established leaders and university professors. The paper will draw on both qualitative and quantitative analysis, and the emergent themes of learnability will be illustrated. This paper will be ?submitted for publication in *the Academy of Educational Leadership Journal*. (4) the preparation of a paper which aims to qualitatively investigate adolescents' characteristics that make them more receptive to enhancing leadership development. This study, using in-depth interviews with leaders and academics, will highlight and explain the emergent themes will be. This study will be sent to the *Journal of Leadership & Organizational Studies.* (5) a paper aiming to explore the leadership responsibilities which help YLD, and the obstacles facing

YLD, employing qualitative in-depth interviews with established leaders and university professors to be published in the *Leadership Quarterly Journal*. (6) publication of a paper exploring YLD via focus groups with secondary school students in KSA, to examine their motivation to become leaders, their opinions on leadership responsibilities and the obstacles facing them in YLD. The qualitative analysis will display the emergent themes. This paper will be sent to the Leadership Quarterly Journal.

7.7   IMPLICATIONS for POLICY and PRACTICE

This study's findings can benefit policy and practice to a great extent since it focuses on the secondary school students and the issue of making young leaders; as they are the future leaders, this study can be of significant help to the strategic planning of policy makers in the Ministry of Education, Youth Ministry, and generally within the political context, family business.

Of relevance to the Ministry of Education are the numerous studies that found that leadership development is essential for secondary school students (for instance, Schneider, et al. 1999, 2002; Matthews, 2004; Murphy and Johnson, 2011); for students' leader (for instance, Morris, 1992), McCullough and Ashbridge, et al. 1994); for gifted students (for instance, Karnes and Bean (2010) for student's positive behaviours (for instance, Kim (2009)); predicting future leaders (for instance, Ligon and Hunter, et al. 2008; and also that leadership development positively affects their academic achievement (for instance, Louis, Dretzke, et al. 2010). As presented, the literature of leadership is full of advantages of YLD; however, my findings can be supportive for the Ministry of Education in various facets; (1) my framework can shape their leadership development programmes, and can be used as a guidance for YLD (2) the emergent themes in my findings can be key performance indicators for YLD, (3) this study produced a remarkable richness

of data in the sub-themes and items that could act as significant components for students' leadership development curriculum.

For the political context, secondary school students are the leaders of tomorrow and Reichard and Riggio, et al. (2011, 480) concluded a 12-year longitudinal study accentuating that: "*Finally, results imply the existence of the adolescent roots of adult leadership, and thus have implications for leadership training programs in adolescence*". The focus on young people is a helpful platform for future leadership development; they are the Ministers, Presidents of the future. The contribution of this study to be developed is that it provides helpful insights on YLD.

This study can be a valuable resource for family businesses; the institute of family business indicates that two thirds of the private sector are family businesses (http://www.ifb.org.uk, 2011), and this is 90% in the KSA (Oukil and Al-Khalifah, 2012). This study can be helpful for family business founders to grow their next generations inn order to successfully take over the business

Professor Alkelaby (case, 19) points out this study's significance: "*Why are we behind? We can't produce leaders in our houses and inside our schools and our environments. I hope that you write an essay about this PhD, and say that this is the reason for our delay in the kingdom of Saudi Arabia ... and this due to the importance of the study*". Also, the director of educational leadership studies in Edinburgh University, Thomson (case, 30) emphasises that: "*Long-term would mean there's on-going deeper learning. So you've helped me, because that's what we're doing wrong in Scottish education. We're doing lots of the right things, but we're not putting them together with your matrix and therefore getting this longer term, iterative, reinforcing learning which is taking people up at different stages*" Finally, the general director of gifted programmes in the KSA Albudair (case, 44) states that: "*I really benefit from the framework in a large and distinct way and your research will an important aspect in which we are in need to it, and if you succeed in your*

research, it will be effective and relevant, both in public education or higher education or in general in society. I am waiting for the research results, and we are in the public administration for the gifted students and they will be the first to benefit from it".

7.7.1 Curriculum Checklist

My comprehensive framework can be used as a policy/curriculum checklist in term of its practical applications. In designing YLD programmes there is a substantial need to base the curriculum on a valid framework. As this study framework has been validated and conceptually tested via a cohort of established leaders and the university professors (N=41), thus it is applicable to utilise in secondary school environment.

The suggested curriculum comprises of for central dimensions; leadership characteristics, human intelligences, situatedness, and cultural context, however, these four dimensions will work adequately and effectively via an action science strategy and a long-term approach. Thus, the curriculum can be applied over the whole Secondary School period (six years in Saudi Arabis).

The first dimension concerns leadership characteristics, which include developing: aptitudes, knowledge, skills, and behaviours for each characteristic. The second dimension is the human intelligences, which consist of the intelligences that emerge from human needs, mental intelligence, emotional intelligence, spiritual intelligence, and physical intelligence. The third dimension is situatedness, which involves the youths in a wide-range of leadership challenges, with their peers and followers, within an open environment, and situations that will demonstrate the youth's strengths and weaknesses, and then deal with that from an early age. The fourth dimension is the cultural context, which inspires beliefs, family, school, and community. Finally, the four dimensions will work adequately and effectively via an action science strategy and a long-term approach.

To sum, the framework's dimensions and conditions can be used as a curriculum checklist for YLD in term of its practical applications. The following table illustrates the curriculum checklist for YLD.

A Curriculum Checklist for YLD		
Core Dimensions	Subdimensions	✓
Leadership Characteristics	Aptitudes	
	Knowledge	
	Skills	
	Behaviours	
Human Intelligences	Mental Intelligence	
	Emotional Intelligence	
	Spiritual Intelligence	
	Physical Intelligence	
Situatedness	Followers & Peers	
	Wide-Range Leadership Challenges	
	Open Environment	
	Strengths &Weaknesses	
Cultural Context	Values	
	Family	
	School	
	Community	
Action Science Strategy	Action Science Strategy	
Long-Term Approach	Whole Secondary School Stage	

7.8 LIMITATION of the RESEARCH

Although this study has valuable contributions, it has several limitations. The researcher tried to implement mixed a methods approach to fulfil this study's contribution; as the main methodology is qualitative, the quantitative approach can enhance the value of generalisation and validation. Similarly, I planned to validate the framework of YLD quantitatively via questionnaire. But the time space of the PhD was not sufficient to undertake this authentication by a mixed methods study.

Just as three focus groups with secondary school students were conducted in the KSA, I had planned to conduct the same in the UK in order to gain more insights on YLD. Eventhough this was not intended as a comparative study, it would have led to more emergent themes. *Do you need also to add that time did not allow this?*

I intended to conduct focus groups with both boys and girls, but for the reasons of time and difficulties this study conducted focus groups with only boys. This study was not aiming to deal with the issue of gender in YLD, but it is nonetheless a limitation in this study.

There is a limitation on the biases of student/expert sample: (1) regarding the established leaders; the sample was focused on the successful leaders' stories, opinions, and investigating their experiences at adolescent age which influenced their leadership, conducted in both Saudi Arabia (KSA) and United Kingdom (UK) and that revealed valuable results. However, these results can be more authentic if the sample contained both successful and no successful leaders, and compare their adolescence age in term of YLD. (2) regarding the sample of experts; the sample was focused on university professors, in four domains (business, education, voluntary, social, YLD programmes), conducted in both KSA and UK, and revealed valuable and detailed results. However, these results can be more valuable if the sample added

the practitioners of leadership development and investigate their opinions and experiences on applying leadership development programmes. (3) regarding the sample of students; the sample was focused on secondary school students in KSA, and that revealed valuable and practical results. However, these results can be more valuable if the sample conducted additionally with the secondary school students in the UK, and compare the results. However, to go beyond these limitations, there was a need for enough time, and despite these limitations, this study was not aiming to fulfil these issues.

7.9   RECOMMENDATIONS for FUTURE RESEARCH

This study's analysis produced various recommendations for future research; for instance, (1) the framework could be tested quantitatively, and statistically, so that the critical successful factors can be identified. (2) An empirical study could be employed, and the framework of YLD play a significant role in designing a leadership development programme for secondary school students based on my framework; thereafter the experimental findings could be used to test the effectiveness of the framework and validity would be increased. (3) The study demonstrates that there are several levels of leadership learnability: easy to learn; clearly learnable; learnable to some extent; hardly learnable; not learnable. A qualitative study using in-depth interviews with established leaders and academics, and these five research questions could be investigated; what is easy to learn in term of YLD?, what is clearly learnable?, what is learnable to some extent?, what is hardly learnable?, and what is not learnable in terms of YLD? (4) Regarding the research question: what makes young people into future leaders, the analysis contributes 100 factors impacting on YLD; 48 drivers that stimulate young people to aspire to future leadership; 96 leadership features for young people; and 79 tools for YLD. Future studies could test these factors, motives, characteristics, and tools in order to clarify critical successful variables so that YLD can focus on the essential ones.   (5) Concerning the research question of motivation to lead, this study illustrated 36 purposes for being a leader, 82 factors impacts on the desire to lead and 29 alternative signs for motivation. Future research can quantitatively test these motives,

factors, and signs. (6) As regards the two research questions on leadership responsibilities and obstacles facing YLD, future study could rank the very large quantity of (factors, activities, tools, criteria, obstacles types, and impacts) and weight them in terms of YLD.

Regarding the limitation on the biases of student/expert sample, future researches have to be investigated: (1) investigating YLD based on a sample of no successful leaders, comparing their adolescence age in term of YLD with successful leaders. (2) examining YLD based on a sample of the practitioners of leadership development and investigate their opinions and experiences on applying leadership development programmes. (3) exploratory study on YLD based on a sample secondary school students in the UK, and compare the results with other countries.

Finally, this study has investigated leadership development for secondary school students. Future research should study in-depth leadership development in early childhood, childhood, and compare these three stages, which would be of value for policy makers and practitioners.

7.10   CONCLUSIONS and LESSONS LEARNED

This study shows that leadership is learnable by young people and revealed lots of details/specific ideas for shaping YLD which can shape YLD. Additionally, I have highlighted the significance of this period for potential leadership, as a Professor of adolescence, (Coleman, case 15) stated: *"it's a time of great change, rapid development, physical, brain capacity, intellectual ability, cognitive skills, social skills and emotional"*. I have learnt valuable knowledge about developing young people as future leaders, interviewing established leaders has influences my opinions and helped me to think more practically. This study inspires me to establish a leadership-based academy, which focuses on secondary school students and develops them as national leaders; this project means a lot to me, as YLD fulfils my self-actualisation.

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APPENDICES

APPENDICES

APPENDIX A: INTERVIEWS PROTOCOL

	Professors' Interview Schedule	
	Questions	**Prompts**
Introduction	Greeting Introducing myself and explaining the idea of my research Taking permission to record the interview	
Unstructured	What makes young people into future leaders?	Elaborate
Simi- structured	To what extent is leadership learnable for young people?	
	For young people: To what extent is the motivation to become a leader important in becoming one?	Why?
	What are the characteristics of adolescents that make them more receptive to enhancing leadership development?	
	What responsibilities help young people to become leaders?	in the family/school/community
	What obstacles affect leadership development for young people?	in the family/school/community
	For young people, which is better: focusing on generic leadership or focusing on a wide range of details?	Why?
	For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?	Why?
YLD Framework	What is your initial response to this framework? What changes would you make to improve this framework? What happens if we eliminate one of the framework's dimensions?	Suggestions
Closure	We have reached the end of our interview, is there anything you would like to add?	

	Switch off the recorder/ Appreciation comment	
Established leaders' Interview Schedule		
	Questions	**Prompts**
Introduction	Greeting Introducing myself and explaining the idea of my research Taking permission to record the interview	
Unstructured	What made you become a leader? What did you learn in your youth in term of LD?	Stories Expereinces
Simi- structured	To what extent is leadership learnable for young people?	
	When you were a young, how were your attitudes towards being a leader?	
	What are the characteristics of adolescents that make them more receptive to enhancing leadership development?	
	What responsibilities/ opportunities influenced your choice to become a leader?	in the family/school/community
	What obstacles did you face effect your YLD?	in the family/school/community
	For young people, which is better: focusing on generic leadership or focusing on a wide range of details?	Why?
	For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?	Why?
YLD Framework	What is your initial response to this framework? What changes would you make to improve this framework? What happens if we eliminate one of the framework's dimensions?	Suggestions
Closure	We have reached the end of our interview, is there anything you would like to add? Switch off the recorder/ Appreciation comment	

Letter to professors:

Dear Professor,

I am a PhD candidate in the University of Edinburgh Business School, and my thesis is about "understanding leadership development for young people as future leaders".

An important and essential part of my thesis is data collection through interviews with existing leaders and leadership experts. The purpose of this study is to investigate the youth leadership development and to create a framework for developing youth as future leaders.

You, as a distinguished expert in …. are a valuable source of insight and great experience. I would be enormously grateful if you would consider giving me 40-55 minutes of your time. Your thoughts and help will be valuable not only for my study but for further academic studies and advances in this field. I will of course, comply with any issues regarding confidentiality.

Your advice will be greatly appreciated. Thank you for your consideration.

I look forward to hearing from you.

Yours sincerely,

Saleh Almohaimeed

E-mail: s0793434@sms.ed.ac.uk

Business School

University of Edinburgh

50 George Square

Edinburgh, EH8 9JY

Letter to established leaders:

Dear   ,

I am a PhD candidate in the University of Edinburgh Business School, and my thesis is about "understanding leadership development for young people as future leaders".

I would like to know about your youth period which influences you to become a leader.

You, as a distinguished leader, are a valuable source of insight and great experience. I would be enormously grateful if you would consider giving me 40-55 minutes of your time. I will of course, comply with any issues regarding confidentiality.

Your advice will be greatly appreciated. Thank you for your consideration.

I look forward to hearing from you.

Yours sincerely,

Saleh Almohaimeed

E-mail: s0793434@sms.ed.ac.uk

Business School

University of Edinburgh

50 George Square

Edinburgh, EH8 9JY

APPENDIX B: Coding Categorisation for RQs

Appendix B1: Motivation to Lead

For young people: To what extent is the motivation to become a leader important in becoming one?

Responds of the UK professors
1. Self-conscious
2. people like to be different in the world ... it's simply "I want to make things better" ... but it expands then
3. if you're mentored well, to broader concerns
4. Curiosity,
5. a desire to learn,
6. a desire to create
7. a desire to explore
8. encouraged to aspire, encouragement **2**
9. it's not important at the all. Motivation is important irrespective of the period **2**
10. opportunities,
11. good education,
12. role models
13. basic skills.
14. the church youth group
15. to understand what motivates them, what triggers emotional, intellectual and physiological responses in themselves.
16. drives **2**
17. attainment
18. Capitalism drive.
19. social justice
20. "what can I give back to society?"
21. ladder of success,
22. emotional wellbeing,
23. being able to cope with stress,
24. accepting difficulties
25. you're motivated in a different way.
26. you're going to seek out opportunities
27. not rate themselves very highly
28. They're interested in doing their own thing.
29. They don't want to lead or to be led
30. Motivation is important, but it's not essential; leaders can arise because of the circumstances.
31. The circumstances gave them the opportunity **2**
32. Great leaders don't always arise because they wanted to be leaders.
33. wanted to take responsibility,
34. doing extra things in the community.
35. because if you are interested in leading things, you can learn it.
36. Many leaders don't start in a grammatical way, on that path while they're in secondary school.
37. In fact, sometimes if you call them a leader, they don't want to be known as that.(means give them LD without telling them that it is LD)
38. If they were very enthusiastic, they took to it very strongly and wanted to do more.
39. The programmes have to begin where young people are, their life experience, not where we want them to be.
40. It has to be fun.

41. stretching them, but not too far from their comfort zone	
42. rehearsing with them transferable skills,	
43. They had a mountain leadership certificate.	
44. some do not believe in themselves.	
45. Many existing leaders haven't thought about that in this period.	
46. motivation is dynamic, that can change over time.	
47. We have got to discredit this notion that leaders are loud, extrovert, very confident people.	
48. ambition to be a leader	
49. sense of wanting to better yourself,	
50. wanting to serve other people,	
51. wanting to make a contribution,	
52. some sense of "we're caught within these obstacles, we're caught within our difficult environment, there is nothing we can do".	
53. irrespective of the community	
54. sense of "I'm going to be a very good follower"	
55. a system of performance management,	
56. a certain system of reward	
57. coaching and mentoring.	
58. Identifying talent.	
59. Motivation comes from your family, community, and possibly the school.	
60. It gives you the confidence to take on a challenge.	
61. The motivation to take on responsibility is inherent, and the development of that is on your social upbringing.	
62. Social training mechanisms for confidence and values and how you deal with responsibility, are vital	

To what extent is the motivation to become a leader important in becoming one?		
To what extent?	V. important	seven
	important	seven
	Don't know	one
	Not important	one
Material motives	+	18,
	-	
Intellectual motives	+	5, 6, 7, 11, 15,
	-	
Psychological motives	+	4 (3) , 16, 22, 48,
	-	1, 44, 52 (7),
Otherworldly motives	+	14 (7)
	-	
effectiveness of early motivation		35, 38, 60,
Factors affect the motivation to	+	8, 10, 12, 13, 17, 19, 23, 24, 25, 31, 34, 39 (9) , 40, 41, 42, 43, 55, 56, 57, 58, 59, 62
	-	27, 28, 29,
Type of motivations		2, 3, 5, 6, 7, 20, 21, 26, 28, 33, 49, 50, 51, 53, 54,
Interviewees' insights		9, 30, 32, 36, 37, 45, 46, 47, 61,

Responds of the UK established leaders
1. Scout,
2. my ambitions was to be a Sixer; he was in charge of a platoon. my ambition was to be a Patrol Leader (junior leader)
3. I don't know where that comes from, but certainly I had enough of a drive. it's something that you find.
4. Ladder of success
5. the opportunity to paint on a larger canvas
6. moving them constantly out of their comfort zone and putting them into new situations
7. supporting them
8. not so much help that they become dependent on us.
9. have an opportunity to lead
10. your voice gets heard.
11. to explore the possibilities for each child
12. the children are socialised in a different process.
13. young leaders and peer educators to inspire other young people.
14. You can be a leader in one group and a follower in another. The two things don't necessarily cancel each other.
15. So, a young person is a very complex individual. It may have a passion and a love for one thing and be great at it, and other things it will like and not be very good at it
16. want to try to do things.
17. I'm not somebody that has planned out my career. I do what's in front of me.
18. One of the characteristics that drive you on is to feed your ego.
19. Striving for recognition is what can drive you on.
20. You're never going to build a confident person if you keep putting them down and telling them "You can't do this.
21. I realised that by working hard, you could achieve things.
22. being in charge of your own destiny
23. it's no good dumping leadership onto a young person who really doesn't want to do it,
24. you're going to have a completely counter-productive effect.
25. as you're gearing it to the things that they're interested in, the things that they want to achieve… it's about gearing the challenge you offer them to who they are and what matters to them.
26. it is something that emerges from what you do.
27. a belief that you can change things is important. And that you can turn to motivation
29. In sports, I was always the captain. I was captain of the football team
30. I was always coming to the top, but pushing myself.
31. I was more assertive in being a leader.
32. I wanted to be a footballer, I was going to be a footballer, but then I damaged my leg.
33. I had this ambition from this age to that age, there's a journey, and I realised that the one obstacle was money.
34. Although I had been doing loads of things, I actually never set up as a standalone businessman until I was 27.

When you were a young, how were your attitudes towards being a leader?		
how were your attitudes towards being a leader?	never intend to become a leader	seven
	it was to be a Patrol Leader	one
To what extent?	V. important	one
	important	one
	Don't know	
	Not important	
Material motives	+	
	-	
Intellectual motives	+	
	-	
Psychological motives	+	1, 4,
	-	
Otherworldly motives	+	23,
	-	
effectiveness of early motivation		25,
Factors affect the motivation to	+	2, 6, 7, 8, 10, 11, 12, 14, 26,
	-	9, 16, 21,
Type of motivations		3, 5, 17, 19, 20, 22, 28
Interviewees' insights		15, 24, 27
other		13, 18,

Responds of the KSA professors
1. If the young person does not have the desire to lead, he will not be an effective leader, even if he had the traits of the leadership, similar to the one who owns money but does not want to spend.
2. We have three circles, the individual himself, dyadic relationship, and the group relationship. The desire must be existent in the first level; and supported by the other levels.
3. The reaction in the second and third levels should develop and suppressed leadership
4. parents should have the motivation to develop the leading attitudes within their children
5. If the motivation with the individual is high, it maybe helps to face suppression in both the dyadic, and the group circles.
6. The motivation for leadership is exist in the human nature; it is a characteristic, an instinct and essential drive.
7. Any person does not want to be a follower, or at least neither a leader nor a follower
8. The rebelliousness at this stage is the result of not to be a follower
9. It is vital to focus on how to discover leaderships. It is critical to discover who has this ambition **2**
10. we can create a desire inside them. For young people, it is possible to generate the desire to be a leader. **2**
11. stimulation of desire
12. I do not consider the desire innate; it is set up according to the environmental conditions.
13. if there is no stimulation for the desire, it will disappear
14. Motivation is the first step to be a leader.
15. Encouraging youth to lead activities
16. to support them
17. by awarding them a special certificate.
18. Encourage them to collect lots of leadership certificates
19. The desire to become a leader is important if youth have a seed of leadership,

20.	anyone might like to lead, but that doesn't mean that everyone can be a leader
21.	their desire helps teachers and trainers to develop their leadership
22.	you will not be imposing on them, rather, it is their choice
23.	they have the initiative to carry out the duties required of them
24.	interact with the programme.
25.	they might support you in the development process.
26.	The desire to be a leader does not mean that the adolescents are aware of its meaning.
27.	The holy Qur'an motivates us to supplicate to be leaders
28.	Initiative to the programmes
29.	we should enhance them that they are qualified for something,
30.	Identify their talents
31.	Self-assertion
32.	Enhance their confidence
33.	we should ignite a spark which may help them to discover themselves
34.	The harmony between motivation and the individual capability is essential
35.	The desire to be a leader influenced by the innate and genetic factors
36.	For those who don't want to be leaders, it is important to facilitate the issue for them, and convince them that leadership includes rewarding, initiatives and appreciation from others.
37.	Start with small leadership tasks, so they become interested in leadership (awaken theirdesire)
38.	Provide them simple situations to enhance their leadership
39.	Reinforce them to do the leadership role
40.	More attention
41.	Enrich the situation
42.	It is not acceptable to ignore those who don't demonstrate the desire to be leaders
43.	the environmental conditions

To what extent is the motivation to become a leader important in becoming one?		
To what extent?	V. important	seven
	important	three
	Don't know	
	Not important	
Material motives	+	
	-	
Intellectual motives	+	
	-	
Psychological motives	+	6, 31,
	-	
Otherworldly motives	+	
	-	
effectiveness of early motivation		21, 22, 23, 24, 25, 28,
Factors affect the motivation to	+	3, 4, 7, 11, 13, 15, 16, 17, 18, 27, 29, 30, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42
	-	
Types of motivations		8,
Interviewees' insights		1, 2, 5, 10, 12, 14, 19, 20, 26, 34, 42,

Responds of the KSA established leaders	
1.	My desire to be a leader was limited by my scope
2.	I had a great ambition,
3.	I used to lead small tasks
4.	I used to dream to be a poet, a book author, wise, and scholar.

5.	I believe that leadership is a feeling of importance.
6.	Being busy positively from an early stage is a sign of being a leader
7.	Brightness
8.	The ability of memorization
9.	Early beer of responsibility
10.	Early business experience
11.	Very tough efforts to succeed
12.	Early diversity of crafts
13.	It is very important
14.	At 15, I had the desire to participate,
15.	the real leadership started from the university.
16.	You cannot create a human behavior in one specific time
17.	It is very important
18.	it started when I was in the university.
19.	Wanting to contribute to his community
20.	Ambition
21.	Talent
22.	I had a sense that I will have a remarkable role
23.	Bearing responsibility from an early age
24.	I was responsible for my class.
25.	If someone has a leadership seed, nothing will stop them from becoming a leader.
26.	V. important
27.	Adolescents see themselves as leaders
28.	Speak with them about what they like
29.	Help them to solve their problems
30.	Very important
31.	V. high energy
32.	No, I don't think so.
33.	It was to complete university
34.	to become a teacher,
35.	The motivation is very important at youth stage,
36.	the more people have a clear view and early planning, the better they will be.
37.	Meeting the successful figures
38.	Stories of success
39.	Ladder of success

Respond from professors and leaders from both UK and KSA
1. Self-conscious
2. people like to be different in the world ... it's simply "I want to make things better" ... but it expands then
3. if you're mentored well, to broader concerns
4. Curiosity,
5. a desire to learn,
6. a desire to create
7. a desire to explore
8. encouraged to aspire, encouragement **2**
9. it's not important at the all. Motivation is important irrespective of the period **2**
10. opportunities,
11. good education,
12. role models
13. basic skills.
14. the church youth group

15.	to understand what motivates them, what triggers emotional, intellectual and physiological responses in themselves.
16.	drives **2**
17.	attainment
18.	Capitalism drive.
19.	social justice
20.	"what can I give back to society?"
21.	ladder of success,
22.	emotional wellbeing,
23.	being able to cope with stress,
24.	accepting difficulties
25.	you're motivated in a different way.
26.	you're going to seek out opportunities
27.	not rate themselves very highly
28.	They're interested in doing their own thing.
29.	They don't want to lead or to be led
30.	Motivation is important, but it's not essential; leaders can arise because of the circumstances.
31.	The circumstances gave them the opportunity **2**
32.	Great leaders don't always arise because they wanted to be leaders.
33.	wanted to take responsibility,
34.	doing extra things in the community.
35.	because if you are interested in leading things, you can learn it.
36.	Many leaders don't start in a grammatical way, on that path while they're in secondary school.
37.	In fact, sometimes if you call them a leader, they don't want to be known as that.(means give them LD without telling them that it is LD)
38.	If they were very enthusiastic, they took to it very strongly and wanted to do more.
39.	The programmes have to begin where young people are, their life experience, not where we want them to be.
40.	It has to be fun.
41.	stretching them, but not too far from their comfort zone
42.	rehearsing with them transferable skills,
43.	They had a mountain leadership certificate.
44.	some do not believe in themselves.
45.	Many existing leaders haven't thought about that in this period.
46.	motivation is dynamic, that can change over time.
47.	We have got to discredit this notion that leaders are loud, extrovert, very confident people.
48.	ambition to be a leader
49.	sense of wanting to better yourself,
50.	wanting to serve other people,
51.	wanting to make a contribution,
52.	some sense of "we're caught within these obstacles, we're caught within our difficult environment, there is nothing we can do".
53.	irrespective of the community
54.	sense of "I'm going to be a very good follower"
55.	a system of performance management,
56.	a certain system of reward
57.	coaching and mentoring.

58. Identifying talent.
59. Motivation comes from your family, community, and possibly the school.
60. It gives you the confidence to take on a challenge.
61. The motivation to take on responsibility is inherent, and the development of that is on your social upbringing.
62. Social training mechanisms for confidence and values and how you deal with responsibility, are vital
63. ambitions
64. Scout,
65. my ambitions was to be a Sixer; he was in charge of a platoon. my ambition was to be a Patrol Leader (junior leader)
66. I don't know where that comes from, but certainly I had enough of a drive. it's something that you find.
67. Ladder of success
68. the opportunity to paint on a larger canvas
69. moving them constantly out of their comfort zone and putting them into new situations
70. supporting them
71. not so much help that they become dependent on us.
72. have an opportunity to lead
73. your voice gets heard.
74. to explore the possibilities for each child
75. the children are socialised in a different process.
76. young leaders and peer educators to inspire other young people.
77. You can be a leader in one group and a follower in another. The two things don't necessarily cancel each other.
78. So, a young person is a very complex individual. It may have a passion and a love for one thing and be great at it, and other things it will like and not be very good at it
79. want to try to do things.
80. I'm not somebody that has planned out my career. I do what's in front of me.
81. One of the characteristics that drive you on is to feed your ego.
82. Striving for recognition is what can drive you on.
83. You're never going to build a confident person if you keep putting them down and telling them "You can't do this.
84. I realised that by working hard, you could achieve things.
85. being in charge of your own destiny
86. it's no good dumping leadership onto a young person who really doesn't want to do it,
87. you're going to have a completely counter-productive effect.
88. as you're gearing it to the things that they're interested in, the things that they want to achieve… it's about gearing the challenge you offer them to who they are and what matters to them.
89. it is something that emerges from what you do.
90. a belief that you can change things is important. And that you can turn to motivation
91. In sports, I was always the captain. I was captain of the football team

92.	I was always coming to the top, but pushing myself.
93.	I was more assertive in being a leader.
94.	I wanted to be a footballer, I was going to be a footballer, but then I damaged my leg.
95.	I had this ambition from this age to that age, there's a journey, and I realised that the one obstacle was money.
96.	Although I had been doing loads of things, I actually never set up as a standalone businessman until I was 27.
97.	If the young person does not have the desire to lead, he will not be an effective leader, even if he had the traits of the leadership, similar to the one who owns money but does not want to spend.
98.	We have three circles, the individual himself, dyadic relationship, and the group relationship. The desire must be existent in the first level; and supported by the other levels.
99.	The reaction in the second and third levels should develop and suppressed leadership
100.	parents should have the motivation to develop the leading attitudes within their children
101.	If the motivation with the individual is high, it maybe helps to face suppression in both the dyadic, and the group circles.
102.	The motivation for leadership is exist in the human nature; it is a characteristic, an instinct and essential drive.
103.	Any person does not want to be a follower, or at least neither a leader nor a follower
104.	The rebelliousness at this stage is the result of not to be a follower
105.	It is vital to focus on how to discover leaderships. It is critical to discover who has this ambition **2**
106.	we can create a desire inside them. For young people, it is possible to generate the desire to be a leader. **2**
107.	stimulation of desire
108.	I do not consider the desire innate; it is set up according to the environmental conditions.
109.	if there is no stimulation for the desire, it will disappear
110.	Motivation is the first step to be a leader.
111.	Encouraging youth to lead activities
112.	to support them
113.	by awarding them a special certificate.
114.	Encourage them to collect lots of leadership certificates
115.	The desire to become a leader is important if youth have a seed of leadership,
116.	anyone might like to lead, but that doesn't mean that everyone can be a leader
117.	their desire helps teachers and trainers to develop their leadership
118.	you will not be imposing on them, rather, it is their choice
119.	they have the initiative to carry out the duties required of them
120.	interact with the programme.
121.	they might support you in the development process.
122.	The desire to be a leader does not mean that the adolescents are aware of its meaning.
123.	The holy Qur'an motivates us to supplicate to be leaders
124.	Initiative to the programmes
125.	we should enhance them that they are qualified for something,
126.	Identify their talents

127.	Self-assertion
128.	Enhance their confidence
129.	we should ignite a spark which may help them to discover themselves
130.	The harmony between motivation and the individual capability is essential
131.	The desire to be a leader influenced by the innate and genetic factors
132.	For those who don't want to be leaders, it is important to facilitate the issue for them, and convince them that leadership includes rewarding, initiatives and appreciation from others.
133.	Start with small leadership tasks, so they become interested in leadership (awaken theirdesire)
134.	Provide them simple situations to enhance their leadership
135.	Reinforce them to do the leadership role
136.	More attention
137.	Enrich the situation
138.	It is not acceptable to ignore those who don't demonstrate the desire to be leaders
139.	the environmental conditions
140.	My desire to be a leader was limited by my scope
141.	I had a great ambition,
142.	I used to lead small tasks
143.	I used to dream to be a poet, a book author, wise, and scholar.
144.	I believe that leadership is a feeling of importance.
145.	Being busy positively from an early stage is a sign of being a leader
146.	Brightness
147.	The ability of memorization
148.	Early beer of responsibility
149.	Early business experience
150.	Very tough efforts to succeed
151.	Early diversity of crafts
152.	It is very important
153.	At 15, I had the desire to participate,
154.	the real leadership started from the university.
155.	You cannot create a human behavior in one specific time
156.	It is very important
157.	it started when I was in the university.
158.	Wanting to contribute to his community
159.	Ambition
160.	Talent
161.	I had a sense that I will have a remarkable role
162.	Bearing responsibility from an early age
163.	I was responsible for my class.
164.	If someone has a leadership seed, nothing will stop them from becoming a leader.
165.	V. important
166.	Adolescents see themselves as leaders
167.	Speak with them about what they like
168.	Help them to solve their problems
169.	Very important
170.	V. high energy
171.	No, I don't think so.
172.	It was to complete university

173.	to become a teacher,
174.	The motivation is very important at youth stage,
175.	the more people have a clear view and early planning, the better they will be.
176.	Meeting the successful figures
177.	Stories of success
178.	Ladder of success

To what extent is the motivation to become a leader important in becoming one?		KSA leaders	KSA experts	UK leaders	UK experts	Total
	V. important	4	7	2	6	19
	important	3	2	7	6	18
To what extent?	Limited important	2	1	1	3	7
	Not important				1	1
	Great desire					0
	Limited desire	5		1		6
	Never thought	2		7		9
Material motives	+	1			1	2
	-					
Intellectual motives	+	6			3	9
	-					
Psychological motives	+	2	4	4	5	15
	-				3	3
Social motives		1			3	3
Otherworldly motives	+	1	1	1	1	4
	-					
effectiveness of early motivation		1	7	1	3	12
Factors affect the motivation to	+	14	21	12	25	72
	-		4	3	3	10
alternatives of motivations		8	1	6	14	29
Interviewees' insights		3	10	5	9	27
						186

Appendix B2: Characteristics of adolescents related to YLD

What are the characteristics of adolescents that make them more receptive to enhancing leadership development?

Characteristics of adolescents (KSA' professors)
1. Potential energy , Energy **3**
2. If you spend have an hour with your child it would be effective.
3. Enthusiastic **4**
4. We can invest in the characteristics and features of adolescence, whether positive or negative
5. This is the transitional stage
6. Rebelling against the family
7. Independence
8. Searching for the model (Modeling)
9. Group of comrades, There they need for companionship, the companionships needs. **3**

10. At this stage, there is the emergence of specialised talents
11. High self-confidence
12. Sexual maturity
13. The professional orientation
14. They have a tendency to compete
15. Flexibility
16. Capability to develop leadership **4**
17. The more the development is aware of the nature of learners and their characteristics, the more they will succeed quantitatively and qualitatively.
18. Self-actualization, want to achieve success in life
19. They search for themselves, discovery needs **2**
20. We cannot satisfy their self-actualization via commanding them through programmes.
21. We need to understand how they achieve their self-actualization, role, and their function.
22. Youth have a sense of the power mental
23. Youth have a sense of psychological capacity
24. Pedagogues should support them,
25. The need for freedom;
26. To put youth into a free atmosphere, even though it is overabundant, it is better than a controlled one where they feel suppressed.
27. Hopefulness
28. We should give them the hope,
29. bear them with responsibility.
30. they like to be productive
31. The needs of challenging
32. self esteem.
33. If we want to develop leadership development in this stage, we should take into consideration the adolescents needs.
34. our ability to identify these characteristics
35. The tendency to be an adult; if we convince them that leadership will make them adults.
36. They demonstrate impression toward power.
37. They are idealistic,
38. They like to be perfect,
39. They like that people express moral, leadership can improve other people's morals, they will be encouraged to lead.
40. The need to satisfy their psychological aspect
41. strengthen self-esteem.
42. listening to their initiatives and suggestions carefully,
43. giving them a vital role,
44. participating in designing their programme planning.
45. Capabilities are not fully conspicuous at intermediate stage; so we should not pay more attention to individual variations. In the secondary stage, we should pay attention to individual variations.
46. Self-assertion
47. from sensible to abstracts
48. Sensitive towards criticism
49. They are still young, and have long time **2**

Physical Characteristics	+		1, 12, 30,
	-		
Cognitive Characteristics	+		15, 22, 47
	-		
Social Characteristics	+		7, 8, 9, 13,
	-		
Moral Characteristics	+		25 , 37, 38, 39,

	-	
Motivational Characteristics	+	14, 18 , 27, 31, 35, 36,
	-	
Psychological Characteristics	+	11, 18 , 19, 23, 25, 32, 40, 46,
	-	6, 48,
Interviewees' insights		4, 5, 10, 16, 17, 20, 21, 26, 33, 45,
Factors impact these characteristics	+	2, 24, 28, 29, 34, 41, 42, 43, 44, 49
	-	

Differentiation between youth and adults (KSA' professors)

1. Their behaviour is easier to deal with, Changing their behaviors is easier **2**
2. They are still on the verge of learning.
3. Personality nature becomes more fixed as people grow.
4. The more we start at an early age, the more we can change characteristics.

Physical Differences	
Cognitive Differences	2,
Social Differences	
Moral Differences	
Motivational Differences	2 ,
Personal Differences	3,
Interviewees' insights	4,
Time	
Behavioural Differences	1,

Differentiation between youth and children (KSA' professors)
1. children have the desire to be social and composed with others,
2. and the desire to learn,
3. imitate the model
4. adolescence is the pathway to adulthood
5. leadership development is more difficult here than at the primary stage, but adolescence is the stage which is more suitable to the aspirations of leadership.
6. The primary stage is more effective.
7. they don't tolerate the restrictions as if they were children.
8. Self-assertion should start at the childhood stage.

Adolescents	Children
4, 5, 7,	1, 2, 3, 6, 8,

Negative attributes of adolescents (KSA' professors)

1. Negative attributes of adolescents can be invested in leadership development.
2. Rebelling against the family can be turned into a positive experience
3. this needs a certain culture from the family
4. have a prominent role in the family,

5.	caring of younger siblings
6.	by involving students in school management,
7.	teaching their beers;
8.	Approach-Approach Conflict, Approach-Avoidance Conflict and Avoidance – Avoidance Conflict. Negative conflict can be turned into positive conflict
9.	can be invested if we are able to manage that.
10.	The schools of psychology study this phenomenon, but they may be mistaken in their interpretation
11.	We should deal with them naturally, and seek to satisfy their needs in appropriate and balanced way.
12.	youth get plenty sleep; because it is a developmental stage
13.	If we neither understand them nor exploit their characteristics in a positive way, we would feed the negative side of their attributes.
14.	The mental and psychological characteristics appear to be negative, but it is advantageous if we exploit them in the positive side.
15.	Rebellion means we have something out of the ordinary, and this is an advantage.
16.	They do not conform to routine.

Examples of negative characteristics	2, 8, 12, 15, 16,
How to exploit negative characteristics?	3, 4, 5, 6, 7, 9, 11,
Interviewees' insights	1, 10, 13, 14,

Characteristics of adolescents (KSA' leaders)
1. Competition **2**
2. Autonomy **2**
3. Short-tempered
4. Active
5. Irritable
6. the need for respect

Physical Characteristics	+	4,
Motivational Characteristics	+	1,
Psychological Characteristics	+	2, 6,
	-	3, 5,

Characteristics of adolescents (UK' professors)
1. There are tons of great works to do.
2. Not cynical.
3. "I can achieve?" / wanting to achieve **2**
4. Not catastrophic society
5. Physical strength. **2**
6. Peer networks
7. crafty creatures
8. identity, it's a time of identity development **2**
9. Everybody's adolescent experience is different, so it's very problematic to generalise.
10. It's a bit late. Can we say "we're only going to have mathematics from the age of 12"? Equally, do you deny people experiences which they are ready for intellectually and physiologically?
11. energy

12. much more autonomous, sense of wanting to be independent, **2**
13. take decisions
14. exercise leadership for their peers and for younger people.
15. more possibilities.
16. Our argument is not about "what have you got?" it's "how you use it".
17. it's a time of great change, rapid development , It's a good time to look at leadership development
18. brain capacity
19. intellectual ability
20. cognitive skills
21. social skills
22. emotional
23. Uncertainty and ambiguity
24. It's a time of transition and it's got all the characteristics of a transition./ It's critical stage, **2**
25. Adolescence lasts much longer.
26. those are the background to any attempt to develop leadership skills.
27. idealism
28. they are young
29. enthusiastic
30. they want to make a difference
31. willingness to learn
32. wanting to develop
33. they're not set in their ways
34. they're flexible malleable in one sense
35. the capacity for change
36. it's a time of big change; so there's not the opportunity to get embedded in something over a long period
37. a lack of continuity
38. a lack of stability in their lives
39. they only really have a limited time
40. a lot of social pressures which are quite difficult to deal and negotiate with; because of the social network, groupings.
41. They become cognitively mature at that point.
42. become socially and emotionally much more sensitive to the norms of the group.
43. concerned to be liked, to be respected.
44. want to be accepted, is not compatible with being a leader, because the leader has to be separate.
45. They develop their maturity intellectually.
46. the peer group can encourage conformity.
47. I'm not sure if they by and large are mature enough to do that. It's just difficult to get them to focus on.
48. It's easier to help them develop some skills that later can be helpful for leadership. It's not so much developing it. It's just applying it.
49. beginning to release themselves from the values and beliefs of the family. religious, political, and relationship-termed, it is "how do I feel about myself?"
50. sense of rebelliousness and anarchy,
51. protestations against the restrictions around you
52. forming relationships.
53. alive and dynamic stage
54. Vulnerability of this "not-quite-one-or-the-other" stuff.
55. Ambition or excitement.
56. more open

57.	have everything going for them,
58.	had a difficult adolescence, ... make them tougher – mentally, emotionally
59.	forge their character
60.	the sense of people looking to them for sound advice, guidance
61.	no a straight progression anywhere, because you judge people in different ways,
62.	a sense of pre-determined
63.	self-assured
64.	have a more positive environment
65.	somebody took an interest in you and developed you.
66.	they had a significant person in their background who gave them confidence
67.	give them new insights, alternative ways of learning.
68.	give them alternative ways of learning
69.	the more deprived certain communities are, the more that mentorship responsibility is a very important
70.	resourcefulness
71.	marketing skills

Physical Characteristics	+	5, 11, 28, 53
	-	
Cognitive Characteristics	+	7, 13, 15, 18, 19, 20, 27, 41, 45, 56, 70
	-	
Social Characteristics	+	6, 12, 14, 21, 22, 42, 46, 52, 70
	-	40, 43, 44
Moral Characteristics	+	8 (3-6), 49
	-	54,
Motivational Characteristics	+	3, 26, 29, 30, 31, 32, 35, 55
	-	36, 37, 38
Psychological Characteristics	+	2, 33, 34 (5), 50, 63,
	-	23, 62
Interviewees' insights Tentative Hypotheses		9, 10, 16, 17, 24, 25, 47, 48, 61, 69
Factors impact these characteristics	+	1, 4, 58, 59, 60, 64, 65, 66,67,68
	-	57, 39

Differentiation between youth and adults (UK' professors)
1. haven't yet committed to work responsibility.
2. They're in this learning mode.
3. More of a sense of possibility
4. More of a sense of optimism
5. Adolescence is not a time when people are particularly susceptible to leadership role models.
6. more open; it is easy to learn with open person. **2**
7. more willing to take risks,
8. Youths have a lot of time more than adults, their time is freer.
9. You can learn the ability to communicate more easily when you're young,
10. the older you grow, the more engrained are particular ways of acting and responding. And so, unlearning something is more difficult than learning something for the first time.
11. YLD differs.
12. behaviour is easy change. **2**

13. More amazing capabilities ,
14. thoughtful,
15. skilled,
16. committed,
17. dedicated
18. idealistic
19. I don't think they differ; the actual process of learning is identical in young people and in adult.
20. adults have so much more experience.
21. adults are powerful.
22. adults have more resources.
23. the ability to adopt a leadership position is much easier for an adult than it is for a young person.
24. Adults are a bit jaded. Youths have energy more than adults, 2
25. less cynical,
26. more positive view of the world; because they have the opportunity to shape it.
27. enthusiasm, more enthusiasm, 2
28. an ability to cooperate without all of the ideologies that adults have. They are more open to look at things with an eye that is neutral.
29. more willingness,
30. take a challenge.
31. more flexible
32. have more chance of succeeding.
33. Adults may not like to fail,
34. responsibility and complexity that comes with adult development is different from the development for adolescents.
35. Adults are much more tempered.

Differentiation between youth and children (**UK' professors**)	
Physical Differences	21, 24
Cognitive Differences	2,3,14,18,22, 31
Social Differences	9, 28
Moral Differences	7
Motivational Differences	4,7,27,29,30,33 (9)
Personal Differences	6 (5,3), 25,26,15
Interviewees' insights	5, 10, 11, 19, 34 (2)
Time	1, 8, 32
Behavioural Differences	2, 13, 16, 20, 23, 35

1. Habits are set up, and 12 is old.
2. children do "mother knows best",
3. I suspect that "I know my own best" increases between 12 and 18.
4. Children like themselves more, teenagers have a period of low self-esteem
5. Adolescents have doubts about their value.
6. young children, they identify with groups, in adolescence it becomes about the abstract values that we share.
7. Adolescents become much more sophisticated in understanding the values that "make us all members of this group".
8. The difference is personal and impersonal.
9. Children are more susceptible to following what an adult does.
10. Adolescents enter into debate with an adult or disagreement.
11. Adolescents follow a slightly different trajectory in that. Young people show that it's very manly to be human and sympathetic and compassionate and worthwhile and consultative.

Adolescents	Children
The difference is personal and impersonal.	
"I know my own best" increases between 12 and 18	children do "mother knows best",
teenagers have a period of low self-esteem	Children like themselves more
adolescence it becomes about the abstract values that we share.	young children, they identify with groups
Adolescents become much more sophisticated in understanding the values that "make us all members of this group".	
Habits are set up, and 12 is old	
Adolescents enter into debate with an adult or disagreement	Children are more susceptible to following what an adult does
it's very manly to be human and sympathetic	

Characteristics of adolescents (UK' leaders)
1. Youth like sport and it is critical for leadership.
2. They're motivated.
3. energy is there **3**
4. There's a hunger for change, to make change happen. **2**
5. hunger to do things differently.
6. There's dissatisfaction with the way things are.
7. Their self image,
8. sense of self efficacy is not affected.
9. a challenge. I don't know how to solve it, but let's see how we can solve it".
10. other, when they come up against problems or challenges, their confidence goes down
11. They're massively enthusiastic,
12. they want to try things
13. There's that sense of adventure. (adventurous)
14. there is negative peer pressure.
15. They don't see all the bad things first; they say "I want to do that; I want to get to there". They don't see the debris in front of them. (careless of sequels)
16. A real set of beliefs about wanting things to be different, Wants to be unusual, that's a really important characteristic in leadership. **2**
17. a real drive to want to do things collectively, with a group.
18. There's a hunger to take responsibility,
19. hunger to be given the opportunity to try.
20. And there is a need for recognition; that they've got skills and abilities and can do things.
21. the most de-motivating thing is to feel that you're worthless.
22. that's the time when people can learn things which are about not feeling inhibited,
23. sort of you can always improve,
24. you can always excel,

Physical Characteristics	+	1, 3 (5) ,
	-	15,
Social Characteristics	+	17,
Motivational Characteristics	+	2, 4, 5, 9, 11,12, 13, 16, 18, 19, 23, 24
	-	10, 21,

Psychological Characteristics	+	6, 7, 8 (?), 20,
Interviewees' insights Tentative Hypotheses		22,
Factors impact these characteristics	+	
	-	14

Differentiation between youth and adults (**UK' leaders**)
1. more flexible in their head.
2. There is less fear than adults in terms of getting them to do new things or try new things.
3. I've had a lot more time to develop my leadership skills as an adult than I did when I was a young.
4. the environment is essentially contained (young person),
5. the opportunities you have are very much dictated by geography.
6. As you get older, you've got disposable income
7. you become the master of your own choices, you build a life that enables you to take advantage of opportunities.
8. you make those decisions
9. As a young, your opportunities are very often visited upon you.
10. much more prepared to take risk,
11. much more open to take risk, adult, become more risk-adverse. **2**
12. much more questing from that point of view.
13. Adults are more protective of their dignity and more worried about position.
14. They are much more about the world's still a great big, exciting and interesting place.
15. So they haven't fixed their ideas yet, whereas some adults have got very fixed ideas.
16. adolescent, inhibitions are not there,
17. there's play
18. You don't have the experience that says that you can't do it, so you do it.
19. much more likely to reach beyond something, reach out for something,
20. When they get to their later teens it becomes more difficult, because it becomes an "uncool" thing to do

Physical Differences	6, 17,
Cognitive Differences	1,
Social Differences	4, 5, 7, 8,
Moral Differences	
Motivational Differences	2, 12, 14, 19, 20
Personal Differences	11, 13, 16,
Interviewees' insights	9,
Time	3,
Behavioural Differences	10, 15, 18,

Differentiation between youth and children (**UK' leaders**)
1. there are obvious characteristics in terms of brain development,
2. there are obvious characteristics in terms of more knowledge
3. more experience,
4. in terms of physical attributes which means that they can do things they can't do when they're younger.
5. they've got more freedom in terms of actually doing things, going places, being independent,
6. in a primary school, you will see leadership, self-belief, values and behaviours being taught,

| explained, evidenced, demonstrated and enhanced. |
| 7. more play at that stage. |
| 8. the relationships are less fixed. |
| 9. teenage, the relationships and the impact on relationships, becomes much more important |
| 10. how you're seen by your peer group, becomes much more important. |
| 11. much more self-consciousness about how other people sees you and saying about you. |

Adolescents	Children
1, 2,3, 4, 5, 9, 10, 11	6, 7, 8,

Appendix b3: long-term vs. short-term YLD/ generic YLD vs. specific YLD

Appendix B3a: Long-term vs. short-term YLD

Which is more applicable for YLD: long-term or short-term development?

Long-term vs. short-term YLD (KSA' professors)
1. Leadership development needs time for training in certain conducts.
2. Practice needs to have plenty of time
3. and it needs follow-up sessions and perseverance.
4. In practice, you also need to be certain that the person has assimilated this role of leadership. To practice various positions, there is a need for a long time to be sequenced. **2**
5. If someone is willing, this makes it easier for us to train them in the leadership development process.
6. You need to focus on bridging some of the gaps they have and give them a break. This takes time.
7. It need a long time, because of the nature of leadership. There is a need for long-term; as leadership is complex **2**
8. Even you instilled a quality in a person's character, it needs time. Even if you've trained the person to talk in front of people, you need more time.
9. we need time for the frequency of varies positions that develop leadership … opportunities come at wide interval. Critical situations demonstrate leadership, and we need critical situations, but it's rare that these critical situations actually happen. **2**
10. We need enough time to deep-rootedness and implant the leadership characteristics.
11. The intensification of leadership development would benefit, but is not enough, it should be a part of training and the development would have a great range outside of this condensation.
12. Development programme can be taken in dosage but as part of the educational programme during secondary school; by adding two hours to the school programme.

13.	Development programme can be intensified into two or three months; but you must take into account that youth should be given individual costs after the programme under specified supervision, as if it was inside the programme, it has measurements and reports.
14.	Leadership is vital, who says you can become a successful leader in a week?
15.	We prepare a person who will influence people, they need enough preparation
16.	We spend long time preparing medical doctors … leaders are more important than physicians.
17.	the situation of the Arab nations is being at the bottom of the nations, we need aware and capable people.
18.	The progression is a continual developmental process, but in the beginning, we should give less freedom to organise, then it cranks up to reach independence.
19.	If you focus on the systematic and typical way in leadership programmes, it will have a theorizing scope.
20.	However, if you do it as training for situations so that you expose the individual to tasks and to problems, for all students who have increased susceptibility. Then, we should organise a structured leadership programme.
21.	It is better to periodical; or it could be boring,
22.	The laboratory for you is the reality, as is the practical training. We can train students, for example, in the art of dumping, charisma, influence and dealing with others, the pacemaker, but it should not be isolated from practical application.
23.	Firstly, because of the individual' nature, it is the procedure of nurturing and fostering them; that needs long time.
24.	Also the nature of life, the opportunities, there is a need of various real opportunities and activities with multiple persons in diverse situations to enhance leadership; which all cannot be pressed into one capsule.
25.	Discovering leaders needs a long time, as it requires long-term familial situations and shared decision-making … More time means more opportunities to discover leaders.
26.	Competitions between students will produce leaders, while these leaders in school might be hidden or not discovered.
27.	Developing leaders can be reliance after practicing; practicing provides grounding for the work and it shows the ability of the individual to implement and perfect what they think.
28.	Therefore, open environment which allows for intellectual freedom, acts as a sort of launch pad. All these initiatives help to discover leadership.
29.	it depends on the impact upon them and the speed at which their attitudes change.
30.	It is true that you can easily affect them, but we have to maintain this positive impact of a longer period until youth promises to be brisk; then it is not easy to change person's mind, attitudes and positions.
31.	Training on the basic things completed during a year, and then this training consolidates and

	enriches what the leaders have learned over several years.
32.	you need to support their ideas in the long term.
33.	The environment is changing and leadership is dynamic, not static; it is constantly needed to provide training, not in the same way, it's necessary that the development must be dynamic.
34.	It depends on the skills and self-capabilities. The stronger self-capabilities, the shorter time we shall need.
35.	We need long time; because you are not the only effective factor, there are various external factors, such as satellite channels and internet. You build up but the other factors demolish your building, so slow but sure building is preferable.
36.	There are other internal factors such as the self-destructive desires, devil and all of them are morale and affect the building.
37.	Building leader is linked to the nature of the discovered person, strong innate characteristics
38.	it should be clear in the mind - that the leadership is Relative … there is a leader and half a leader.
39.	in my own thinking - it is a combination of factors, which are combined to this the person himself … the individuals who are around him, his peers, the material opportunities, the abstract opportunities
40.	If the programmes are accurate and the mechanisms are suitable, we shall not need long time
41.	We can shorten the time, by being a trainer

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

Why Long-term? Significance of Long-term	1, 2, 3, 4, 6, 7, 8, 9, 10, 14, 15, 17, 23, 24, 25, 30, 32, 33, 35, 36,
Criteria for our choice	5, 21, 28, 29, 34, 37, 39, 40,
Interviewees' precious sights	11, 12, 13, 16, 18, 19, 20, 22, 26, 27, 31, 38, 41,

Long-term vs. short-term YLD (KSA' leaders)
The training courses or the summer camps can help mainly in discovering the leading talents, but for polishing and developing these talents, it needs long time.
Leadership development is multi circles … the more the circle is expanded, the more the leader can expand his capabilities. It is like the 15 floors building, may be the regulations now allow for three floors only, but in the future you will get opportunity to build 15 floors.
Reading, writing, and dealing with people are hidden habits, the mind can get use to, and also the heart, till passions changing to habits such as forgiveness, patience, love or thinking. The more the individual grows elder, the more these habits will be well rootage.
It's continual. You can't say a day, week, year, lecture or course. Even at my age, I must receive acknowledgement of the changes in the leadership;
it is human nature, you as a human can't develop leadership overnight, a human is not a machine. Human nature is different because it has interior conviction.
You cannot create a human behaviour in one specific time. You cannot change the quality of hypocrisy, the quality of lying, or the exaggeration from the lectures or the courses. These qualities

are called gap given type.
When you study the components of leadership over a long period of time, it is not certain that you will be a leader or vice versa.
It depends on our need and requirements.
I am certain that if the leadership seed in not found; they won't become leaders. And if the leadership seed found, an individual's upbringing can be useful,
The talent of leadership evolves naturally over time; you must find the core characteristics of leaders.
To become a superior leader you must be provided with technical knowledge about the field you are leading, developing a person on a professional level and at the leadership level is about a binary which can't be separated.
Leaders cannot get the information they need overnight; this person can demonstrate mature leadership abilities, because age gives people a kind of maturity over time, which means that they should have the wisdom to make decisions.
You can present the programme and consider time; some of youth can understand in a short time, while some of them need a longer time. Some of them need one year, two years, one month, or two months; it depends on human nature and age.
Short programmes are required but throughout long term programmes.
We do not need a specific time for developing leaders; because leadership is not a studied material and then you say we have finished. It must be within the school's curricular content, not separated.

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?	
Why Long-term? Significance of Long-term	3, 4, 5, 6, 10, 12,
Criteria for our choice	8, 9, 13,
Interviewees' precious sights	1, 2, 7, 11, 14, 15,

Long-term vs. short-term YLD (UK' professors)	
1.	it's so important to create a culture in … the school … "This is the way we are going to do things in a collaborative way, in a way which respects other people, in a way which you have got to argue your point, it's about transforming the culture around you so it's constantly supporting these behaviours.
2.	So I don't think it's a good idea to have a long programme as a programme, because it's about doing things differently in everyday life.
3.	There's no more coaching, no more action learning sets, no more discussion.
4.	I think we've got to aim … at embedding whatever leadership behaviours you want for young people. Embed that in the environment around them … to nurture families, networks, communities, schools.
5.	To simply provide opportunities for kids to do real work.
6.	help individuals take on more and more depending on where they're at, some of it's age-related,
7.	so build on that attention to self and the campus and then the community. our capstone course is a bigger sense of "you and the world as a global citizen".
8.	Leadership is often about being on the margins at various times. Those people need to be nurtured and protected and listened to. So that opposition of being self-expelled, self-excluded, is important to them in how they develop.
9.	Leadership can develop in lots of ways and very unusual ways that people don't think of as being leadership.
10.	we need to be very attentive to people on the edges, and not just write them off, because they could actually be the source of hope.
11.	it's crucial to include opportunities for ethical judgement. so offering opportunities that are age-appropriate for people to start to fine-tune their ethical sensitivity, the ability to make fairly wise ethical judgements, I think is important.

12.	Well, one is tempted always to say "long term", but I think it probably needs more research … it's easy to say "long term", but maybe it's about spotting moments which are truly transformational and then working with them.
13.	I would say that for some people, leadership emerges in a day, or their skills can emerge in a day … His fortunes as a leader turned on one day, that happens in different ways for different people at different points in their lives, including earlier life.
14.	you need some, as it were, work at the beginning, maybe some intensive work to help people acquire those skills. And then just like being a doctor, lawyer or teacher, you need continuing development as you move on,
15.	because the situations that you're exercising leadership in are going to vary
16.	you're going to need a different kind of skill set from somebody who's going to be … a charismatic revolutionary leader
17.	I suppose it depends where you start from … there are some characteristics that people have that you can develop.
18.	If people can't communicate … it's very difficult to enable people to do that. It takes a long time. The development of leadership in any person is a lifelong activity, or can be.
19.	So, I'm sure that you can do some things short term, such as a weekend out on the Moors together – that might greatly enhance somebody's leadership skills … You can do useful things in a short time frame.
20.	Very often, these things are decided by resources, aren't they – how many resources we've got to help people.
21.	Warren Bennis said that the development of leadership is more or less the same thing as the development of a fully functioning human being.
22.	it would depend, on purpose. I think purpose is terribly important in all of this.
23.	If the purpose of any development is going to be sustainable in terms of long term, if there is to be footprints in the sand that the sea is not going to wash away, then long term is critical.
24.	In short term, you can see people being prepared for a specific task, and that often is important if you're going to be doing "X" in two weeks' time
25.	Circumstances can produce leaders … Some people come into their own in a particular circumstance.
26.	Learning about leadership and to be a leader is possible. if I'm interested in that.
27.	If our education system allows people to be those thinking individuals – the self-actuating individuals … then those people would not allow such people to dominate.
28.	So reinforcement, bringing people together, making them parts of networks, coaching them, updating them, creating discussion forums
29.	Somebody that will be President of this country in about 30 or 40 years' time. We should be training everybody in the attitudes, values and skills that we want our leaders to have
30.	Leadership skills should be started in Grade 2, Grade 1, and then gradually gives everybody opportunities to demonstrate their leadership capabilities over time. 80% of young people are already burned out by the time they've reached youth. They're not going to be leaders because they've been beaten down or been ignored. They've never had the opportunity to lead anybody.
31.	we have habits. We form our habits because it's easier for us to do things without thinking about it. Habits are things that happen at the back of our heads. They're not the things that we think about … over time, we build up a range of habits.
32.	if you've been told what to do for the whole of your life – by your parents, by your teachers, by the people at the church … then the habit is "I'll wait until somebody tells me". one of the things about our brain is that we can build new pathways
33.	So what we need to be looking at is "how do we change the conceptual understanding of young people in a way that allows them to see themselves as being a leader?". And of course you can do that when they're 19 or 20, but it's so much easier if you do it when you're five. It's just like learning a new language.
34.	come out of education with a certain confidence in their abilities and skills. And that takes time to build.
35.	It depends what that approach involves.
36.	See the development of leadership as not something that you can switch on like you can turn a light on … it's much more like building a house … it involves many, many different parts.

37.	So I think a long term approach has to be the way to do it. Well, because I think that leadership involves many, many skills, there are many components to it. Leadership is very complex.
38.	there is a very large research literature on human temperament, and what that shows is that people actually differ in how much risk they're prepared to take in life. Some people … don't want to take any risks. They're very timid, shy babies. other children are … confident, they will take risks.
39.	So I suspect that there are some people who could never become leaders because of their genetic inheritance – they avoid risk, they avoid danger.
40.	We need a long term approach. We need to find ways in which adolescents can identify ways in which they can show leadership in these difficult circumstances.
41.	Well, just think what's happening with globalisation. The position of young people is changing so rapidly … and there are more opportunities
42.	We're living in a very different world.
43.	We're living in an information age.
44.	But I think we need a long term strategy because the youth of today are the adults of tomorrow, the political leaders and so on.
45.	So we need a long term strategy so that we can be identifying people who will have the talents and skills to really make a difference.
46.	the characteristics of adolescence that I've been talking about, for example, the rapid development of cognitive skills, we're not going to change that. I think what we do need to change is to provide more opportunities for skills and talents and the responsibility of young people to develop and to flourish.
47.	Oh, long term, without a doubt … for a whole host of reasons. 12 to 18 … those years are so formative, so foundational, so much composed with a whole variety of different issues to deal with, different feelings, the body is changing, what they're learning is changing and all of that.
48.	And I think if you don't take a long term view, then the danger is that ... we get into almost a quick fix skills delivery …
49.	we get into almost a quick fix skills delivery, of "right, we are taking you for the next six weeks, eight weeks, ten hours or whatever, these are the skills", and then we pretend that we have now equipped these people with the skills of leadership.
50.	The old story about inoculation, that to prevent someone getting the illness, we actually inoculate them with a little bit so that they build up a resistance against it … where we give people a little bit of it, they then seem to think "is that all it is?" and they build up a resistance against the full effect of it. And that is a real problem.
51.	I was asked by a charity to do a day on leadership … it was really worthwhile, but in the end I decided I wasn't going to do it again, because that one day was almost their full exposure to issues of leadership.
52.	So, I think with young people, it has to be an ongoing commitment that takes them through the different stages of development, because they change rapidly in every aspect – their attitudes change, their body changes, their way of thinking, their whole approach changes.
53.	the desire of "I want to try to be a leader" – may come very suddenly. But development the skills will always take a long amount of time. Because the skills are difficult
54.	they require a lot of practice or a lot of study … even people with natural skills, to inspire people and so forth – they're going to need practice to develop those skills.
55.	Because if a child gets to later adolescence and has had poor experience in family and in community, I think it's a very difficult job to reverse that in adolescence.
56.	Because it's more effective, because the methods probably that you might want to use would be more sophisticated,
57.	Their are short term things to be done --course , conferences and practical responsibilities -- but growing leaders is like growing trees , it takes a long time .
58.	Short term what? Do you mean development opportunities? In which case it always has to be long term if you think leadership is related to lifelong learning

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

Why Long-term? Significance of Long-term	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 15, 16, 18, 21, 27, 28, 29, 31, 34, 37, 40, 41, 42, 43, 44, 45, 46, 47, 48, 52, 53, 54, 55, 56,
Criteria for our choice	6, 13, 17, 20, 22, 24, 25, 26, 35, 38, 39,
Interviewees' precious sights	12, 14, 19, 23, 30, 32, 33, 36, 49, 50, 51, 57, 58

	Long-term vs. short-term YLD (UK' Leaders)
1.	It's long term. Or both. The problems in our society are fairly deep-seated, and therefore they require continuous investment, smart investment.
2.	We need long term, because we have to have an infrastructure for young people when they need it, not when it's too late.
3.	Having both volunteers and paid staff who are trained, skilled, constantly in contact with those young people
4.	So we have to get to the foundations of the problems – the social problems, mental health problems …we have to look at cause, not just effect. And that takes time, it takes effort, it takes money. It takes attitude as much as anything.
5.	Youth are our future. And motivation goes a long way in encouraging people to go that extra mile, to stretch themselves
6.	Well, I think it always has to be a long term approach. You want to make sure that everything's fitting down.
7.	They have different needs.
8.	They see the world in a different way.
9.	Because there's no quick fix. Leadership isn't a pill you can take.
10.	when we talk about the bits that are learned, it's experiential, it's contextualized … They've got to experience it in different settings. I'm a very experiential learner, **2**
11.	You have to have the period for reflection.
12.	You've got to unlearn the previous things that didn't work
13.	go and try them out again, transfer them across to another set of different contexts to test their durability … That's not a quick fix, that's a really long term programme.
14.	if they don't have the opportunity of repeating the experience, I'm not sure that it's going to go anywhere. So it could be a lot of small things that happen over time,
15.	things are fairly one-dimensional, so the repeat provides you with just more information to be able to use and it helps your confidence, otherwise I think it would just be a very single-dimension thing, as if you could provide somebody with a text book and they'd become it.
16.	I think that 12 to 18 is that period of time you help. That's short term for me.
17.	what you've done is you've made them aware of the fact that they've always got to be looking for opportunities.
18.	The most important opportunity about what you do is following a good leader. So, that's what you're doing during that time.
19.	You don't go into a sausage machine at 12 and come out at 18 as a leader. You're just preparing them, and that's what it's all about.
20.	Definitely, long term … if you want to turn the leader into a world-class leader, a leader of men, a leader of businesses, then you won't do that in 2 years. It's an apprenticeship.
21.	If you want to be a leader, study the biggest and best leaders there's ever been. Read about their failures and learn from that … So your knowledge about leadership is absolutely vital. Don't read a thesis in what you should do, but learn from the great leaders.
22.	We need both. I don't think it's an "either, or".
23.	Because we're looking at big generational change, so you've got to stick. What you don't want is just a three-year project that just dies at the end of three years, which is sadly what happens too much.

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short

or long-term approach?	
Why Long-term? Significance of Long-term	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 20, 23,
Criteria for our choice	
Interviewees' precious sights	15, 16, 18, 19, 21, 22,

Appendix B3b: Generic YLD vs. Specific YLD

Which is better: focusing on generic leadership or focusing on a wide range of details?

	Generic YLD vs. Specific YLD (KSA' professors)
1.	It's better to give them the basics with the practice and action learning … It's better to give them the basics through practice,
2.	I think it is better to concentrate on practice,
3.	such as extra-curricular activities
4.	but if you can't give practical opportunities, the other alternative will come to the fore,
5.	which is giving examples
6.	by videoing it
7.	and if we have time for secondary things, this will be good.
8.	However, it is most likely in our current situation that we cannot move away from the key issues, because we are limited with our educational system.
9.	The educational system
10.	In my opinion, we can focus on generic leadership including their required details.
11.	The common things do not fit.
12.	The advice does not fit.
13.	The suitable thing is a detailed practical programme, which involves tasks for which training is offered.
14.	practical tasks
15.	We should educate as training sessions
16.	We prepare situations for LD,
17.	working on simulations
18.	realistic situations from our the environment.
19.	Education depends more on the way/path/implementation than the content … training depends on the way/path/implementation rather than the content
20.	the method plays a key role.
21.	But if you entered into the more tedious details, it would become more routine;
22.	and you're not supposed to give all the details,
23.	especially with the talented students, you should leave the details to come from the student, by allowing them to think, innovate and invent.
24.	the talented students
25.	enrichment programmes
26.	We always find in education and training that the curriculum is taught by a teacher. He is the one who gives this curriculum.
27.	the situational and meaningful training can change the person's behaviours
28.	The generic aspect; it is linked with principles, rules and method rather than the content. The necessitate contents are important
29.	The more focus on the generic leadership and general principles, the better forming awareness individuals able to handle circumstances appropriately and dealing with the future in a flexible manner
30.	It depends on students' personalities
31.	The individual variations emerge at this stage.
32.	I do not encourage details, because they raise too many queries in young people and you may not have answers to them, and therefore you have the opposite effect.

33.	However, at the university level, they can handle details.
34.	At the beginning, you should give them generalities and then drop in details as they are growing up.
35.	Both of them, some need wholes, and the others needs details.
36.	It depends on the individual's existing capacities
37.	Adolescents are vary
38.	macro and micro details based on the environment in which you operate in it
39.	For example: The village's students have more capacity than the city,
40.	In the village still there is the nature of the traditional society.
41.	you can discover the leadership only from the general programmes
42.	As these capabilities were not proven or shown, it is preferable to set up based on generics until the puberty.
43.	Logically, the establishment of any science or art emerges from the shared background
44.	Until the young person is able to take his/her decision in determining his life path, we still have time for direction and guiding.
45.	The stage of growing up, training and preparation is not complete until 18 years old or more
46.	if we begin in details from this stages, we focus on one particular aspect and ignore other
47.	and we might move in the wrong direction; which is not suitable for youth' capabilities and tendencies.
48.	Generic leadership is more important than focusing on actual details, for example, inculcating certain behaviours in students, such as courage and generosity.
49.	inculcating courage and generosity
50.	Generic leadership is deep-rootedness in the individual's personality, more than details.
51.	However, that does not mean that we should neglect details.
52.	For example, if you want to build individual's confidence or train them for speaking and reading, and then isolate details, therefore the skill does not fulfilled.
53.	confidence
54.	speaking
55.	reading

For young people, which is better: focusing on generic leadership or focusing on a wide range of details?	
Why Macro? Significance of Macro	5, 8, 23, 29, 33, 34, 41, 42, 43, 44, 45, 48, 50,
Why not	11, 12,
Why Micro? Significance of Micro	52
Why not	21, 22, 32, 46, 47,
Why Both?	35,
Examples for Macro Leadership	2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 25, 26, 27,
Examples for Micro Leadership	13, 49, 53, 54, 55,
Criteria for our choice	7, 24, 30, 31, 35, 36, 37, 38, 39, 40,
Interviewees' precious sights	1, 10, 19, 20, 28, 51,

Generic YLD vs. Specific YLD (KSA' leaders)	
1.	It focuses on the details; as the student in this stage has a lack of perceive,
2.	in this stage, student should have determined steps even if he/she is not aware of these steps
3.	polishing his talents,
4.	encouraging for reading,
5.	to deliver a speech
6.	and solve a problem.
7.	but the issue of what is the leadership type which is suitable for a person in this stage? It is not clear, because the life has wide field, is the leadership related to be, social, media, religion, or political guide.

8.	The generic leadership is the bases.
9.	You must prepare the environment for all people. The flower will bloom, and those who have real potential will be picked.
10.	You should feed individuals' brains, and then examine the indirect impact later.
11.	The brain acts as a storage facility, so if you put the right thing in there, over time it will organise together and will lead to what you are looking for.
12.	starting with the generics before details is the primer
13.	to start with the premise, if it is accurate, the results will be accurate, and vice versa what is built on a mistake will be a mistake.
14.	I like to highlight that the fault lies in the selection of leaders. And the programmes are run for those who are not suited to leadership.
15.	If we succeed in selection, we should focus on the guidelines;
16.	We should encourage youth and develop them, then let them freely deal with new situations.
17.	Also, universities should continue to work in this area. عملية مستمرة وليست منقطعة
18.	The programme start in surface-deep, gives generics, and it returned deeper. Also, it is being repeated deeper still in universities, there must be more detail to the programme, and thus the same programme is repeated three times.
19.	Focusing on details at this stage may cause forcing youth to choose their way
20.	This stage is not one of details; it is stage of frames;
21.	because the details might be dispersed the learners at this stage.
22.	Focus on the generics, and the students themselves will understand the details later on
23.	And if students have capabilities and abilities and go through the details, you will be in the position of assistant.
24.	students have capabilities and abilities and go through the details
25.	Part of the work on basics; because you do not know the nature of youth and what is inside them.
26.	Basics are positive; it gives you a wide area to identify the people,
27.	Focusing on generic help us to discover their leadership.
28.	In addition, you cannot, make details without the basics.
29.	Thinking skills

For young people, which is better: focusing on generic leadership or focusing on a wide rang of details?	
Why Macro?	8, 10, 11, 12, 13, 16, 17, 22, 25, 26, 27, 28,
Why not	
Why Micro?	1,
Why not	7, 19, 21,
Why Both?	
Examples for Macro Leadership	
Examples for Micro Leadership	3,4,5,6, 29,
Criteria for our choice	9, 15, 24,
Interviewees' precious sights	2, 14, 18, 20, 23,

Generic YLD vs. Specific YLD (UK' professors)
1. I don't know whether I would divide it like that.
2. When I think of generic leadership, I think of some kind of an abstract, talking about the elements of leadership or something like that.
3. we have a sense that leadership development needs to be grounded in the context where people are, the lives they are leading, the skills they already have, the experiences they have,
4. I think while, as academics, we spend a lot of time thinking about frameworks of leadership and so on, I wouldn't start there with young people. I would start where they're at.
5. Being more on the practical side rather than the theoretical or generic side, maybe, would be my tendency.
6. Well, "generic" in my mind means "a wide range", so I don't understand the difference.
7. So I think we should probably have as open-minded a view as possible and give people a very wide range of opportunities and areas in which they may find themselves.

8. But I'm not so convinced … that we can be as precise to say "these are the core".
9. Well, I think people want to exercise leadership in relation to something specific. And so I think you need to help people with it.
10. you need to be focussing around specific projects or specific actions that they want to take
11. Generic skills
12. It has to be about something, because otherwise I don't think it's terribly attractive or interesting.
13. I do think that in that period of time, at that age, people are more open. There are more possibilities that they can think of.
14. And there are more things that I think you can do that are going to improve people's skills, which are probably more difficult to learn as you get older.
15. So, specifically thinking about the ability to communicate, I think you can learn that more easily when you're young,
16. When you're open it's much easier to learn.
17. So having that split, that dichotomy … is a difficult one to comment on.
18. there will be particular times when you have to focus on one or the other
19. I think intuitively, if you get the generic bit right, then you're making a much more rounded individual.
20. If you're only focussing on specific issues et cetera, then those might be expedient. They might be appropriate for a particular stage in time.
21. It's not just about learning things. It's not just about having the tools and taking a spanner to an engine. It's being able to have the concept and knowledge – a) this is an engine, b) this is a spanner, and no matter which engine and which spanner I have, there are things I can do with both.
22. So I think generic, for me, is much more important until you have a specific set of circumstances where the particular is so critical and so important.
23. By and large, what I have seen is that you focus more on the individual and what they can do. So, in a sense, that attacks the view of generic leadership.
24. But helping you focus on what you can do does mean that you have to look at detail.
25. So, you're leading a team, you're doing X, Y and Z. If you don't attend to detail, you're not going to be a leader.
26. I know many of the leadership development models now are much more in the generic box. I don't find them helpful.
27. I find you understanding in this context what you're going to do and how you're going to do it well, is important, which means that you must attend to detail.
28. So it's contextualisation with detail.
29. It depends where you are and what your history is. That's where it gets back to this situation.
30. Initially, you need to set the conditions that will allow people to demonstrate leadership. Whatever that might be.
31. Now, if you do that when they're five, six or seven, by the time they're 12 or 13 or 15, you can focus on the details … So you're looking at it in a generic way and then as you become more skilled and more aware, you become more specific.
32. But if they haven't had any experiences of thinking about themselves as a leader or playing around within a community as a leader … then you can't concentrate on the specifics. They don't have the general.
33. So, for me, it's a developmental programme.
34. You start by giving people opportunities, putting them in a place where an activity occurs that allows this to develop, give them advice while the activity is happening
35. I think with young people, the most important thing is to build on where they are at.
36. How you capture young people has to be by building on what they're interested in
37. They're utterly transferrable skills. But I do believe that if you're a leader in one situation, you can transfer all of that to other situations.
38. It depends what sort of leader you want. I suppose if you were trying to develop a religious leader, you would be focussing on a very different set of practices than if you were to be trying to develop, let's say, a leader of civil engineers.
39. I guess I still have difficulty with this idea that there are general training programmes that you could set up for leadership that would apply to the army, to religion, to science.
40. you have self-belief that leads to particular forms of leadership behaviour,

41. you can just have – in a sense – surprises in life … because of extraordinary breakthrough, you feel that you have to take a position to help other people. So I think that sometimes the causal sequence can be one way, but the causal sequence can be different on other occasions. (surprises in life)
42. The more I think about it, the more I think it's all so complex.
43. it's not actually one or the other, but both, because I think you need the generic, but you also need the detail.
44. So the detail is about the particular circumstances in which leadership is going to be exercised.
45. But the generic is about the interpersonal skills, the ability to reach out to people, the ability to understand people, the ability to carry people along with you.
46. the ability to reach out to people
47. the ability to understand people
48. the ability to carry people along with you. Those are generic skills.
49. That question's got me, I think. I think what I wouldn't want to do is to be too sold on just one approach,
50. Transformational leadership may be very important, but also let's consider you might even talk about transactional leadership, traits and behaviours, authentic leadership or distributed leadership.
51. And I think with young people, I don't think it would be appropriate in most circumstances to all of the theories … neither do I think it's appropriate to almost have a checklist of "these are the five things about of leadership" as if it works in all circumstances at all times with all people
52. I think the dilemma is to say "how do I boil leadership down into a set of precepts that can be easily communicated whilst at the same time trying to get people to understand that in different circumstances at different times with different people with different problems to be tackled?", you may need to flex and bend, reshape and rethink that leadership.
53. My speculation would be that 12 to 18 year old kids are not going to think so broadly about some very, very broad things.
54. It probably makes more sense to try to develop specific skills – speaking skills, listening skills, cognitive skills.
55. I'm not sure if 12 to 18 year olds by and large are mature enough or far enough along in their lives to do that. The overall approach to leadership sounds more like an adult thing. I think it's just difficult to get 12 to 18 year olds to focus on.
56. I think it's easier to help them develop some skills that later can be helpful for leadership.
57. In my personal view, the core is most important. And the general is something you add to as you're becoming more capable and as you're, if you like, as the challenge is to you to extend your leadership possibilities
58. And it's not only information that young people want. It is values and ethics. It's about the package of a person.
59. Always start with the generic role of leader.
60. Start with the simple and move on to the more complex later.
61. I don't think there is a generic leadership

For young people, which is better: focusing on generic leadership or focusing on a wide rang of details?	
Why Macro?	21, 37, 58, 59, 60,
Why not	8, 19, 23, 26, 53, 55,
Why Micro?	5, 9, 10, 12, 13, 15, 24, 25, 27, 28, 56,
Why not	20, 51,
Why Both?	
Examples for Macro Leadership	2, 7, 11, 34, 40, 45, 46, 47, 48,
Examples for Micro Leadership	44, 54,
Criteria for our choice	16, 18, 29, 30, 32, 35, 36, 38, 41,
Interviewees' precious sights	1, 3, 4, 6, 7, 17, 22, 31, 33, 39, 42, 43, 49, 50, 52, 61,

Generic YLD vs. Specific YLD (UK' leaders)
1. I would say a wide range for general development … my own leadership has been like that.
2. And building on what comes naturally.
3. You get natural leaders and not emphasise a particular aspect of leadership – "don't do that; do this".
4. You are yourself, and if you've got gifts without exaggerating them, use them. If you're a good communicator with children, fine, use that wherever you are,
5. So develop your broad range of gifts.
6. Generic. That's my philosophy, anyway. That's been my approach with my children.
7. And sometimes I think I should have been pushier,
8. that what's most important is that they know I have faith that they can figure it out.
9. But putting them in an environment where they can learn the right things is good
10. that's why choosing the school is so important.
11. I got all my children involved in sports, because I thought that was good for them.
12. They like it.
13. It's not forcing anything on them.
14. Their beliefs and values mirror mostly how you live. Your actions speak louder than your words. So the example that you give them as an adult is the most powerful thing.
15. Young people tend to present with a passion for something, so therefore you will nurture that passion, help them to develop it, and help them to impart it to others.
16. But in order to do nurture their passion really effectively, you also need some general leadership skills.
17. How do you add almost general social skills to that? And for that, you need a kind of more general leadership programme that teaches you about everything from childhood psychology to adolescence, to sociology
18. I think that there's nothing like giving people rounded skills, because you never know what type of situation you're going to be managing in the future,
19. And the more experience you've got, the more chance you'll make the right decision when a situation comes along.
20. If you have too narrow an experience, if problems come along that are out of your comfort zone, … you're … indecisive of how to deal with it.
21. I just see them as interwoven. So we end up trading off all of these cores and details when in fact you can't have one without the other.
22. We do need to develop core competencies
23. But if you're talking about the details – the reading, writing,
24. the verbal skills
25. the listening skills
26. the ability to discriminate
27. the emotional intelligence
28. What I see in generic leadership, I suppose, is something that people can maybe not have to have a scientific approach to, but have a feeling about and understanding.
29. And the details tend to be more the scientific approach to it.
30. being an experiential learner.
31. But I think in youth at that stage, people are not going to be looking for the "psychobabble". They might be more likely to be persuaded by something that seems to work for them.
32. I think first and foremost it's to have a complete understanding of what they want to do.
33. And although most youths are have ambition.
34. And my ambition at 12 and 13 was not to be the boss of an air conditioning company and have 12 000 employees, it was to be a successful businessman, and that could have been pushing a fruit barrel.
35. I think there are some core things, but I think it's then contextually specific. And I think context and place matter a lot.
36. So I think with young people, if you're getting them to see what some of the core is, they still need to be able to understand how you apply that and the changes you make according to context.
37. And therefore giving them experience of different contexts so that they can understand that and analyse that and develop that sense-making ability, I think that's very important.

For young people, which is better: focusing on generic leadership or focusing on a wide range of details?	
Why Macro?	3, 4, 16, 17, 18, 19, 34, 36,
Why not	
Why Micro?	31,
Why not	20,
Why Both?	
Examples for Macro Leadership	7, 8, 9, 10, 11, 13, 14, 15, 22, 30, 32, 33, 37,
Examples for Micro Leadership	23, 24, 25, 26, 27,
Criteria for our choice	12,
Interviewees' precious sights	1, 2, 5, 6, 21, 28, 29, 35,

Appendix b4: leadership responsibility

Appendix B4a: Leadership Responsibility in the Family

What responsibilities/opportunities help young people to become leaders in the family?

Leadership Responsibility in the Family (KSA' professors)
What responsibilities/opportunities help young people to become leaders in the family?
1.   The parents are those who teach leadership.
2.   bear them the responsibility, **2**
3.   teaches them how to bear responsibilities
4.   to do some things that often belong to their age.
5.   We should continue developing leadership. provides training in dealing with responsibilities **2**
6.   self-reliant
7.   Involve them in decision-making. participating in the family decisions. Participating in decision making as much as possible, **3**
8.   Proverbs and idioms
9.   Folk stories by the grandparents, stories teach you how to plan and you have a vision
10. they give you models
11. Take the advantages of our traditions
12. reading the story of the successes
13. the relationship between the family is an interactive and governed by emotion
14. if the parents are convinced that the major objective of nurturing youth is independence; it becomes a stimulating environment.
15. Give them freedom; organized freedom.
16. their energy is developing rapidly,
17. give them the confidence and trust.
18. as a parent you must be a pacemaker
19. there must be a mutual understanding
20. Assign them to responsibilities, even if they are mistaken
21. feign inattention towards the negative sides
22. There is a need to bear responsibility
23. This awareness sustained via internal sense,
24. psychological willingness,
25. and social factors

26.	Financial responsibility
27.	Financial independence
28.	parents who have their own democracy, and have few limits.
29.	pay bills
30.	being consulted on family matters, trips,
31.	
32.	Open-minded family
33.	Dialogue
34.	Discussion
35.	Planning for the future
36.	Start small business
37.	Have a profession at summer holiday
38.	Part time job
39.	By allowing children to deal with a specific issue
40.	and making them bear a certain degree of the responsibility.
41.	Leadership-related readings,
42.	Joining the academic society such as forums and lectures,
43.	Applying the brainstorming in presenting the issues
44.	
45.	Participating in the discussions of the family regarding their issues
46.	Leading roles for the family budget
47.	planning family holidays
48.	helping the youngest siblings. **2**
49.	Teach them independency,
50.	they should be given some appropriate responsibilities
51.	To learn how to deal with the housing expenses
52.	to be patient when you train them,
53.	keep patient one, two,… up to ten times to teach him,
54.	and give him the sufficient time to learn.
55.	appreciate the efforts of them in the front of guests and encourage them
56.	Gradually bearing responsibilities
57.	Entrust them with certain tasks. Delegating some tasks to youth, **2**
58.	As fixing problems at home
59.	fetching technicians to make these repairs
60.	negotiating prices with them
61.	Parents should allow youth to complete the tasks assigned to them
62.	Adults should be tolerant, and should not blame them any mistakes.
63.	we have to give them the opportunity to learn how to complete a task. Give them a chance to learn, and bear the losses 2
64.	Bearing responsibilities roots leadership skills
65.	Being in a good social class also helps
66.	Conversations and debates within the family help to develop personal leadership skills.
67.	The more we build confidence in young people, the more they become leaders
68.	the fields are extremely broad for those who have the conviction that they should make leaders
69.	The introvert youth can be raised to insignificant levels. If you raise them to a greater level, they may collapse
70.	Family is wealthy field for leadership development
71.	if the parents are aware of this side, it will be productive,
72.	We need to create opportunities for them, and do not let opportunities come by chance
73.	It depends initially on the parents' capacity to discover youth's abilities
74.	Discovery is not enough if we don't turn to the leadership development
75.	it is insufficient if I am not communicating with the school
76.	to strengthen the talents
77.	If we give them the confidence, they will achieve more
78.	we should continue reinforcement
79.	The fields come back to the acknowledgment of the parents to the properties of the stage

80. To have self-assertion, can say: no, and can say: yes.	
81. Let them choose their own needs	
82. choose their own clothes	
83. Encouraging them in front of his peers	
84. Assign them with work in front of their colleagues	
85. We must know their abilities and raise them according to the stages of life	
86. it is enough at this time to make an independent person	
87. independency,	
88. psychological willingness	
89. internal sense	

What responsibilities/opportunities help young people to become leaders in the family?		
Significance (Benefits of bearing resp.)		6, 22, 64, 70, 80,
Motives to bearing resp.		23, 24, 25, 84, 87, 88, 89
Family's dealing style		13, 18, 28, 32, 33, 34, 43, 45, 62, 66,
Family management Primitive responsibilities		2, 26, 29, 30, 47, 51, 57, 58, 59, 60, 81, 82,
Moderate responsibilities		12, 27, 36, 37, 38, 41, 46, 48,
Sophisticated responsibilities		7, 35, 39,
Tool (Procedures)		8, 9,
Factors impact bearing resp.	+	3, 10, 11, 14, 15, 16, 17, 20, 21, 42,49, 52, 53, 55, 61, 63, 65, 76, 77, 78, 79, 83,
	-	
Criteria for family resp.		4, 19, 40, 50, 54, 56, 71, 73, 85,
Concept		1, 5, 67, 68, 69, 72, 74, 75, 86,

Leadership Responsibility in the Family (KSA' leaders)
1. There is harmonization between my parents
2. There was shared care for my brothers and sisters
3. We had a competitive environment
4. My father used to provide us confidence. in the sense that the family must contribute to giving young people more confidence,
5. Even during walking together, (informal)
6. My father was proud of us.
7. And when he sees something he does not like, he used to feign ignorance.
8. He tried to find pretext for us, when we did a mistake
9. Giving us responsibilities such as selling and purchasing. sold and bought.
10. I did the all the tasks, I bought goods from the traders,
11. We used to announce auction for goods
12. My father used to sit with us at evening to read books.
13. My mother had high emotion
14. My mother was a poet, As she had unique linguistic capabilities
15. I learnt from her the forgiveness,
16. I learnt from her contentment, satisfaction.
17. Happiness is vital for a genuine success; it gives you balance, relaxation, the ability of assimilation and sacrifice
18. My mother taught me to be loyal
19. My mother taught me to be patient,

20.	My mother taught me to be to obey Allah and pray regularly.
21.	She was both parents to me.
22.	My mother used to sew cloths and work both days and nights to fulfil the family's needs.
23.	After my father died, my grandmother cared for us and provided us with basic domestic needs.
24.	My mother had many opportunities to get married after my father's death, but she refused because of caring of us.
25.	My mother permitted me to go and she prayed that I would be successful.
26.	My uncle used to encourage me
27.	In class 10, I got married which was a great responsibility.
28.	My uncle wanted me to devote my time to his business. My uncle asked me to pay more attention to his shop and not to care for my studies.
29.	I felt I had a responsibility for my mother and brother.
30.	I am the eldest son. I was the eldest 2
31.	my mother is divorced, and I live with my father,
32.	my father was prestigious among his people,
33.	he used to authorize me by some tasks
34.	such as receiving guests. My parents always let me handle the responsibility if the guests came. **2**
35.	There must be an awareness at home,
36.	That period wasn't recognizable, I was lost, I had not found myself at this stage.
37.	I had no chances except when searching for bread.
38.	Sell water and vegetables and fruit in the evening in my district area.
39.	managing a shop with my brother. My father had a grocery shop; in class 7 after school I used to spend the rest of the time in this shop, when he was absent. I used to manage our small shop. I used to help my uncle in his small shop selling to Bedouins and female cloth-workers. he had big shop, I was his clerk and seller although he was young. **5**
40.	This allowed me to get a great deal of experience in dealing with the public through managing a shop. dealt with the people, **2**
41.	The desire to run a business emerged from our desire to collect money.
42.	our father preferred us to pay more attention to our studies, as he was not educated and he wanted to make up for what he missed out on through us.
43.	But we always used to reassure him that we were capable of combining studying with business. (الثّقة (بالنفس تزيد من الدافعية لتحمل المسؤلية
44.	My friends were kindred group with strong resolves and a desire to develop themselves.
45.	The first and foremost responsibility was to study and be successful.

46.	I come from a family where my father is a wealthy man
47.	and my mother was in the house 24/7.
48.	We were twelve brothers.
49.	The eldest brothers affect the youngest.
50.	had a great role in terms of influencing them,
51.	caring for our brothers, sisters and sons. Although we were young, the responsibility was great upon us.
52.	Our father was very conservative and puts fear into us. Also, he was more conservative and cautious of us having a great amount of money in our hands. He always wanted us not to spend much money, as he has a famous principle which we say to each other: "Pence with pence", meaning, "it's up to you, bring what you want". We accused him of being mean.
53.	At secondary stage and after successful situation, he told me "I was waiting for the day that you can lead yourself, and know what is suitable for you".
54.	He consequently depended upon us to manage house matters
55.	and the responsibility of family travel.
56.	He used to refuse to hear phylactery between us.
57.	The most important thing is the family, as it is the entity which creates the leader. If the family feels openness and responds to people and society, we can be certain that the children might be leaders.
58.	In our company, we give chances and responsibilities, concentrating on the third generation, creating leaders not managers,
59.	by the experts and greatest minds.
60.	lectures
61.	we developed for them programs that explained to them how a leader should be, what the requirements, the basics are.
62.	
63.	But now, we leave them, as a dependant person, relying on others until they grow up. But in our time, 12 or 13 years old could bear responsibility.
64.	We should learn from our ancients' experiences
65.	through being involved in family decisions. Participating in family decisions, even if it's just simple matters over the summer. **2**
66.	Parents should be strict to some extent,
67.	and bring up their children within a particular discipline, whereby the children go to bed at a certain time and eat at a certain time.
68.	This is because discipline plays a great role in leadership. If the leader doesn't have some type of strict system, whereby the leader learns firmness,
69.	participating in discussing family matters. They have to let their children get used to sitting with

	them, discussing with and convincing them.
70.	Parents have to let their children get used to showing their views, even if they oppose what everyone else thinks.
71.	And therefore the children bear the responsibility, whether they are boys or girls.
72.	Parents have to accept that their sons make mistakes. The family should tolerate their kids' mistakes; it's better than the consequences of humiliation. **2**
73.	Many young people hesitate to do things because they are afraid of making mistakes.
74.	The family and the school must stand side by side in developing leadership talent.
75.	There are two essential aspects for YLD; firstly aspect is training on teamwork, and this is what is lacking.
76.	The leader is an individual who overcomes teamwork to collective leadership.
77.	We have people who are creative as individuals, but cannot work as a team;
78.	working as a team requires sacrifice, initiative and communication skills.
79.	Secondly contains the spirit of initiative.
80.	We should enhance their skill to market themselves
81.	Work as a team
82.	Plenty of knowledge is essential
83.	the family is not specialized in the leadership field
84.	The family should have three aspects: the psychological peace
85.	the student does not find a stick or beating on the face, and scorn and humiliation,
86.	The second aspect: make a praise and a lot of praise,
87.	Third: if they have a talent, you should give them money to raise their talents
88.	and provide them with a consultant, to help them developing their talents
89.	Positively participating in social responsibilities

What responsibilities influenced your choice to become a leader in your family?		
Significance (Benefits of bearing resp.)		40, 57, 68,
Motives for bearing resp.		17, 29, 41, 43, 79,
Family's dealing style (Family culture)		1, 2, 6, 7, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 24, 47, 48, 49, 52, 56, 66, 67, 69, 70, 86,
Family management Primitive responsibilities		34, 51, 54, 55, 65,
Moderate responsibilities		9, 10, 11, 38, 39, 45, 89,
Sophisticated responsibilities		27, 50, 81,
Tool (Procedures)		5, 59, 60, 61, 64, 75, 88,

Factors impact bearing resp.	+	3, 4, 8, 22, 25, 26, 28, 30, 31, 32, 33, 37, 42, 46, 53, 58, 72, 74, 78, 80, 82, 87,
	-	36, 63, 73, 77, 83, 85,
Criteria for family resp.		35, 71, 84,
Concept Tentative Hypotheses		76,

Leadership Responsibility in the Family (UK' professors)
1. Opportunities to try certain contributions in the family,
2. to be recognised for those contributions,
3. Step it up the older they get.
4. charge of their siblings, Taking on caring responsibilities for younger siblings **2**
5. help to build something in your family,
6. planning something for the family,
7. Exercise judgement, and prompted to learn from that
8. work on one's own, but as part of a family grouping,
9. then have feedback that is supportive, have developmental feedback **2**
10. Increase the level of assignment or challenge.
11. Then you can extrapolate that students might undertake.
12. The helpfulness can come from youth group leaders, a teacher, a religious group, and extended family members.
13. The helpfulness could come from literature. People find models in books.
14. Having the courage to try things and then learning from what you've done
15. Any opportunities for taking responsibility
16. opportunities that develops self-esteem
17. opportunities that develops self-confidence
18. learn things by example
19. learn from an older person
20. a good role model
21. working with groups of peers
22. Accomplishing tasks together.
23. Active engagement with parents in a leadership capacity. engaging the young person in what you're doing, **2**
24. accompanying parents to events
25. being involved in ways that are appropriate.
26. It depends on the family relationships and what is understood there.
27. Give them lots of responsibility,
28. in the sense that we tended to consult with her
29. Seeking her views on make decisions
30. Give her experiences
31. gave her the tools of being able to think and communicate for herself
32. to evaluate things.
33. Have the capacity to rationalise yourself and to do things"
34. we used to talk about issues of the day
35. encouraging an independent thinking
36. She had learned socially and intellectually to divorce behaviour from belief
37. she was able to manipulate her own circumstances to suit the social background
38. give responsibilities that they can undertake, not too difficult
39. support them in fulfilling those responsibilities
40. as they grow older, they have more responsibility and a bit less support.
41. They need a stable family, where they know what's happening
42. come from difficult family backgrounds
43. taken on a leadership role simply because other adults have had some faith, response and belief in them. It could be teachers, religious leaders. giving them self-belief **2**

44.	Communities and families are a much more social development, social messaging, fundamental giving of values issue.
45.	the ones who were older attributed a lot of their leadership to hardship and to being stretched.
46.	never experience two poverty, and military action, warfare
47.	given responsibility and left on your own to do it. "I can mentor you, but I can't protect you".
48.	type of early exposure to the real challenge of leadership,
49.	especially if the family is more privileged
50.	and the family exposes the youth to responsibility,
51.	give a warm, loving environment, could be harmful to leadership. It can make you confident, appreciate relationships, sensitive to relationships. But that is not sufficient for leadership.
52.	The Chinese tend to be tough with their children **2**
53.	The Russians expose their children to some really harsh decisions and conditions and let them fail, which is very deep in confusionist philosophy,
54.	if you don't learn what it means to take responsibility, it's not going to work.
55.	exposure to real responsibility early is a very powerful experience. The question is "how do you create that?".
56.	Take decisions for simple things, sharing in decision-making **3**
57.	encourage your children to take some responsibility **2**
58.	like getting the shopping from the supermarket
59.	deciding the agenda for a day on holiday
60.	parents can delegate to children.
61.	they can coach them.
62.	combine opportunity for responsibility with support or protection when they make mistakes, fall over trying things
63.	the more that can be encouraged earlier on, the better, otherwise .. too dependent.
64.	Having knowledge about the family circumstances, knowing about finances
65.	play a part in the issues that the family faces
66.	doing part-time job to support their family
67.	It's useful, because it develops skills of self-reliance. they learn skills of self-reliance **2**
68.	one of the weaknesses of the culture, children are spoilt,
69.	We ask nothing of them, we just give them things.
70.	A lot of parents see that as being kindness, but it's very corrupting
71.	Start with something very small
72.	It's your job to make sure that the table is clean before we eat".
73.	This gives children dignity,
74.	A sense of giving something to other people.
75.	that means listening to them and saying "what do you think we should do to try and solve this problem?" and we solve it together.
76.	structuring their lives in particular ways,
77.	giving them goals
78.	A very large number of British Prime Ministers experienced the death of a parent during their childhood. It's very strong statistically. it brings out in children capacities that they otherwise wouldn't have developed.
79.	These children very quickly have to grow up;
80.	feel different from other children.
81.	learn how to cope on their own,
82.	If we want good leaders, simply separate them from their parents,
83.	but separating children from their parents is also something that the private schools do,
84.	taking them away so that they have to learn to depend upon themselves.
85.	within the family it starts very much earlier.
86.	the starting point is about values. to give a sense of values, and how those values shape an individual
87.	allowing the child as they grow more and more personal responsibility.
88.	it involves training,
89.	They brought up very much in the same way, and yet their personalities are very different. And

	the way that you respond to the three has to be very different, because they are very different. have very different personalities **2**
90.	it take a mentor, coach or parent to be sensitive enough to those individual differences
91.	And that is why it's very difficult to have that fixed set of competences,
92.	because you have to apply things to real people in real situations.
93.	You need to broaden your mind
94.	Undertake experiences beyond your comfort zone
95.	encourage young people, to excel,
96.	encourage young people to try
97.	encourage young people to try to do a great job
98.	Having set of experiences of making decisions about their lives
99.	to have a conversation about what young people like, then they start to make decisions. To help them why those decisions are better than others
100.	treated as people with an important point of view
101.	how to handle money,
102.	repair things,
103.	cooking,
104.	cleaning,
105.	washing clothes, ironing;
106.	not just the day-to-day jobs, but also the serious decision making.
107.	Even semi-dangerous ones
108.	we live in a world where we won't let children climb trees, but you should teach them how to climb them safely.
109.	it depends what other siblings are in the family
110.	coaching or supporting siblings in their reading or their homework
111.	taking them out and watching over them when they're playing,
112.	playing games with them.
113.	Discussion about different views, different issues, together rather than as parents giving an answer
114.	learn about supporting other people
115.	develop the intellectual skills and in dealing with problems,
116.	learn a good argument and good analysis
117.	you mustn't argue in a way which demeans them and destroys their self-confidence.
118.	to be done in an unconditional respectful way. parents who are respectful **2**
119.	Leadership in many ways is very much about love
120.	try to understand "Why is he saying that?", to understand the way he saw the world.
121.	wonderful, and the unconditional love from my parents
122.	having some father or mother figure that can inspire the young people

What responsibilities/opportunities help young people to become leaders in the family?		
Significance (Benefits of bearing resp.)		44, 67, 73, 74, 79, 80,
Motives for bearing resp.		2, 20,
Family's dealing style (Family culture)		28, 34, 52, 60, 61, 75, 99, 100, 112, 113, 116, 117, 118, 119,
Family management Primitive responsibilities		5, 6, 56, 58, 59, 72, 101, 102, 103, 104, 105, 110, 111,
Moderate responsibilities		66, 87, 114,
Sophisticated responsibilities		1, 4, 7, 8, 30, 32, 48, 53, 65, 76, 81, 86, 93, 97, 98, 106, 107, 115,
Tool (Procedures)		3, 10, 13, 18, 19, 22, 23, 24, 47, 71, 83, 84,
Factors impact bearing resp.	+	9, 11, 12, 14, 15, 16, 17, 21, 26, 31, 33, 35, 36, 37, 39, 41, 43, 49, 50, 57, 62, 64, 78, 88, 89, 95, 96, 101, 121, 122

	-	42, 46, 51, 54, 68, 69, 70, 108, 109,
Criteria for family resp.		25, 38, 90, 92, 120,
Concept Tentative Hypotheses		27, 40, 45, 55, 63, 82, 85, 91, 94,

Leadership Responsibility in the Family (UK' leaders)

1. I appreciated my parents being together

2. During 6 years of war, he was away from home a very high percentage of the time

3. We didn't have much money

4. I remember a very happy childhood … I learned from parents the value of a happy home and a happy married life,

5. idyllic childhood

6. I cannot remember any particular pressures being put on me

7. my father liked reading, my father never had the opportunity of reading himself when he was a young

8. I was brought up in a little seaside place.

9. We always went to my grandmother

10. I was given every opportunity to express myself

11. I was never, ever aware of them having a disagreement.

12. I was never aware of any physical abuse

13. I never even remember any shouting at one another.

14. Giving them love. Parental love and nurture are absolutely important. **2**

15. Giving them self-confidence. Turns you into a confident individual that can make its way in the world. **2**

16. Making sure that they grow up with a positive sense of themselves

17. A sense of being able to be effective

18. And believing in them, believe that they have the capacity to deal with what they have to deal with.

19. If you constantly try to solve problems for them, your underlying message to them is "I don't think you're capable of handling this, so I'll step in and solve it for you"

20. But if you say "that's tough, but I know you can handle it", if you continually give them that message, you build their self-esteem and self-confidence.

21. Build their self-esteem

22. build their self-confidence

23. Actively give them, experiences where they will develop leadership,

24. But you can't make those decisions for your children. That's the tricky part. I think you have to understand that they're all individuals who are all different and they all need different things.

25. You want to encourage and sort of nudge without forcing. And that's a delicate thing as a parent.

26. Sometimes I think I should have been pushier, I have faith that they can figure it out.

27. But putting them in an environment where they can learn the right things,

28. Their beliefs and values mirror mostly how you live. Your actions speak louder than your words. So the example that you give them as an adult is the most powerful thing. good example from parents about how to live, **2**

29. My mother and sisters were teachers.

30.	I'm the eldest **2**
31.	so therefore I had responsibilities for my little sister and my little brother.
32.	I shared a room with my brother, and we were very close
33.	We were part of a very warm and loving family.
34.	My voice was heard and rich discussions took place. They were very interested in their children's voice.
35.	My father telling me a story, Then we would discuss the story
36.	And that rich dialogue develops my willingness to offer opinions and have an opinion
37.	My family experience was very important to me. I've painted a glowing picture of family
38.	Giving them responsibility to do things
39.	rather than taking things away from them,
40.	rather than getting everything done for you.
41.	you have to learn physically and mentally to do things
42.	Learn to take responsibility for your own actions,
43.	Learn to take responsibility to help others.
44.	Those types of things are what eventually forms your character
45.	the biggest thing is about nurture,
46.	giving and taking responsibility,
47.	being able to talk to them, listen and negotiate, the young people being able to feel that they can talk to their parents and be open with them
48.	Building a level of self-respect.
49.	None of these things are rocket science, but they don't happen that often. So all of those things, for me, are what'll make someone a well-centred,
50.	Relatively happy individual
51.	being able to cope with what life throws at them,
52.	They think about the wider community, about their siblings, parents and society in general.
53.	I used to deliver papers, which gave me an income
54.	I used to get 80 pence to deliver papers … I've always been motivated by money. I had more money than the other kids. **2**
55.	I would get up at 6 o'clock in the morning (an hour and a half), deliver them before I went to school and then do evening papers at night (half an hour). From 12, I was out at 5 o'clock every day in the morning delivering milk and newspapers, when I was 14, I started to work after school in a chemist shop. I worked delivering milk every morning at 6 **3**
56.	We were very much working class. I come from a very working class background. **3**
57.	There was no aspiration in our family to stick in and become a manager. It wasn't talked about.
58.	So there wasn't even any conscious desire to go into accountancy. it was more luck than judgement. But it was pure luck. and it turned out really, really well.

59.	But it was more an accident rather than a grounding
60.	I was form house captain, a Prefect. I had all of those opportunities there.
61.	My Mum was a strong influence on me. She was a very, very bright person.
62.	She had a very clear vision that she didn't want either of her daughters doing basically what was a menial, drudgery job.
63.	They worked very hard, both of them worked very hard to give us the opportunity.
64.	My parents were, and still are, very interested in self-education. They're very well-read,
65.	There was a lot of culture in the house. So that environment, I think helped me enormously
66.	I had the best parents in the world
67.	My father was a successful shipping agent.
68.	Christian family
69.	My brothers were: merchant, chartered accountant, university lecturer. So we all did something, and that influence us.
70.	But it wasn't a case of my Dad sitting down and saying "This is how you become a leader".
71.	I had to show my mother and father about "if this is how much comes in, this is how much goes out". I was saying to my Dad "when your salary comes in, you must put this by for rent, and you must put this by for bills" when I was 11, 12, 13. I was really the accountant in the house.
72.	I was actually helping with the money into the house.
73.	At 12 and 13, I was in charge of everyone above me and everyone below me
74.	But then, just before I was due to go, a bill would come into the house and it would need to be paid, and two years in a row I had to go and take my money from the club, not go on the holiday and pay the bills in the house. (to do what you want)
75.	They were Roman Catholics,
76.	I think the greatest thing you can do during that period is be close to your children, not to be distant. And I think that sums it up.
77.	Starting to take responsibility for planning an excursion
78.	To plan a holiday
79.	To get involved with the rest of the family in thinking about making decisions for the whole family
80.	And then to go through the planning process and to make it happen. It's quite simple stuff in some ways, but actually, we don't do it
81.	and negotiate a position and then take it through
82.	they learn resilience through failure.
83.	My parents moved away when I was 17. So I lived at home from ten to 17.
84.	Nothing that I can think of, it was very ordinary. It wasn't too bad a childhood. It wasn't a fantastic one

85.	I am in the middle
86.	You sort of see some parents that sort of really either maybe act as a role model, or their careers are things that you want to follow, or that they try to draw you out. And I don't remember any of that.
87.	I had a slightly difficult relationship with my father.
88.	they encouraged me to go to the Scouts. They encouraged me to think about university, something further on.
89.	go to the Scouts
90.	My father took up sailing, and so he used to drag me down to crew for him. I learned sailing from my father.

What responsibilities influenced your choice to become a leader in your family?		
Significance (Benefits of bearing resp.)		21, 22, 23, 44, 48, 49, 50, 51, 74, 82,
Motives for bearing resp.		42, 43, 52, 54,
Family's dealing style (Family culture)		1, 4, 5, 6, 7, 9, 11, 12, 13, 28, 29, 32, 33, 34, 35, 36, 37, 47, 57, 61, 62, 63, 64, 65, 66, 67, 68, 69, 75, 84, 86, 87,
Family management Primitive responsibilities		31, 60, 77, 78, 90,
Moderate responsibilities		53, 55, 71, 72, 81,
Sophisticated responsibilities		73, 79, 80,
Tool (Procedures)		89,
Factors impact bearing resp.	+	2, 3, 8, 10, 14, 15, 16, 17, 18, 20, 26, 27, 30, 38, 45, 56, 83, 85, 88, 90,
	-	19, 39, 40,
Criteria for family resp.		24, 25, 41,
Concept Tentative Hypotheses		58, 59, 70, 76,

Appendix B4b: Leadership Responsibility at School

What responsibilities/opportunities help young people to become leaders at school?

Leadership Responsibility at School (KSA' professors)
1. Academic learning is an element of leadership development
2. Schools are one of the most important places which provide chances and responsibilities
3. give confidence to the student
4. class monitor **5**
5. caring for the library
6. responsible for wall newspapers
7. searching for the students who have leadership touch
8. learning from teachers' experiences
9. We must give opportunities to all students,
10. opportunities can be compulsory
11. We can give the distinguished students more sessions, more opportunities, give them more focus,
12. it is not necessary that we open a school for t the distinguished students
13. because there are many elements that stand out in the field of leadership from ordinary schools,
14. the studies have demonstrated that it is not a condition that the leaders have graduated from a University of innovation.
15. We could reduce the educational courses in the class, and create two of them focus on leadership

	… there will be leadership training for six years, including three or four curriculum, contains how to think? How to create? How to lead? How to affects on himself? How to influence the others?
16.	The environment in the school is more connective
17.	The teacher is the closest
18.	The headteacher can be a model
19.	Peers have a big role.
20.	The classroom environment must have freedom. Freedom **2**
21.	raise questions
22.	and give feedback in a positive manner,
23.	enrich the extra-curricular activities. **2**
24.	Students can participate in leading the school from every level. **3**
25.	Student should be active and teachers are listeners
26.	Student councils
27.	to take decisions on some of the matters that concerned them,
28.	Newspaper
29.	Lessening of teachers' burdens
30.	Students' council should be elected
31.	Leading students' activities. leading extra-curriculum activities **2**
32.	Teamwork involved in various activities
33.	and each team can select a leader.
34.	There are specified leaderships between youths; they affect themselves.
35.	A goodness word from a teacher might emerge a leader,
36.	while another badness word can destroy leadership.
37.	Teachers should lead the class with dialogue, respect, encourage initiatives
38.	Leading the school broadcasting **2**
39.	leading teams. Leading groups to achieve a task **2**
40.	leading sports teams **2**
41.	leading scouts
42.	Giving students courage,
43.	All of these deepen the leadership concept and show them the importance of the leadership role
44.	School team should discover the leading students
45.	and give them the supervision and control during the break times, and gives each of them specific responsibility; from this point, the leadership starts
46.	
47.	The criterion is not the excellence in the study, as the student may be unique in studying, but shy and has not the leadership motives.
48.	
49.	We need honest people for this task
50.	We should try to develop girls and give them the required prestige.
51.	To have an assistant from the beginning, as they are not supposed to bear all the responsibility.
52.	Enhancing each student with his unique ability
53.	Plenty opportunities should be obtainable in the schools
54.	As youth spend time in school dealing with groups who lead
55.	School curricula can provide an important background for leadership
56.	Leadership should be embodied in their school curricula
57.	Youth who demonstrate willingness, should be given extra leadership development programmes.
58.	demonstrate willingness
59.	Give them tasks. Achieving tasks in certain time **2**
60.	
61.	Talking without being pressured during class
62.	To get used to working with teamwork
63.	Teach them discipline
64.	
65.	In order to generate more results in YLD; the teachers themselves must spread such a culture of LD and consider leadership in a positive light.

66. Every student has a favourite teacher, and this favouritism can be invested	
67. School should prepare youth for positions, practicing leadership roles	
68. Leadership situations through historical class	
69. The student embrace initiatives	
70. The current education system does not encourage	
71. the education which depends on the hours system enrich leadership	
72. because there is freedom in selecting school curricula	
73.	
74. also choosing the teacher that the student wishes	
75. you can prepare your courses' timetable	
76. A diversity of alternatives which reinforce the leadership development	
77. Policy of open door, you have the resolution to go out	
78. The student spends in school 6 hours daily	
79. Participating in school societies	
80. Parents participating in the class activities	

What responsibilities/opportunities help young people to become leaders at school?		
Significance (Benefits of bearing resp.)		2, 3, 54, 78, 1, 3, 4, 5, 6, 7, 8, 11, 14, 17, 18, 20, 23, 30, 31, 33, 34, 38, 39, 40, 41, 42, 43, 44, 45, 46, 49, 50, 51, 52, 55, 60, 61, 62
Motives for bearing resp.		58, 69, 57, 58, 71,
School's dealing style (School culture)		7, 16, 21, 25, 37, 44, 53, 61, 63, 65, 71, 77,
Sophisticated responsibilities		8, 24, 27, 30, 31, 39, 41, 67, 68, 12, 63,
Tool (Procedures)		15, 23, 32, 33, 59, 62, 36, 53, 67,
Factors impact bearing resp.	+	17, 18, 19, 22, 29, 35, 42, 49, 51, 66, 72, 74, 75, 80, 10, 15, 16, 22, 28, 56, 47, 48, 54,
	-	36, 70, 24, 25, 26, 27, 29, 59,
Criteria for School's leadership responsibilities		20 , 47, 9, 13, 21, 32, 70,
Concept Tentative Hypotheses		1, 9, 10, 11, 12, 13, 14, 34, 43, 50, 52, 55, 56, 57, 76, 35, 37,

Intellectual activities		68,
Managerial activities		4, 5, 26, 45,
Leisure activities		64,
Talent-based activities		6, 28, 38, 40, 79, 19, 65, 66, 69,
Adventures activities		2,
Spiritual activities		

1. those who become leaders are who participate in the extracurricular activities
2. a trip to the mountains, helps to start learning how to lead his colleagues
3. the Initiative makes him an emergent leader
4. and you give them an opportunity to highlight.
5. People always do not know that they can create in a certain thing unless you give them the opportunity to create.
6. The extra-curricular activities are opportunities to experience your self
7. if these opportunities were not existent, we could not discover the leaders
8. If I am the decision maker, I will make half of the curricular extracurricular; there will be leadership training for six years, including three or four leadership curricular, contains
9. If extra-curricular activities are exploited to their full potential,
10. the initiative comes from the students themselves.
11. collective work

12.	forming school associations
13.	give them a freedom
14.	competition occurs between them
15.	In the classroom, there are tests, which are seen as a type of punishment, while in the extra-curricular activities; there is the reward for achievement,
16.	which is done in a non-codified manner
17.	there are students' products
18.	highlighting community service
19.	they create a play and they are heroes,
20.	extra-curricular activities is the field of developing leadership skills
21.	We should choose the outstanding teachers to organise extra-curricular activities
22.	as a model and example which have a strong influence in the life of the student.
23.	It shapes personality
24.	Unfortunately activities select few students; most of students are not given the opportunity.
25.	activities are limited by restrictions and limitations
26.	time is limited.
27.	activities have become as a routine without of spirit
28.	I hope to create schools which have functions outside the school too
29.	The studying day does not give students the opportunity to practice activities.
30.	extra-curricular activities as basic and fundamental part in preparing the student.
31.	I honestly remember the activities during my studies better than I remember the subjects I studied.
32.	we should have enough time in the studying day,
33.	students can choose activities to develop their character
34.	and this is a very big opportunity to select leaders.
35.	the academic aspect emerges throughout the class room, but the extra-curricular activities are the tool through which leadership emerges.
36.	Expanding the studying day to include all the extra-curricular activities.
37.	the greatest leaders in Saudi society were those students who participated in the extra-curricular activities.
38.	extra-curricular activities moving the student far away depression and isolation
39.	striking a sort of balance when they practice these activities.
40.	I found that there is positive effect and relation between the school activities and moral growth,
41.	the activities teach them the leadership
42.	teach them courageous,
43.	coach them the positiveness
44.	and eliminate the negativity
45.	eliminate shyness
46.	lead to the character growth.
47.	The enthusiasm that they are the future leaders
48.	and the hope of the nation
49.	The commitments of the appointments
50.	Honesty
51.	none selfishness
52.	and cooperation.
53.	Every day, the leadership should be given to another student. Time round, we can give leadership to another person, 2
54.	Motivate the students
55.	Activities help us to discover their willing to leadership
56.	The teacher should delegate leadership to the students
57.	Extra-curriculum activities harmonize the interest, hobby
58.	and satisfies some of their trends, while they might not like the studying curricular
59.	We have a lack of extra-curriculum activities
60.	Extra-curriculum activities are the only things which make the people develop leadership
61.	Makes adolescents have flexibility in dealing with actions
62.	The sport teaches them to be cooperative

63. Situations through religious activities		
64. Situations through athletics		
65. Art		
66. Theater		
67. We can divide students into groups and have a leader for each group.		
68. Being in charge of running the debate		
69. One of the most effective practices is speaking at the morning assembly		
70. Exploit recreation requires awareness and understanding from youth workers		
71. The recreation is optional. It is without commitment,		

Significance of Extra-curricular activities (Benefits for leadership)		1, 3, 4, 5, 6, 7, 8, 11, 14, 17, 18, 20, 23, 30, 31, 33, 34, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 49, 50, 51, 52, 55, 60, 61, 62,
Primitive activities		67,
Sophisticated activities		12, 63,
Intellectual activities		68,
Managerial activities		
Leisure activities		64,
Talent-based activities		19, 65, 66, 69,
Adventures activities		2,
Tool (Procedures)		36, 53,
Rationale behind effectiveness		57, 58, 71,
Factors impact activities' effectiveness	+	10, 15, 16, 22, 28, 47, 48, 54, 56,
	-	24, 25, 26, 27, 29, 59,
Criteria		9, 13, 21, 32, 70,
Concept Tentative Hypotheses		34, 35, 37,

Leadership Responsibility at School (KSA' leaders)
1. I used to take a book to speak to my colleague about story.
2. The intermediate and secondary school for me are the greatest gifts, The school wasn't only a school, it was encouraging environment and a scientific atmosphere
3. The school was full of cream teachers. The school has elite band of trustworthy teachers. **2**
4. I was appreciated by teachers. My teacher liked my intelligence and talent **2**
5. After this stage, the person gets busier and will not have time.
6. The memorization is peter at this stage than later on
7. In class 7, I wrote a subject in six pages, the teacher wrote me three pages, full of motivational feedback.
8. My key talents were: Poetry, speech, reading and writing. I liked reading. **2**
9. There was scholar library beside our shop;
10. I started to read huge number of books in the scholar institute; I used to spend two hours daily for reading.
11. At summer I used to read numerous books, In class 9 I read three hundred books; each book 200-300 pages

12.	I memorized thousands poems including the classic Arabic poetry;
13.	Poems provide me a rich linguistic.
14.	I participated in the poetry's competition
15.	I won two times in the poetry's competition. I got the first prize for short stories **2**
16.	I participated in the students parties
17.	I used to make presentations in front of hundreds of audiences
18.	This encouraged me
19.	It is important to make gradual of progress in the speech
20.	In class 7, I was responsible for the broadcasting.
21.	My father used to encourage me to participate in summer activities
22.	Traveling with colleagues
23.	I read half of the Holy Qur'an with the help of the teacher,
24.	The teacher used to teach free of charge in return for Allah's reward.
25.	I used to go to the small mosque at the first entrance to Mecca.
26.	We used to be punished if we made mistakes.
27.	My teacher encouraged me to continue learning. My teacher encourages me and presented me small books. **2**
28.	I have lived with poets since I was young. I like a particular verse of poetry that runs: "Fearing Allah helps me and it is the path to my success".
29.	I participated in the lectures, seminars
30.	Clubhouse
31.	parties and serials.
32.	However, the extra- curricular activities did not crystallize my personality, but I felt that it satisfied my desire to be more efficient.
33.	I was a member in the journal and broadcasting group. I was invited to establish a newspaper, to run the school broadcasting
34.	to take part in the school's literature club.
35.	I wrote short stories
36.	That built self-confidence. have self-confidence, **3**
37.	The extra-curricular is essential for emerging leaders,

38.	Programmed activities, such as the summer centres
39.	The ideal school has a qualified head teacher, qualified teachers and focuses on individuals who demonstrate leadership capabilities.
40.	The programme which plays a role in my LD is reading, reading goes a long way. I was organised and it was part of my routine, no less than six hours daily.
41.	I read for pleasure and not for homework or a compulsory task. When I read, I became completely absorbed in my book, and forgot some meals. But when I'm engrossed in a book, nothing stops me reading.
42.	I read anything and everything. Reading literature, novels, religious books... I rarely read scientific books. While I was between 12 and 15 years old, I started to read literature. **2**
43.	I read many things I could not understand, but when I grew up I managed to remember the information I read. "You cannot understand everything you read, but you recall the information when you need them". the information is stored in the sub-conscious mind and is recalled when needed.
44.	It improves the human's capabilities and building character.
45.	Absolutely, Reading affects my LD; When leaders need to make a decision, they need to draw on and implement the information they read.
46.	We had clubs for activities.
47.	I participated in the theatre club
48.	I participated in the speech club.
49.	I was responsible for my class.
50.	I remember that I was instrumental in supporting Algerian liberation from France … collect donations to support Algeria.
51.	
52.	I developed councils for classes and schools, to enable each class to nominate a representative.
53.	We didn't have enough money, but we used to save to read.
54.	at that time, I was interested in public issues. Although because of my young age and our isolation in a small village, issues such as the liberation of Palestine,

55.	There were also meetings and discussions, and everyone tried to read and support their evidence.
56.	There is no doubt that reading play role in building my character; I felt that I am important person.
57.	Enjaz Project' research found that leadership starts between the class 8 and 12. This is the age at which students have to contact the outside world.
58.	Experts should come to school at least once a week,
59.	and encourage students to establish a company.
60.	They make one of the students a leader,
61.	distributing the tasks,
62.	assigns them work and duties such that they are obliged to work,
63.	work in a team
64.	work on their own initiative.
65.	This has a very large impact; it makes the individual able to generate,
66.	and then come to talk in front
67.	I was superior in my class
68.	the person with whom I was competing during the first and second grade was a person who also had a shop … Competition in the classroom was extremely competitive on the first level.
69.	They said "Search for someone for your work who is busy and give the job to him".
70.	I met teachers who were distinguished by knowledge, gravity and acting as a good model; they are unforgettable.
71.	Activities are hugely important in determining personality, and this applied to me in this case.
72.	participating in sporting activities
73.	I communicated with my friends and siblings.
74.	I believe that superior in educational curricular does not necessitate superior in leadership development
75.	Self-esteem, they must find respect and appreciation from the others.
76.	Reliable upon them and give them confidence.
77.	I saw school principals who get out from their chair and discharge the student of school administration of a full day.

78.	It is not acceptable that the superior is the one who gets many opportunities,
79.	It is not acceptable to give opportunity to a few students.
80.	Our studies say: Most of hooligans are talented.
81.	We do not find any courses on leadership among the students.
82.	Regarding the scouting trips, it is important for the students to be aware that it is a chance of leadership development more than to being merely scout.
83.	meeting experts and scientists
84.	The most prominent to build confidence and leadership is meeting experts and scientists; meeting experts shorten the time and yield acceleration in YLD.
85.	Collective learning is not just enough, there must be an individual attention; we should discover leaders individually.
86.	Making leaders in gifted programmes, necessitates thinking enhancement and utilizing problem-solving.
87.	Practically, we found that thinking skills helped the students to develop their dealing with different circumstances … and enhancing confidence.
88.	solving future problems
89.	developing dealing with others
90.	Extra-curricular activities are meaningful; but it does not have a direct target at school in terms of leadership development … if the activities were not intended to achieve a particular goal, the impact is very weak.
91.	The careful selection of the person who carries out the activities is very significant. (Supervisor)
92.	Leadership development would be deliberately and purposefully work, not a slogan, and then designing real applications on the ground.
93.	The summer camps have great effects on YLD
94.	The summer camps enhance the ability of communicating with others and coordination with others.
95.	the student bears all the work
96.	These programs grow the leader's sensitivity, a sense of the problem and a scientific sense, a sense of different aspects.
97.	It is grown through the excitement against the student
98.	The people in charge of guidance and counselling should know their role in discovering leadership skills and capabilities,
99.	and those in charge of the activity role in developing these skills and capabilities;

100. finally the gifted department comes after that to focus more on talented.		

101. The role among guidance, activity' leader and the gifted department should be coordinated rather than interference.		

Significance of school activities (Benefits of bearing resp.)		5, 6, 13, 18, 32, 36, 37, 44, 45, 56, 65, 66, 71, 87, 88, 89, 94, 95, 96,
Motives for bearing resp.		41,
School's dealing style (School culture)		2, 3, 26, 39, 77, 98, 99, 100, 101
Sophisticated responsibilities		11, 12, 17, 40,
Tool (Procedures)		38, 46, 47, 48, 52, 58, 59, 60, 61, 62, 63, 83, 93,
Factors impact bearing resp.	+	4, 6, 9, 15, 21, 24, 27, 67, 68, 69, 70, 75, 76,
	-	81,
Criteria for School's leadership responsibilities		19, 64, 78, 79, 91, 92, 97,
Concept Tentative Hypotheses		43, 57, 74, 80, 82, 84, 85, 90,

Intellectual activities		1, 10, 14, 29, 30, 53, 55, 86,
Managerial activities		49,
Leisure activities		16, 31, 72,
Talent-based activities		8, 20, 28, 33, 34, 35, 42,
Adventures activities		22,
Spiritual activities		23, 24, 50, 54,

Leadership Responsibility at School (UK' professors)
1.   opportunities to accomplish something.
2.   to be a part of a group. roles within groups **2**
3.   then takes on the responsibility of something that needs to be done. opportunities to be responsible for something. undertaking particular tasks **3**
4.   helping a group figure out a way to solve problems and make steps towards a good outcome,
5.   learn from what doesn't go right.
6.   Mentoring by an adult
7.   opportunities for development and mastery
8.   constructive feedback
9.   gradually increasing people's responsibilities
10. working on a school newspaper … as time goes by, that student is ready to become the editor of the whole paper
11. giving them real genuine tasks . focussing on real work. true responsibility at an early age **3**
12. learning from doing real work whether it makes a difference or not
13. Leadership develops at whatever age through doing real work.
14. Building the community of collaborators who is working with you on some activity.
15. There's a lot of co-leadership in groups.
16. mentored by your peers
17. Schools tend to give natural leaders such jobs as being prefects or monitors, captains of sports teams or being in charge of school societies. But these kinds of appointments should be used to develop the less good leaders.

18. being prefects
19. student Leaders. Monitors **2**
20. captains of sports teams
21. being in charge of school societies. people in charge of certain things **2**
22. deliberately set out to encourage children to lead in certain situations
23. outdoors situations where they are expected to work together to achieve a target
24. situations where they can take a lead, take responsibility,
25. situations where they can show their special skills
26.
27. Have opportunities to organising something
28. Being the monitor, the person that collects the text books or jotters; those are very low level tasks.
29. Teachers have to think of higher level tasks.
30. asked to work together to develop a project they're interested in,
31. you could in a classroom identify a series of roles.
32. encourage them to adopt particular roles and to experience certain roles.
33.
34. Giving them a curriculum project,
35. Real decision-making. making them decide. **2**
36. Planning a trip somewhere, and you leave it to them to do that,
37. have confidence in them.
38. if children get excited about things, giving them real genuine tasks that can engage them in thinking about things, then potentially they become much more involved
39. There might be someone who's quiet but very, very influential.
40. that would distinguish types of leadership. There are some leaders who lead from the front, from behind, who don't lead at all
41. confident individuals
42. take on leadership roles in the sense that they make decisions that are appropriate about their own and others' behaviour.
43. Schools' hierarchical, difficult to enable them to exercise leadership,
44. Schools teach you to be tough. Most people could not survive that regime.
45. you are exposed to considerable responsibility
46. Leadership is non hierarchical, contextual and relational; therefore it is inevitably about teams. you can't be a leader without followers
47. giving them the opportunity to experience activity collectively
48. Always help the ones who tend not to emerge under that free-for-all.
49. Gentle encouragement so that everyone gets a turn.
50. Schools could do a lot more to enhance leadership capabilities.
51. And it's not just about being a token, but a genuine opportunity
52. make decisions about how the school runs, how it functions
53. to play a real part in the management of the school.
54. give children more representation
55. school has a committee, where they have elected children from each class who go to the committee with the teachers,
56. solving problems,
57. talk to the children about their ideas.
58. schools approach children in a more democratic way and say "how can we work together?" and that brings out responsibility.
59. private schools tell children from so early on "these are the sorts of occupations that you should be looking at, to become a lawyer or politician, top jobs".
60. there it is far more complicated by a whole set of factors. You have children coming from different families, backgrounds, different schools in different parts of the country.
61. there isn't one approach to people from different backgrounds, different personalities, different settings, different walks of life
62. it's to a large extent about inculcating values,
63. it's about training,
64. trust,

65.	allowing people to fail,
66.	but learning from that failure
67.	celebrating success
68.	You need to broaden your mind
69.	Undertake experiences beyond your comfort zone
70.	The most they do in secondary school to prepare for leadership is academic learning, and get intellectual or cognitive foundation for leadership
71.	And getting practice in listening to people
72.	getting practice in influencing people
73.	we have the conventional leadership sort of activities,
74.	Student Government,
75.	different clubs with leaders
76.	rather than being the leader, being the Chairman of a club,
77.	being the Chairman of a club,
78.	being the President of a student body
79.	Leadership involves cooperation; you need to enable group work to occur in schools
80.	Some youth exhibit leadership behavior;
81.	we need to give them the sorts of opportunities they need.
82.	There were two elements to a curriculum; the core and the plus. The core is that curriculum is what we want for all of our students. It becomes very narrower, focussing on literacy and numeracy. The plus component is what individual schools want for their kids.
83.	we need to look at "how do we allow children to make decisions within that framework of their communities?"
84.	We need a school that has space
85.	school that has time,
86.	school that has resources
87.	school that has energy
88.	to allow young people to take part in making decisions about their learning;
89.	listens to what they say and then follows
90.	We can do that within the regular curriculum.
91.	Not responsibilities which are just to make the teacher's life easy. Book monitors and milk monitors, all these things, that's not appropriate.
92.	self-esteem from being in the position of getting leadership,
93.	They learn something in doing it.
94.	It's about the right kind of leadership.
95.	Older children coaching or mentoring younger children,
96.	Cultural diversity
97.	with people who've lived in different cultures with different generations influencing them
98.	exploit the fact that they have got a mini world
99.	children from very different cultures to talk about their culture, talk about why they behave in the way they do, what is most important in their culture,
100.	teachers can have a powerful impact which can last the rest of their lives
101.	help me to believe in myself differently,
102.	believe in what I can do,
103.	and see the world differently
104.	"active citizens".

Significance (Benefits of bearing resp.)		50, 92, 93, 100, 101, 102, 103, 3, 14, 15, 18, 34, 35, 41, 42, 43, 44, 53
Motives for bearing resp.		41, 80,
School's dealing style (School culture)		1, 44, 57, 58, 89, 96, 97, 98, 99,
Sophisticated responsibilities		7, 11, 21, 29, 30, 31, 32, 34, 35, 45, 53, 54, 55, 56, 62, 64, 66, 68, 69, 71, 72, 73, 77, 78, 83, 88, 2, 9, 12, 31,
Tool		2, 5, 6, 12, 14, 16, 47, 63, 67, 95, 4, 13, 22,

(Procedures)		
Factors impact bearing resp.	+	4, 8, 22, 37, 49, 65, 6, 10, 11, 19, 40, 45, 47,
	-	43, 59, 1, 32, 46,
Criteria for School's leadership responsibilities		9, 42, 81, 84, 85, 86, 87, 8, 28, 29, 33, 36, 37, 38,
Concept Tentative Hypotheses		15, 17, 28, 38, 39, 40, 46, 48, 51, 60, 61, 70, 76, 79, 82, 90, 91, 94, 104, 16, 17,

Intellectual activities		48, 51, 52,
Managerial activities		3, 18, 19, 27, 52, 74, 2, 50,
Leisure activities		24, 23, 24, 39,
Talent-based activities		10, 20, 25, 75, 25, 26, 27, 49,
Adventures activities		23, 36, 5, 7, 20, 21,
Spiritual activities		

1.	We don't have enough investment in the after-school work.
2.	youth councils, where young people can actually be a mini city councillor.
3.	they don't learn about leadership in a Maths class or a language class, but what I learnt about leadership was through after-school activities.
4.	Youth organizations. youth situations **2**
5.	Scouts
6.	Guides
7.	being put in charge of a small group with a task to do ' putting up a tent, preparing a meal.
8.	They depend very heavily on having good facilitation.
9.	You need facilitators or trainers who create the opportunity for reflection on action in order to extract the learning from it.
10.	Young people often quite enjoy the action.
11.	But whether they learn from that or not depends on having the opportunity to do so
12.	Opportunities to practice and develop leadership
13.	youth clubs. Community clubs **2**
14.	The only place they do teams is in sport
15.	outdoor activity or leisure activity, that's where a lot of young people learn leadership
16.	leadership's non-hierarchical, so you don't need to appoint a leader
17.	Give children an interesting task to do in a non-hierarchical setting, and leadership will emerge.
18.	Ask them to solve something on a walk in terms of navigation and the leader will appear.
19.	a non-hierarchical setting
20.	have an "Outward Bound" trip
21.	have them climbing up hills
22.	where they have to work in teams
23.	It could be playing cricket, 2
24.	play chess for their school.
25.	Drama
26.	Music
27.	Art
28.	the adults who are organising that are good and sensitive,
29.	they can provide opportunities for the young people in that sort of context.
30.	
31.	The Scouting Movement was better, because that placed an emphasis upon some of the boys rising to positions of authority.
32.	But now we seem to have reached a point where we've been come so egalitarian.
33.	Have a fully structured junior programme for all thing that you're doing
34.	Team sport provides people with the opportunity to cooperate with each other
35.	Team sport is giving people the opportunity to become leaders within their own frameworks

36. Community needs to establish interesting, structured,		
37. appropriate experiences for them to participate in		
38. a variety of things		
39. Football		
40. Senior teams, learn things from other people		
41. It teaches resilience,		
42. it teaches how to put up with things that are tough.		
43. can bring out leadership qualities. If something goes wrong, somebody suddenly be a leader		
44. leadership has got a lot to do with giving people choices to step out of the role,		
45. Change the role and you change the person.		
46. But sometimes these young people are imprisoned by the role that they're in, in these tough communities.		
47. and challenging them all the time, saying "come on, you can do that.		
48. take children out to a particular area and say 'What do you think it would be like living here?'. Go and interview some of the people"		
49. setting up a newspaper		
50. putting on little events,		
51. seminars		
52. Having debates		
53. sports activities can be enormously valuable in terms of understanding the nature of team behaviour		

Significance (Benefits for leadership)		3, 14, 15, 18, 34, 35, 41, 42, 43, 44, 53
Primitive activities		7, 48, 50,
Sophisticated activities		2, 9, 12, 31,
Intellectual activities		51, 52,
Managerial activities		2,
Leisure activities		23, 24, 39,
Talent-based activities		25, 26, 27, 49,
Adventures activities		5, 20, 21,
Tool (Procedures)		4, 13, 22,
Rationale behind effectiveness		
Factors impact activities' effectiveness	+	6, 10, 11, 19, 40, 45, 47,
	-	1, 32, 46,
Criteria		8, 28, 29, 33, 36, 37, 38,
Concept Tentative Hypotheses		16, 17,

Leadership Responsibility at School (UK' leaders)
1. I think any good qualities which I had were nurtured and developed at school.
2. I enjoyed my secondary school
3. I recognised that I had a certain academic ability, I was wanting to use the academic ability
4. I'd hoped to be a priest
5. Rivalry between classmates and myself to do well in our exams

6.	We had about thirty minutes enjoying myself to play football
7.	Many evening activities centred round about the Church. So presumably that helped to keep the idea of the priesthood before my mind.
8.	Perhaps they were teaching me something subconsciously, but I'm not aware of attributing anything in particular
9.	a happy teenage time without all the problems. We never even thought of drink, sex, drugs. I value that time in my life
10.	that's why choosing the school is so important.
11.	You can encourage children to get involved in things like Student Government.
12.	Sent our son to Outward Bound
13.	I got all my children involved in sports,
14.	I was in that middle group, that middle one that's always forgotten.
15.	I had the opportunity to see things that were different.
16.	We need to create practicing team skills, practice working as a unit. And you have to work as part of a team within that context **2**
17.	We also want to say "each child should leave school with choices"; students have been able to say "I'm going to choose this route instead of that route".
18.	Leaders make choices. Leaders can begin to chart choices for themselves and in collaboration with other people, and paint visions of the future; to do that choice process, we need to have a different sort of education system.
19.	We need to hear their voice.
20.	We need to give them opportunities to try ideas and fail
21.	and develop a resilience of character;
22.	I got to go to summer camps
23.	Some trips which took me out of my environment into new environments.
24.	I had the opportunity to be the head of the debating society in the school, so there was an opportunity for me to have a leadership role … I had to liaise with teachers in a different way, so my role changed.
25.	"My reading saved me",
26.	I would love to read adventure stories, great classics, science fiction. I read regularly.
27.	How young people are treated,
28.	they should have a bit more of a say in schools councils,
29.	have a bit more of a say in how the school organised
30.	It's giving and having respect in terms of everything.
31.	We have to find a better way of gradually introducing adulthood into our young people,
32.	find a better way of making it a very seamless join.
33.	They need other ways of being educated, other than sitting in a class with 30 people listening to a

	teacher. One of the good ideas is starting later and finishing later.
34.	There is a need of a way of working that puts the young person in charge of the process more than the teacher.
35.	It impacts greatly; because it's about giving young people the possibility to lead,
36.	it's about giving young people blossom,
37.	learn skills
38.	do whatever it is.
39.	It could be something as simple as being involved in, for instance, the Duke of Edinburgh's Award
40.	you decide. There are different parts.
41.	There's a service element where you have to give of yourself to the community.
42.	There is a skills part where you have to learn a new skill and get to a level of competence.
43.	They all teach a discipline of some description.
44.	There's an outdoor element to it, where you have to be able to survive in the wild for a couple of days in a tent, walk, read a map, all of that, and all the different skills that go with that.
45.	the arts,
46.	music,
47.	I was never particularly motivated at school,
48.	I left school at 15.
49.	Job just broadens your horizons.
50.	Job just gives you skills and knowledge.
51.	It was just something that I wanted to do. I just wanted the financial freedom.
52.	my mother that saw this job advertised in the local paper for a trainee accountant with the Council, and she said "why don't you apply for that job"
53.	It was only when I started working and doing my professional exams that I really started to apply myself. Before then, I never really applied myself.
54.	We were out on our bikes most of the time.
55.	I went to a grammar school. It was an all-girls school. but the way that grammar schools operated was very much on what they called, you were put in a "set", and you worked with a "set" of people. And they were graded. I was always in the "A set",

56.	the "A set" were always mentoring and helping others, not just in their own year group, but in other year groups as well.
57.	So there were a lot of things that were built into the learning
58.	leading particular initiatives and scenarios. I was involved in initiatives in the school,
59.	And there were a number of people that I encountered through my formative years, that 12 to 18 stage. there were people that gave me something,
60.	I was part of quite a close circle of friends.
61.	Most of my friends were quite reflective.
62.	There was a lot of sport.
63.	drama groups,
64.	I engaged in extra-curricular activity; I think they gave me a view on people. Because it's all about people
65.	I learned that there are people in your life who will stand out like beacons. "Role models" is the wrong word.
66.	They give you something that you take away.
67.	By the time I was 14, I had read virtually everything that was going. I am extremely widely read, I would have been reading all day … the English literature classics. I devoured them. I read them from cover to cover. I never read "rubbish".
68.	I read a lot of non-fiction. I was and still am very interested in history. I read a lot of biographies.
69.	At that age, I was very interested in comparative religions.
70.	it opened my thinking to thoughts and views that I would never otherwise have had.
71.	When you read a book, a novel, you are seeing money, power and sex, which is essentially what life is about. those three things through someone else's lens; therefore it must cause you to question your own lens.
72.	What I have read has very much affected the kind of person that I am.
73.	I left school. I left school at 15. **2**
74.	You can do anything to encourage them.
75.	The advantages of leaving school at 15 were that I think there was more of a hunger and a desire
76.	And there was also a need for cash.
77.	And it endorses the hard work ethic
78.	So I got up in the morning and still delivered milk as I did as a boy from 6 o'clock 'til 8 o'clock, and then I would go home, get washed, and then go to work at 9 o'clock.

79.	I was in a boy's club, a community youth club
80.	Each year we would go on holiday to Ireland. And would come every week and give 2 shillings, so you had a year to save up. I visited Denmark with Scout **2**
81.	The youth club was where I got my grounding in life.
82.	I learned about working in a team. I would be part of the football team, part of the swimming team.
83.	I learned about being obedient to the priests and to my elders.
84.	So, I learned manners.
85.	I would learn to play snooker there.
86.	I would go and watch Tarzan and the films there.
87.	Youth club … All the community at the time came from the church. All the social activity came from the church.
88.	At school, there are huge opportunities. Giving people a leadership role within team sports
89.	There are the less formal situations within a class or a set of classes.
90.	If they're studying particular English texts, giving one child within the group the responsibility to lead some research around that
91.	Pull things together on a smaller project
92.	Young Business Enterprise, which is giving groups of children the opportunity to design and run a business,
93.	And then giving them the support to do that
94.	I was more involved in taking part than leading
95.	other than the case with that sailing thing.
96.	I wasn't a Prefect, and I don't remember any positions with that sort of responsibility
97.	I remember the teacher that took us up skiing, he was a very good skier. We all wanted to be as good as he could ski. I can remember something like that, but not one that I'd say changed my life particularly.
98.	it was about getting people organised around an objective, around something to do. In the Scouts I was pretty involved in helping people getting organised to do things.
99.	getting the badges
100.	I was very much more interested in the organisation, the people, the tasks and getting things done.
101.	I think people have more opportunity at school in those sorts of things – there are more facilities and things around.
102.	we were much done to in school than invited to do.

103. I've been good at breaking moulds.
104. being involved in a club, once or twice a week.
105. being involved with other people
106. I used to crew for other people,
107. so you got experience of others.
108. So there must be a bit of role modelling there.
109. There's a sort of camaraderie in sailing,
110. You learn about relationships with people
111. You understand winning and losing. And things about taking part as much as winning
112. there's a bit of surviving in it
113. it's a fairly tough place to sail. It's cold. It can be very windy. So you have to develop a bit of toughness.
114. So there's a bit of putting you on your metal.
115. it was about sports that were social, where there's quite a strong social element.
116. And at that age, that was an exciting bit of life.

Significance of school activities (Benefits of bearing resp.)		1, 21, 23, 25, 35, 36, 37, 38, 43, 53, 64, 65, 66, 70, 71, 72, 77, 81, 82, 83, 84, 100, 105, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116,
Motives for bearing resp.		2, 3, 4, 51, 75, 76,
School's dealing style (School culture)		18, 27, 55, 101, 102,
Sophisticated responsibilities		24, 56, 58, 67, 78,
Tool (Procedures)		11, 12, 13, 16, 79, 88,
Factors impact bearing resp.	+	5, 9, 10, 15, 19, 20, 30, 33, 48, 52, 59, 60, 61, 73, 74, 93, 97,
	-	14, 47, 96,
Criteria for School's leadership responsibilities		31, 32, 39, 40, 57, 89, 91, 94,
Concept Tentative Hypotheses		8,

Intellectual activities		17, 26, 34, 42, 68, 90,
Managerial activities		28, 29, 98, 99,
Leisure activities		6, 54, 62, 85, 86, 104,
Talent-based activities		45, 46, 63, 92, 103,
Adventures activities		22, 44, 80, 95, 106,
Spiritual activities		7, 41, 69, 87,

Appendix B4c: Leadership Responsibility in the Community

What responsibilities/opportunities help young people to become leaders in the community?

Leadership Responsibility in the Community (KSA' leaders)
1. The society teaches you the communication
2. and the cooperation,
3. and help in how to lead team work
4. Train someone how to be cooperative
5. Train the group how to be cooperative
6. Also the social heritage can be invested in the development of leadership,
7. even the superstitions which have the useful myths with a great thing.
8. Student should complement each other
9. Learning from observing leaders doing something good
10. Learning something from a particular scene on the TV; this may encourage or frustrate
11. Community is where we learn leadership
12. We should guide them to the positives in the community
13. In the simple societies, children they turn into an adult. There is no waiting period.
14. in some tribes, children only get to herd sheep at the beginning of adolescence
15. and some tribes give independence from the end of the childhood stage
16. The more the environment is full of options to choose whatever they want and don't feel that someone is placing an obligation on them, the more it is effective in leadership development.
17. The environment which combine between freedom and a bit of restrictions; this is accepted by youth, consequently, it is influential
18. Peers are more significant at this stage than others
19. Peers learn from each other
20. Learning from peers has three trajectories; spontaneous learning, the intentional spontaneous influence and the intentional impact
21. Spontaneous learning, which occurs between friends who live with each other; imitate what they do, occurs if there are distinguish aspects among peers, then they benefit each other, it is deeper and gravely in personality; because personality developed over a long time and gradually. Youth develop at their own rates, and spontaneous things are linked to lusts and desires and this is extremely influential,
22.
23.
24.
25.
26. Secondly, the intentional spontaneous influence, maybe one of the youth has leadership qualities, he impact on his friends, whether he intend to or not. Influencing by giving ideas and solving problems which face them
27.
28.
29.
30. Thirdly, the intentional impact, youth join group has deliberate and purposeful programmes. These are planned and arranged properly in a correct way, and must be acceptable to them and must be acceptable to them. This path suits adolescent that have a high level of intelligence and aware that the programme benefit their future.
31. has deliberate and purposeful programmes
32.
33.
34.
35. It is important that programmes include activities and situations, which appear to be spontaneous even though they are deliberate,
36. adolescents don't always like having something imposed on them.

37. Volunteering	
38. Engaging in social activities	
39. We have councils in the community	
40. councils in the mosques, which can affect students.	
41. Attending celebrated individuals' councils	
42. We should have a public political direction for youth leadership development	
43. Give them responsibilities	
44. Test them by doing little work	
45. Then gradually give them larger responsibilities	
46. till be reliable and independent	
47. explain for them the benefit of the collective work	
48. to have a sort of motivations	
49. The unique fellows should be isolated in special programmes	
50. We should defy them every period with stronger challenges	
51. Leading themselves, at least	
52. To give young people a chance to absorb in what they are creative	
53. We greatly neglect the voluntary work	
54. Cleaning the mosque	
55. Organize cleaning their public garden weekly	
56. The voluntary work should be a tendency of thought for the young people	
57. The voluntary work bring out various characteristics	
58. Enhance waiting the retribution from God. Performing voluntary work as a sincere worship for God	
59. Voluntary work enhance bearing the responsibilities	
60. Doing things for nothing	
61. Voluntary work become a part of my entity	
62. The sense that you are more than your self	
63. By the end of secondary stage, they can be given voluntary tasks which train them in leadership	
64. Working in hospitals	
65. Working in charity associations,	
66. At this stage, the voluntary work should last only a certain time	
67. Volunteering satisfy adolescents needs	
68. Voluntary work is not ready to take advantage of young people	
69. There a lack of volunteering culture	

What responsibilities/opportunities help young people to become leaders in the community?		
Significance (Benefits of bearing resp.)		1, 2, 3, 4, 5, 11, 18, 46, 52, 56, 57, 59, 63, 67,
Motives for bearing resp.		58, 60, 61, 62,
Community's dealing style (Community's culture)		6, 13, 14, 15, 42,
Primitive responsibilities		38, 41, 43,
Volunteering activities		37, 54, 55, 64, 65,
Sophisticated responsibilities		
Tool (Procedures)		7, 8, 9, 10, 19, 39, 40,
Factors impact bearing resp.	+	12, 48,
	-	53, 68, 69,
Criteria for Community's leadership responsibilities		17, 31, 35, 36, 44, 45, 47, 50,
Concept Tentative Hypotheses		16, 20, 21, 26, 30, 49, 51, 66,

Leadership Responsibility in the Community (KSA' leaders)

1.	In class 10, I presented more than one lecture; one was about the story of Prophet Joseph, also one was about "The human between the materialism and spiritual".
2.	In the mosque, I became a reader for some selective books for a group of prayers.
3.	I used to visit the longevous people, and listen to their stories, they have traveling and adventures.
4.	Also my senior uniqueness colleagues influenced me, they were students in the university; they are not teachers but as the intermediary generation, who keep the balance between the old generation who kept the traditions and values, and new generation, his duty is modernization.
5.	We had shared concerns with senior uniqueness colleagues
6.	We spent a lot of time together
7.	There was a short distance between us
8.	We used to exchange books, lend books.
9.	Distributing books
10.	My friends filled my life, The influence of my peers was very huge;
11.	My friends looked at me as their leader and this motivated me,
12.	Being a leader of colleagues
13.	and I learnt how to deal with the followers.
14.	I have an inveterate tendency towards living with people in moderate manner and to assimilate them.
15.	Voluntary work is vital in the leadership development
16.	It is one of the opportunities of discovering the youths' leaderships.
17.	It implants the social dimension,
18.	and feeling of happiness,
19.	Giving and charity to the others
20.	It increases the tendency towards being a member of teamwork
21.	It helps in forming credibility
22.	
23.	I was looking for money … as I badly needed money, as I was poor
24.	I was 13 and half years old. I told my uncle that I was willing to work with him in his shop,
25.	and my mother and my brothers were dying of hunger.
26.	My uncle asked me "Do you have the ability to work? Can you carry water?"
27.	My job was to work as a water distributor. The salary was 8 riyals for 10 months.
28.	I learned from this job to save the money I earned.
29.	I worked during both the morning and the evening for 12 to 16 hours.
30.	I tried to enter the military but they refused me because of my young age. I tried to work in Post Office but I could not.
31.	My uncle used to follow me up,
32.	and I cannot forget his effort with me.
33.	I worked in construction when I was 12 years old for 10 piasters a day.
34.	I worked as a cook for one year and ten months.
35.	I thought about learning to sew but I did not have the money to buy a sewing machine.
36.	One of the professions in which I worked was as a peddler selling carpets. I carried them above my head and wandered the streets from the early morning 'til the evening.
37.	I worked in King Abdul Aziz Palace as a workers' supervisor
38.	When I was 16 years old I went to a small village (450 km from Mecca)
39.	I brought my mother and 8 year old brother to stay with me in the village. So I could care for them. This care included financial support.
40.	I travelled on foot alone in the darkness at night.
41.	I looked for several jobs.
42.	I used to go to the Auction daily to sell and buy goods. I could go for 5 days without earning anything.
43.	I was worried about selling nothing 'til the afternoon time.
44.	My mother was listening to me talking to myself, and she told me that I had nothing to be worried about,
45.	and that I should ask Allah for help.

46. Thanks to Allah,
47. I got very good at exploiting commercial opportunities.
48. Ebn Ghonaim was looking for someone who was honest and trustworthy to be responsible for his work.
49. They used to call me Mohammed Postman because I travelled frequently between Mecca and Jeddah
50. I'm on the go from dawn until midnight.
51. I used sometimes to entertain my competitors from Riyadh as guests. We would eat and sleep at night, and in the morning they became my competitors again.
52. Pay Zakat and donations for poor people
53. Paying regularly every year
54. I have spiritual motives to pay that
55. Establishing endowments
56. Charity for talents and unique capabilities
57. I lived in societies which have more openness and more chances.
58. In our societies, development of leadership started from universities. It is from here that propagation starts and it is here that clarifies who is qualified to work in the industrial branch or the social work.
59. My friends were group of youths with strong resolves and a desire to develop themselves.
60. They strived to be the best and better themselves. This was a mindset shared by the whole group of friends, myself included.
61. We were a kindred group, and this is still the case, as is evidenced by the fact that the group members are still in touch today and they became leaders.
62. Goals can be achieved by organising our study times to get higher marks.
63. There were the side of excellence in competition.
64. Leaders should be ambitious and have prestige and position in society. Some people have ambition, while others think we are living just to eat and drink.
65. I wanted to have an impress on my society and have a leading role. Home is big building, which should be added to every day. I hope to be one of the people who add to this building.
66. if we had a cocktail party or great celebrations, they let us, the young people, handle this task.
67. In our days in this situation, a great and old person would come to you and say "We want you to prepare our coffee, as we're celebrating a marriage", so you went and had the responsibility of bringing the people who helped you to pour coffee.
68. Making children do something burdens responsibility and notifies them of their status, and their value is an important thing. I think it is important in leadership development.
69. But now, unfortunately, we no longer educate leadership. We leave them, as they say he or she is a dependant person, relying on others until they grow up.
70. But in our time, people were 12 or 13 years old and could bear responsibility and do whatever was asked of them, and thus might have the opportunity to learn from these old experiences.
71. I think there are common social responsibilities and intentional responsibilities from the family.
72. Youth should be involved in all the aspects of social participation
73. his participation must be positive,
74. he should take part in simple alphabets in the family.
75. The Family is trying to let him love these things.
76. If we develop programmes in the community and did not reform the school and family, there would be no benefit, and vice versa.
77. Although my country was small and had no transportation, I took the initiative among my colleagues to collect donations to support Algeria.

What responsibilities influenced your choice to become a leader in the community?		
Significance (Benefits of bearing resp.)		13, 15, 16, 17, 18, 19, 20, 21, 28, 32, 47,68 ,
Motives for bearing resp.		11, 14, 23, 25, 30, 43, 46, 54, 59, 60, 64, 65, 77

Community's dealing style (Community's culture)		10, 51, 57, 61, 67, 70, 72,
Primitive responsibilities		2, 62, 66, 71,
Volunteering activities		8, 9, 52, 53, 55, 56,
Sophisticated responsibilities		1, 24, 27, 29, 33, 34, 36, 37, 38, 39, 40, 42, 49, 50,
Tool (Procedures)		3, 6, 12, 41, 63,
Factors impact bearing resp.	+	5, 7, 26, 31, 44, 45, 72,
	-	35, 69,
Criteria for Community's leadership responsibilities		48, 74, 75,
Concept Tentative Hypotheses		4, 58, 76,

Leadership Responsibility in the Community (UK' professors)
1.   Society often does not incorporate youth leadership in the way that it could
2.   Young people can get stereotyped.
3.   contributing to public problem solving
4.   widespread opportunities for service learning
5.   attention to the role of the citizen
6.   opportunities for real work,
7.   something that's age-appropriate.
8.   develop the habit of seeing that things don't have to be the way they are and that they can make a difference.
9.   Build-up of self-efficacy rather than fatalism.
10. The sense of responsibility, "if I don't do it, who is? "It starts with me
11. Setting up a little business
12. Undertaken activities for churches, charities
13. taking part in any sort of community groups; theatre, music and local bands
14. voluntary associations
15. To observe other people in leadership positions and take their part in them
16. they can organise their social lives.
17. I don't mean putting them on a desert island (suits their capacity)
18. there has to be a certain amount of guidance afforded by adults, ... If they go down cul-de-sacs (Cool guidance)
19. a process of guidance allowing them to find things out for themselves.
20. but not a stifling form of guidance.
21. pointing them to other alternatives which they've got to explore.
22. informal youth work,
23. should be taking decisions
24. even if they're very small decisions (Gradually)
25. they might be exercised collectively. They have the opportunity to work together to exercise leadership. 2
26. there are many more opportunities in the wider community, just because there are less structural constraints than schools.
27. Student council provide kinds of facilities.
28. Communities and families is a much more social development, social messaging, fundamental giving of values issue.
29. Focus on positive youth leadership development
30. it is for the benefit of the youth, the people around them, the community
31. the ethical concerns
32. there's a toughness about them,
33. there's a clear focus
34. Street intellect with social skills

35.	a sporting activity around the school
36.	Getting involved in community organisations;
37.	the church, religious organisations, are very important and do provide opportunities.
38.	Obviously, that varies according to culture and ethnicity.
39.	Sporting organisations are very important,
40.	charities and voluntary sector organisations.
41.	There are a lot more opportunities for young people to get involved in consultation,
42.	involved in government, to show what they can do.
43.	They have a Youth Mayor,
44.	youth parliaments.
45.	all those different things can provide opportunities if they're willing to do that
46.	it's too late by adolescence, to start trying to develop responsibility. you actually have to start early in childhood, and that means 4, 5, 6 years of age.
47.	take responsibility for their actions
48.	take responsibility for other people's actions.
49.	youth clubs,
50.	sporting clubs – rugby, football and cricket,
51.	active church
52.	very active pubs
53.	providing opportunities
54.	They see things differently, they have different ideas about right and wrong, what's important, what's not important. They come from a very different way of looking at the world.
55.	it's important to have leaders, mentors, coaches –of young people who understand that they are very different.
56.	give them inspiration
57.	a role models
58.	keep them busy
59.	being kept busy is very important.
60.	And again, I come back to that sense of values, of not forcing one's values on them,
61.	helping them to develop a set of values which they think is meaningful
62.	You need to broaden your mind
63.	Undertake experiences beyond your comfort zone
64.	an impression they get from the broader culture and society how much leadership is valued and what kind of leadership is valued.
65.	In some societies, it's not valued to be different from others, which could be interpreted as being something that discourages leadership; everybody should just be like everybody else.
66.	In other societies, leadership is encouraged; heroes are encouraged.
67.	So the general culture of society sends a signal to people.
68.	when they're growing up, in society do they see great leaders around them or poor leaders?
69.	"how do we allow communities to make decisions?"
70.	If we are ambitious about the things we would like young people to be, they rise to the occasion.
71.	Let's find chances for young people,
72.	Let's give lots of news to young people doing positive things
73.	camping
74.	helping with charities
75.	raising money for people who are in difficult circumstances. And apprentices, even if we don't have apprentice schemes,
76.	let's involve young people following on some adults in how they'd go about their work. Let's shadow them.
77.	they should visit a whole range of voluntary sector organizations
78.	visit people who are disadvantaged, people with physical or mental handicaps,
79.	and then to come back and share their ideas, thoughts, experiences about it and how they perceive things very differently and what they've learned.
80.	putting them as groups
81.	putting them in as many different and varied situations and contexts as possible,

82.	giving young people expectations of different types of organisations broaden their career horizons.
83.	trips abroad; they learn about another culture

What responsibilities/opportunities help young people to become leaders in the community?		
Significance (Benefits of bearing resp.)		9, 25,28, 30, 58, 82, 1, 2, 9, 14, 23, 25, 26, 27, 28, 36, 37, 38, 39, 41
Motives for bearing resp.		5, 10, 45, 15, 16, 17, 20, 21, 24, 40,
Community's dealing style (Community's culture)		26, 38, 64, 65, 66, 67,
Primitive responsibilities		13, 35, 73, 19, 30, 33, 35,
Volunteering activities		12, 14, 74,75, 78,
Sophisticated responsibilities		3, 6, 8, 11, 15, 16, 21, 23, 36, 41, 42, 43, 44, 47, 48, 61, 62, 63, 77, 81, 31, 32,
Tool (Procedures)		22, 27, 34, 37, 39, 40, 49, 50, 51, 52, 76, 79, 80, 83, 34,
Factors impact bearing resp.	+	4, 19, 31, 32, 33, 53, 54, 55, 56, 57, 68, 70, 71, 72, 7, 10, 11, 12,
	-	2, 20, 5, 8,
Criteria for Community's leadership responsibilities		7, 17, 18, 24, 60, 6,
Concept Tentative Hypotheses		1, 29, 46, 59, 69, 3, 4, 13, 22, 29,

1.	the barriers come down, and you get to understand them better
2.	find ways of building up relationships and trust that work.
3.	I'm not sure that you can use volunteering model in the teenage years to create leaders
4.	it's very difficult to herd young people into organised schemes.
5.	some won't be mature enough to do the opportunities you offer
6.	be quite sensitive to the formative stages in young people,
7.	because they certainly don't all develop at the same rate.
8.	a lot of schemes collapse because people haven't taken into consideration the kind of real problems of working with teenagers.
9.	Offer lots of opportunities. Voluntary activities do really offer quite an exciting opportunity.**2**
10.	encouragement.
11.	barriers have to be taken down.
12.	some are more mature than others and will thrive in many different kinds of situations. If you offer them volunteering opportunities, they'll make the most of that.
13.	it's a rather mechanistic model that's built into a lot of these policy initiatives.
14.	Fundamentally, participating in volunteering builds values, I think all these things happen in the family first.
15.	I suppose in the voluntary sector, leadership very much emerges from what people are interested in.
16.	Because when people volunteer, they tend to choose the areas they're going to work in. which they think they can develop leadership
17.	When people volunteer, it's not just what they're interested in, but there might be some important core values there,
18.	like protecting the environment
19.	protecting endangered animals,
20.	a lot of the people who become leaders in the voluntary sector have been driven by the role models.
21.	It's often by the sheer personality and force of their own charisma.
22.	a small proportion of young people get involved in volunteering.
23.	I don't think there's anything special about the voluntary sector in relation to that aspect of young

people. it's just an alternative. It's another option.		
24. Voluntary activities give a bit of freedom		
25. Development of skills that you can't get at school through doing schoolwork and things		
26. it gives an opportunity to develop in a different way.		
27. Many young people are quite idealistic and they want to make a difference.		
28. And that really gives young people a chance to feel that they're contributing,		
29. it gives opportunities to young people who have potential but aren't able to develop that in the normal, conventional school environment.		
30. doing a whole range of things		
31. campaigning for things like Greenpeace, worldwide nature		
32. working with overseas aid		
33. Animal welfare		
34. church groups,		
35. church activities		
36. young people are able to develop leadership capabilities which they didn't know that they had before.		
37. Expanding their horizons,		
38. learning more about how other people feel.		
39. to see that not everything has a price, you can give labour for nothing		
40. it's self-fulfilling.		
41. It takes them into situations where they are shocked and surprised and have to climb up almost by their fingertips.		

Significance of volunteering activities (Benefits for leadership)		1, 2, 9, 14, 23, 25, 26, 28, 36, 37, 38, 39, 41
Rationale behind effectiveness		15, 16, 17, 20, 21, 24, 27, 40,
Primitive activities		19, 30, 33, 35,
Sophisticated activities		31, 32,
Talent-based activities		
Tool (Procedures)		34,
Factors impact volunteering activities' effectiveness	+	7, 10, 11, 12,
	-	5, 8,
Criteria		6,
Concept Tentative Hypotheses		3, 4, 13, 22, 29,

Leadership Responsibility in the Community (UK' leaders)
1. My father was very heavily involved in the community, so I was involved in the community.
2. Our house might be used for a sale of work on a Saturday afternoon.
3. I had a range of different people that I got to meet. My peers in that period would be a mixed bag. **2**
4. Business leaders work hard. And it's not naturally talented.
5. It's important to engage young people in the services that **affect them**.
6. engage young people in the services. I did engage in certain Church activities. **2**
7. There should be engagement in terms of community planning, when things are happening within that community.

8.	It's about taking responsibility for your own actions, but also having a say in that, which is done.
9.	We're about doing things with young people rather than having things done to them.
10.	Believing in them so that they believe in themselves
11.	In the past, when they're 16 years old, they can go and get married, they can go and fight for their country,
12.	They do need inspiration,
13.	They do need mentoring
14.	They do need role models to be there
15.	They need facilities where they can go and let off their energy
16.	To have a chance to express themselves
17.	Well, I was brought up in a very small town.
18.	my Dad a very politically active.
19.	It was a very working class town with very strong working class values.
20.	my politics were formed at a very young age
21.	a town that where people knew each other,
22.	they helped each other out,
23.	and there were some very strong messages there in that community about true socialism in the non-political sense.
24.	My career, the good fortune that I had had has provided me with countless opportunities that have helped me to develop as a leader.
25.	by working opportunities, social opportunities, learning opportunities, self-development opportunities, they've all come together to build that skill set
26.	Build that skill set without knowing it, not necessarily consciously. I wasn't aware that it was affecting me in any way. without being conscious of it **2**
27.	I went to the Boy's Brigade, the church's club.
28.	I was working. It was exciting.
29.	I was inquisitive.
30.	I wanted to know things. I wanted to see how things were done.
31.	I did things that other boys never did. Maybe that was my entrepreneurial spirit.
32.	Moving from the church social community, to then going to play for youth clubs
33.	I was always involved in sport, football
34.	And that meant that I was working hard, and this was my hobby
35.	So that I wouldn't get distracted by drugs or anything like that
36.	Getting the balance of hard work and the social element
37.	Within communities there are huge opportunities
38.	There are a lot of charitable and voluntary organisations and things they can be involved in to do with the community or with this Community Regeneration,
39.	We did not serve or engage in service activities as much as young people do nowadays.
40.	going abroad so often, working in Africa, Asia,
41.	Visit elderly people or sick people
42.	have some conversation with elderly people about religion, how they were coping
43.	It was just something that I liked doing.
44.	And looking back on it now, it obviously affected me for the good.
45.	"serve the Lord with gladness" I found that an inspiration throughout my life. So I was happy to have that as a motto
46.	So the influence on me must have being in a happy environment
47.	The main lesson, being fully aware of those to whom you are talking day by day and of their particular burdens
48.	and basically treat others as you would like others to treat you. That's basically I would say what I've learned over my years in the role.
49.	Volunteering is a very, very important part of society.

50.	It allows people to learn,
51.	to give either their time or their talents
52.	to help others,
53.	gives them a feeling of self-worth.
54.	It gives them a chance to learn new skills and meet new people.
55.	It's getting away from the selfishness, so it's "more we and less me",
56.	I was involved in fundraising,
57.	I had to play a leading role in charitable activity
58.	They learn a lot about people. They learn about having to work with a lot of different people,
59.	Work with people who are reluctant.
60.	They learn all those influencing negotiating skills.
61.	They learn to get people fixed on a common vision or direction
62.	They learn some practical business stuff about marketing,
63.	Learn how do you manage the money, how do you get the money?"
64.	Learn how do you ensure that everybody knows what they're supposed to be doing and everybody's accountable?"
65.	Start to learn those organisational skills
66.	There's huge learning around the resilience for people. Learn personal resilience
67.	You learn some degrees of scepticism, which is that hard-grounding reality that you need, that the most beautiful project plan in the world never goes according to the project plan.

What responsibilities influenced your choice to become a leader in the community?		
Significance (Benefits of bearing resp.)		24, 25, 37, 44, 47, 48, 49, 50, 51, 52, 53, 54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67,
Motives for bearing resp.		20, 28, 29, 30, 34, 45,
Community's dealing style (Community's culture)		2, 3, 17, 19, 21, 22, 23,
Primitive responsibilities		41, 42,
Volunteering activities		38, 39, 40, 56,
Sophisticated responsibilities		7, 8, 11, 31, 57,
Tool (Procedures)		13, 27, 32, 33,
Factors impact bearing resp.	+	1, 4, 6, 10, 12, 14, 16, 18, 35, 46,
	-	
Criteria for Community's leadership responsibilities		5, 9, 15, 36, 43,
Concept Tentative Hypotheses		26,

APPENDIX B5: YLD OBSTACLES

Appendix B5a: Obstacles Affect YLD in the Family

What obstacles affect leadership development for young people in the family?

Obstacles Affect YLD in the Family (KSA' professors)
1.   Our youth are robbed of leadership more than despoiled of will. (Apulia)
2.   The lack of awareness of parents. they have poor awareness. **3**

3.	The lack of awareness of brothers and sisters
4.	psychological obstacles, the father might not want his sons to learn leadership for fear of being led at home
5.	Environmental elements affect family
6.	Bad friends mock them. siblings and peers mock at them **2**
7.	In our family the girl takes her right more than the boy. the girls have more attention than the boys. However, outside the family, the Traditions and customs listen more to the boys.
8.	
9.	
10.	The negative relationships between brothers and the sisters. the concept of the relationship within the family **2**
11.	envy between them
12.	conflict between them
13.	The contradictory between parents in developing leadership
14.	the cultural concept
15.	
16.	If they believe that they are only who have the knowledge and that the son is young, so they should take care of him, such an environment becomes one of obstacles.
17.	and children's relationship with his parents is not biological. There is a real relationship between them, which is governed by true human values
18.	
19.	The growth process is a gradual, when you deal with young people as a child; you missed the cosmic laws of God.
20.	The depression effect is exclusivity too high. Frustration. destroy them **3**
21.	some families are very protective. Strict father **2**
22.	Lack of courage
23.	a large percentage of society does not care about leadership at home
24.	The parents' dominance
25.	Parents do not give them the freedom to express their opinions.
26.	They tend to impose a single opinion of the parents
27.	Elder brother tend to impose his opinion
28.	the family do not have guidance and counselling about leadership roles
29.	lack of responsibilities.
30.	focus on one of them and ignoring the others,
31.	Punishing them if they done mistake
32.	Implementing the same methods on which we were brought up **2**
33.	None recognizing that young people are actually like computer as they store continuously and has the capability to get benefit from the information from time to time
34.	concentrate on their negativities more than their positivities
35.	The punishment kills the initiative
36.	The way in which parents brought up; it's difficult to get rid of it
37.	Parents didn't get used to do such things; so they can't do that for their young people
38.	Contempt youth
39.	young people have to do as they're told
40.	The elders are everything and youth are executives
41.	being unconscious of how significant leadership development is
42.	The family, including siblings has the greatest impact on young, either to push them forward or weaken their will.
43.	and do not give youth any confidence. we don't trust them **2**
44.	or pamper them too much
45.	Siblings have a greater impact than parents.
46.	The majority of problems which affect their leadership behaviour is a result of their siblings then peers,
47.	siblings and peers criticize their behaviours
48.	It is difficult for young people to express themselves throughout leadership situations within the family, whereas it is easier outside the family

49.	In our society, the eldest son is the one who has an interest and takes initiatives, while the middle son is sometimes neglected.
50.	Sometimes this negligence can work in the favour in terms of leadership development, and they can therefore grow in a neutral manner
51.	as they will be safe from scolding,
52.	they will be safe from inappropriate discipline
53.	they will be safe from inappropriate encouragement
54.	Non-discovery, which hinders the leader's emergence
55.	Leadership potentiality may subsided in its beginning
56.	parents ignorance in dealing with the children
57.	Don't treat them in a good manner
58.	Treat them good even though they did not improve them as a leader, they may made themselves, or the school made them
59.	the lack of opportunities,
60.	Parents are busy and have many relations
61.	The lack of moral atmosphere
62.	we are lazy
63.	we don't delegate them enough
64.	the parents want something very high,
65.	We often show courtesy to others at the expense of detriment of our children

What obstacles affect leadership development for young people in the family?	
Impacts of the obstacles	1, 35, 42, 55,
Awareness obstacles	2, 3, 16, 17, 23, 28, 32, 33, 37, 41, 56,
Family's functional obstacles	22, 25, 43, 60, 62, 63,
Family's structural obstacles	10, 27, 36, 40, 49,
Family's treatment obstacles	21, 24, 26, 30, 31, 34, 38, 39, 44, 47, 51, 53, 57, 65,
Developmental obstacles	13, 29, 52, 54, 59,
Psychological obstacles	4, 6, 11, 12, 20, 64,
Ethical obstacles	61,
Cultural obstacles	5, 7, 14,
Interviewees' insights Tentative Hypotheses	19, 45, 46, 48, 50, 58,

Obstacles Affect YLD in the Family (KSA' leaders)

1. There are obstacles within the person himself

2. The family system is destructive, read or do not read, do or do not do

3. Used not to do anything without getting authorization from the others

4. We were a poor family. Poverty **2**

5. We used to be happy when finding dates.

6. I remember that my father's aunt gave me five brightly coloured red, dry dates. I can picture them right now in front of me.

7. We used to eat watermelon peels when diseases such as tuberculosis were on the rampage.

8. My father passed away when I was 11 years old.

9.	I used to see my father only for eight months, so I did not know him.
10.	The greatest obstacle that young people faced in our society is the fear from the unknown
11.	Conservative families get worry about their children falling into the crime or bad morals, or making bad friends.
12.	Therefore, always conservative families do not push their children towards leadership.
13.	Wariness is a prominent hindrance.
14.	The most basic obstacles is the family heritage
15.	Also, the style of the parents: not allow children to think freely.
16.	This creates internal contradictions because youth see things and hear others.
17.	To create a leader in an underdeveloped country is inconceivable, because the leadership is imposed upon you; we find that the political leadership and the school leadership are imposed upon you.
18.	Repression
19.	Repression doesn't allow the opportunity of the creativity and shining for the individual, in the family, school or the society
20.	Discouraging the initiatives
21.	If you repress the individual's behavior or make them afraid, you will kill their sense,
22.	They will no longer provide creation or leadership.
23.	I did not find obstacles at all; my parents were not educated so they wanted to compensate for what they missed, left me with the choice, "Do what you see fit".
24.	The familial violence
25.	violence kills the talents,
26.	especially the psychological familial violence such as blaming, frustrating,
27.	Insulting their mother in front of them
28.	it makes the human looks to the society in black eyes.
29.	Lack of facilities
30.	Lack of respect
31.	The marginalization of youth, he/she is the achieving one, does not have an opinion, no one listens to them, or appreciates them.

32. The family is not conscious; they do not know how to develop leadership.	
33. The parent's lack of preparation to develop leadership	
34. the parents limited education	
35. They are busy;	
36. do not spend enough time with their children.	

What obstacles did you face effect your youth leadership development in your family?		
	Impacts of the obstacles	12, 19, 21 , 22, 25, 28,
	Awareness obstacles	32, 34,
	Family's functional obstacles	2, 9, 20, 29, 33, 35, 36,
	Family's structural obstacles	8,
	Resource obstacles	4, 5, 6, 7,
	Communicational obstacles	
	Family's treatment obstacles	11, 13, 15, 16, 24, 30,
	Developmental obstacles	10,
	Psychological obstacles	1, 3, 18, 26, 31,
	Ethical obstacles	27,
	Cultural obstacles	14, 17,
	Interviewees' insights	23,

Obstacles Affect YLD in the Family (UK' professors)
1. the organisational apparatus to draw people in and learn about leadership is missing
2. They can be in really awful networks which are very negative. Barriers associated with communication. Internal relationships within the family can be difficult. **3**
3. The parents aren't functioning well.
4. Lack of a positive and encouraging atmosphere. Discouragement is a huge obstacle. don't encourage them. A lack of encouraging children to articulate things **4**
5. Nobody says "you can be a leader" their families don't give them self-belief. Not having any adult who believes in you. **2**
6. lack of really good role models. have no positive role model **2**
7. leaders who grew up in horrible family circumstances
8. lack of properly designed opportunities to learn effective leadership. where they don't have opportunities to develop all their potential, their skills. Lack of chance they got. Not enough opportunity **4**
9. Families that do not VALUE good leadership
10. grow up with only one parent sometimes lack
11. If the parent is female and the child is female, they have a role model of a grown-up female. But if the parent is female and the child is male, the child does not have a good role model.
12. Dysfunctional family structures
13. Adults. Adults have a problem with knowing how to treat an adolescent, **2**
14. where they're not happy,
15. where they have their confidence undermined,
16. where there's bullying or abuse,
17. adults being unable to give up power and authority
18. ignorance
19.
20. a lack of appreciation of youth views
21. issues about families, lots of single parent ...
22. brought up by grandparents; they're learning different values.

23.	nuclear family.
24.	Parents might be expecting their young people to gain good qualifications, (high expectations)
25.	they don't want them to be distracted by getting involved in other things
26.	They might get involved in leadership areas that you as a parent might not feel very happy about.
27.	it's very difficult to be confident if the family is more chaotic.
28.	I would see families and communities to be both the support and the obstacle.
29.	brought up in a violent family
30.	brought up to expect criminality,
31.	brought up with parental figures who do not show trust, who deprive you of trust,
32.	parental who deprive you of all sorts of positive experiences,
33.	it is important to look at the reality of what constrains you within the family and the community.
34.	they're not sure whether they should expect independence and maturity or whether they want the adolescent to still a child
35.	the parents aren't prepared to see the young people as having the potential for leadership.
36.	social class is a key thing,
37.	because so many children simply aren't given the goals by their parents.
38.	don't give responsibilities that develop a sense of self-efficacy.
39.	They don't feel that they can change the world in any way.
40.	if parents say one thing and do another, they can see that. And they may not say anything, but they can spot that insincerity.
41.	told they're responsible for something – without being given the corresponding authority to make that happen.
42.	when the parent says "I'm going to treat you as an adult", but actually, they carry on treating them as a child
43.	Parent response is disapproving
44.	Parent becomes critical in the wrong sense of the word
45.	the worst thing we can do with teenagers is to assume that they are just a younger version of "me"
46.	Family is a potential block
47.	It isn't where you are that matters it's what you do with the opportunities available (readiness)
48.	don't motivate them to excel,
49.	to try to do a great job; that's discourage them from becoming a leader as it requires unusual achievement.
50.	Whether our parents ask us or tell us. many parents tell their children what to do,
51.	Discuss things with you or simply give you orders?
52.	making decisions about their lives is very, very limited
53.	The youngest member has a hard time
54.	sibling rivalry
55.	
56.	The expectations of parents, high or low or no expectations of their children
57.	compare one child with another child,
58.	internalise a very low self-concept,
59.	low self-esteem.
60.	
61.	parents who are living their ambition through their children, parents who push them so much, they might divert them into certain things like academic excellence, but in fact the child's gifts may be in a different direction,
62.	
63.	they can destroy the self-confidence of a child by having too high expectations.
64.	not listening to the child,
65.	not giving the child positive, unconditional love.
66.	that's the only way you can develop a healthy sense, if they sense that "the only love I get is after I do something well, then I might then find it very difficult to accept unconditional love later on in life".
67.	Bigotry
68.	Close-mindedness in the family
69.	Lack of discussions

70.	A lack of opportunities for children to explore their ideas
71.	A lack of encouraging the children to show appreciation of others
72.	The way that parents talk about things, other people or issues
73.	The sex role expectations of parents in terms of what boys should do and what girls should do has a massive impact on children's self-concept or the girl's self-concept or their expectations.
74.	parents' expectations and the way they treat boys and girls differently will have a very powerful impact.
75.	That can be very, very career-limiting for a child. that influences children's career choices
76.	it can have a very crushing impact on the girl in terms of her self-concept and her aspirations.
77.	caring ones and the others does the interesting,
78.	that influences children's beliefs about themselves,
79.	that influences children's their role in relationships.
80.	limitations of money,
81.	the rules and regulations of one's parents,
82.	young people who've been thrown out by their parents

What obstacles affect leadership development for young people in the family?		
	Impacts of the obstacles	14, 15 , 33, 46, 63, 73, 75, 76, 78, 79,
	Awareness obstacles	9, 13, 34, 35, 45,
	Family's functional obstacles	3, 4, 17, 20,37, 48, 64, 69, 71,
	Family's structural obstacles	2, 10, 11, 12, 21, 22, 23, 27, 53, 82,
	Resource obstacles	7, 36, 80,
	Family's treatment obstacles	16, 18, 25, 29, 42, 43, 44, 50 , 51, 57, 65, 66, 72, 74, 77, 81,
	Developmental obstacles	1, 8, 32, 38, 41, 49, 52, 61, 68, 70,
	Psychological obstacles	5, 24, 31, 39, 47, 54, 58, 59,
	Ethical obstacles	6, 30, 40, 67,
	Cultural obstacles	26,
	Interviewees' insights	28, 56,

Obstacles Affect YLD in the Family (UK' leaders)
1. Lack of money. Money was short. Having to earn money to help the family, it was an obstacle to education. **3**
2. Nowadays, some parents are not married
3. You don't want to force things on them.
4. Family perception,
5. a lot of our parents are not ambitious enough.
6. You shouldn't put yourself forward.
7. You shouldn't be creative. You shouldn't think out the box.
8. You shouldn't get ahead of your position and station in life.
9. we'd be saying "don't do that, that's too dangerous"
10. "we know your father, don't get above yourself.
11. I don't think we dream enough for our children.
12. We don't say to our children that lovely phrase "be all you can be".
13. A lot of children don't have parents who'll go home and talk to them about their learning.
14. There will be – not barriers, it's the wrong word – but parameters
15. Bad parenting. Today, there is not enough parenting. **2**
16. Sometimes single parents.   they're single parents, or two men or two women as parents. **2**
17. Sometimes no parents

18.	poverty,
19.	lack of understanding by parents of young people
20.	Sometimes a lack of respect both ways
21.	alcohol and drug abuse,
22.	a lack of love
23.	a lack of nurture within a family
24.	There was just no aspiration that I would become a manager.
25.	there were no real obstacles in terms of expectation or the will,
26.	I was constrained by a health problem.
27.	The world that I lived in was quite a small, parochial world.
28.	Not a lot of travel.
29.	But I wouldn't say that they were obstacles. They were contributing factors, but not obstacles.
30.	Nowadays, expectation, a lot of the time, because the gap between the "haves" and the "have nots" has grown,
31.	There is no expectation on them to be anything, let alone a leader.
32.	They don't have anything of real intrinsic value in their lives. And that is a huge obstacle
33.	I don't think I ever looked at myself as being a leader.
34.	Finance was the biggest obstacle.
35.	There's been a big breakdown, especially in Western society.
36.	There are so many distractions for the youth of today
37.	Family hierarchy
38.	Family jealousies
39.	family protection of not wanting to expose them to risk
40.	family protection of not wanting them to fail.
41.	To balance, you can put boundaries around what's there and put some checks and balances in
42.	Taking the time to explain why that boundary is there and "why we can't do that and can't go there",

What obstacles did you face effect your youth leadership development in your family?	
Impacts of the obstacles	
Awareness obstacles	4, 19, 31, 33,
Family's functional obstacles	5, 11, 12, 13, 15, 23, 24,
Family's structural obstacles	2, 16, 17, 37,
Resource obstacles	1, 18, 26, 28, 34,
Communicational obstacles	
Family's treatment obstacles	3, 20, 22, 39, 40,
Developmental obstacles	30,
Psychological obstacles	6, 7, 8, 9, 10, 32, 38,
Ethical obstacles	21,
Cultural obstacles	27, 35,
Interviewees' insights	14, 25, 29, 36, 41, 42,

Appendix B5b: Obstacles Affect YLD at School

What obstacles affect leadership development for young people at school?

Obstacles Affect YLD in the Family (KSA' professors)
1. Lack of school ability to provide activities
2. Material barrier. Lack of money for activities **2**
3. Psychological obstacle; the fear of deviant behaviour in the school extracurricular,
4. the lack of trust in the school itself
5. Giving opportunities only for students who are high in academic achievement
6. Our education focus on rote learning and memorization

7.	If we don't develop them now; it will be difficult to grow them in future
8.	difficulties in discovering leadership potential
9.	Plenty of school's curricula
10.	the concept that the education is a path to work
11.	The guide role is not clear
12.	The guide is not effective in school
13.	the school is no longer offers large opportunities
14.	the instructional programme, where seven lectures don't provide an opportunity for students.
15.	Schools are not attractive
16.	The classroom crowdedness. Crowded classrooms **2**
17.	There is no leadership practice
18.	Schools only focus on the academic curricula
19.	Academic achievement is only the tool which evaluate students
20.	The lack of education in the school,
21.	teachers' dominance,
22.	the closure of debate and dialogue,
23.	the imposition of one opinion,
24.	the lack of leadership models in school
25.	there is no leadership curricula that qualifies them as leaders
26.	We kill their initiative. We kill the students' initiatives **2**
27.	In the class there is limited in developing leadership
28.	The teacher has a huge curriculum which necessarily needs to be completed
29.	The teacher is the leader, whereas the students should be leading the class
30.	Literalism in teaching our curricula
31.	Sometimes the headteacher has firm personality
32.	Focusing on the unique student in his study and ignoring the rest
33.	A lack of awareness that everyone has specific personality and each one has advantages better than the others
34.	**Few** sport courses in school. Sport helps in teamwork
35.	We need real scout, rather than nominal
36.	the opportunities are very few
37.	The bureaucratic nature of schools
38.	limited time
39.	Limited activities
40.	Limited teachers' motivation
41.	School management doesn't encourage activities
42.	Lack of teacher's competence
43.	Too much students in the school
44.	Fear of their peers' criticisms
45.	A shortage of leadership positions where youth can learn leadership roles.
46.	Sometimes teachers don't think about instilling these leadership behaviours
47.	Destroy him in front of his peers
48.	I believe that the whole school has barriers
49.	the school environment
50.	the education system itself is an obstacle

What obstacles affect leadership development for young people at school?		
	Impacts of the obstacles	26, 33, 48,
	Awareness obstacles (Societal attitudes)	10, 11, 46,
	Resources obstacles	1, 2, 34, 38,
	School's functional obstacles	6, 12, 15, 20,22, 30, 40, 41, 42,
	School's structural obstacles	9, 14, 16, 19, 28, 37, 43, 50,
	School's treatment obstacles	4, 21, 23, 31, 32, 47,
	Developmental obstacles	5, 13, 17, 18, 24, 25, 27, 35, 36, 39, 45,

	Psychological obstacles	3, 44,
	Ethical obstacles	
	Cultural obstacles	
	Interviewees' insights Tentative Hypotheses	7, 29,

Obstacles Affect YLD in the Family (KSA' leaders)

1. Jealousy
2. I couldn't continue my school
3. We used to use a wooden plate with ink and a wooden stick for writing.
4. We used to use clay to wipe the plate clean.
5. The teachers see themselves as being father in the school.
6. The school administration puts fear in students of doing any wrong.
7. In addition, the weakness of encouragement
8. Lack of developing the individual' leadership capability
9. The guidance and counselling are obviously not available.
10. In fact, students start out as creative, then become less obviously creative because of schools.
11. I think that the first task for the schools and training centres is to get rid of fear from LD,
12. fear
13. Non-methodological programmes, which can help to bring leadership
14. the curriculum pushes the teacher to finish the curriculum in a specified time
15. If someone has a leadership seed, nothing will stop them from becoming a leader. They will go out of the bottle and overcome the nightmare.
16. The teachers' awareness is an obstacle;
17. many teachers do not care about leadership,
18. they think that their duty is complete once they have explained the curricula being studied.
19. They think their duties do not include discovering the students who have leadership, traits and capabilities.
20. I think that one of the greatest obstacles in the schools is that we do not care about real consulting and guidance.
21. teacher are incompetence of leadership
22. the absence of a leading teacher
23. The school doesn't perceive the importance of YLD
24. Schools are over burdened
25. Principals are not qualified.
26. The teachers only wanted to present their lessons.
27. Leadership development not studied as a subject, it supposed to be blended
28. Unfortunately, the whole school is an obstacle; I do not think that the school can offer something in its present formation,

What obstacles did you face effect your youth leadership development at school?	
Impacts of the obstacles	
Awareness obstacles (Societal attitudes)	11, 16, 17, 18, 19, 23,
Resources obstacles	3, 4,
School's functional obstacles	7, 10, 14, 21, 24, 25, 26, 28
School's structural obstacles	
School's treatment obstacles	5, 6,
Developmental obstacles	2, 8, 9, 13, 20, 22,
Psychological obstacles	1, 12,
Ethical obstacles	
Cultural obstacles	
Interviewees' insights Tentative Hypotheses	15, 27,

	Obstacles Affect YLD in the Family (UK' professors)
1.	Societal attitudes "Youth should buckle down and do their work and we don't expect them to do much else",
2.	Ignoring their resources
3.	a lack of investment in the opportunities beyond just sitting in a classroom.
4.	the attitudes of older people – "they don't know enough, don't have enough skill to contribute to the society".
5.	The consumerism is a problem because leadership is more about what you give rather than what you consume.
6.	The consumerism. the consumerist atmosphere of our entertainment world
7.	Many countries cut out things like sports, music, art, and this is leadership development.
8.	Schools that do not VALUE good leadership, do not encourage good leadership in the young
9.	
10.	it's going to be very hard to take on responsible leadership roles.
11.	I do think that a lack of education can be a major obstacle.
12.	Lack of expectations
13.	schools are structured by year groups, only older children can lead younger children. Younger children are more than capable of leading older children. That militates against that acceptance
14.	The cultures where elders are very respected.
15.	The extent to which one conforms to norms and values of others
16.	Schools have now got much more management, much less leadership than they should have
17.	Schools are under pressure to make people get their qualifications.
18.	Young people have got lots of time.
19.	Challenging authority in schools
20.	Schools aren't very well structured to enable young people to take decisions.
21.	They're willing to do little things, but not big things.
22.	I would more put schools at resources rather than that. So, the school is a resource issue.
23.	if that school has deprivation of resources, if it has not the best teachers, it has windows that are broken
24.	classrooms are too big
25.	violence in those schools
26.	they don't give you harsh feedback.
27.	So the resilience that you could get from that experience is not there.
28.	Not enough opportunity.
29.	Too intellectual, and not broader
30.	And schools are not very good at teams
31.	Schools are not very good at teams; they're too heavily oriented towards individual achievement.
32.	they punish. If you get help from a colleague, you are punished instead of rewarded.
33.	The school tends to treat adolescents as children.
34.	They're very, very poor at giving young people responsibility.
35.	the adults aren't prepared to see the young people as having the potential for leadership.
36.	young people always say "Well, we have a school council, but whatever decisions we make in the school council, the teachers never take any notice of it".
37.	they find school very limiting,
38.	very unexciting
39.	it doesn't offer them the opportunities to make a difference.
40.	the school culture is very, very important.
41.	the state schools don't really encourage students about the sorts of occupations that you should be looking at
42.	a lot of kids just say "well, I'm just ordinary, how could I do that?"
43.	teachers are very busy
44.	school can be a very tough environment,
45.	where the law of the jungle can operate
46.	not sufficient recognition of the different personalities of children.

47.	one model of education, one model of attainment, and one model of success. And many, many people didn't fit that model,
48.	Schools are potential blocks
49.	It isn't where you are that matters it's what you do with the opportunities available (readiness)
50.	their group of friends is discouraging them from studying or trying hard
51.	adults
52.	we breed teachers to tell people what to do. many teachers tell their children what to do,
53.	many teachers don't see themselves as leaders.
54.	we have classroom management. We don't have classroom leadership.
55.	what happens at school was determined by everybody else except the student
56.	We don't even ask them what they're interested in; we have already assumed "this is what they need to know".
57.	so many constraints being placed on the teacher. They're working in constrained environments
58.	Teacher have got a curriculum to follow
59.	it's a formal environment. Class has to carry forwards certain things. It makes the teacher's job a more formal one.
60.	Teachers can understand that in the non-formal dimensions of school, to build relationships with young people is not threatening. You don't have to fear because they will respect you
61.	The more you can break down the formality in teaching methods, the better for LD
62.	Finding ways in which schools can become much more human places, places for young people to meet where they feel a bit like adults.
63.	If they can meet in a place where teachers can meet with them
64.	girls achieve much better in all-girls schools.
65.	the hypocrisy of convent school really drove me. the way they were such snobs.
66.	If you had that public exposure every two weeks, it internalised "I'm not very bright".
67.	drugs are a major problem in schools in the UK

What obstacles affect leadership development for young people at school?	
Impacts of the obstacles	10, 27, 40, 48,
Awareness obstacles (Societal attitudes)	1, 4, 8, 35, 46, 60,
Resources obstacles	2, 7, 18, 23, 24, 37,
School's functional obstacles	11, 19, 26, 29, 30, 41, 43,
School's structural obstacles	13, 20, 57, 59, 62, 63,
School's treatment obstacles	25, 32, 33, 44, 45, 50, 51, 52, 55, 56,
Developmental obstacles	3, 17, 28, 34, 36, 39, 47, 49, 58,
Psychological obstacles	12, 38, 42, 53, 66,
Ethical obstacles	15, 65, 67,
Cultural obstacles	6, 14, 21,
Interviewees' insights Tentative Hypotheses	5, 16, 22, 31, 54, 61, 64,

Obstacles Affect YLD in the Family (UK' leaders)	
1.	I am glad there is not what we called "capital punishment" now
2.	we had the belt at school. the belt at school was also for me on occasion a time to be aware of injustice. the injustice of that struck me
3.	As a leader, I am still fighting against injustices.
4.	lack of ignorance on a pupil
5.	Meant power is not what leadership is all about. That was forcing one's authority on those who couldn't resist.
6.	seeing injustice in action in school, had an affect on me

7.	Our teachers need to aspire for more for our children.
8.	the security of not letting them fail too hard
9.	or in a way that damages their self esteem.
10.	I do understand this issue about the leadership virtues, and not just leadership of the elite. The heathen leadership that says "there are only a few gifted leaders"
11.	And maybe leadership is not even the right word. Maybe that causes us problems. I'm using the word "choices", "initiative", "team-building", and "vision". And we package all these things under the heading "leadership".
12.	The structures of the school itself,
13.	the lack of flexibility within the curriculum,
14.	the lack of opportunities for certain groups within the school to prosper and get advantage.
15.	And we have to assess every individual young person separately and produce a learning framework that suits their needs at a particular time.
16.	The need for the school to achieve high marks means that very often the lower end is kept out of harm's way and does not appear in the statistics. But those statistics are real people's lives
17.	They can leave the school after four years with nothing. they might get a leaving certificate, but they have nothing.
18.	Schools are not democratic.
19.	At the moment, the last person to be consulted about their education is a young person. It's very top-down, it's still Victorian. It's still really "be seen and not heard".
20.	At the moment, it's very fragmented and there's too much of a generation gap.
21.	And there's also the whole discipline thing in a school, which makes it very difficult. I don't like the discipline. **2**
22.	Schools are not the answer for a lot of people.
23.	I wasn't particularly motivated. I wasn't motivated. I wish I had have been more motivated at school.
24.	I did the minimum at school, so I just kept my head down and did my own thing.
25.	The environment is not really obstacles, because when you can read a book, the world's there
26.	The main obstacle depending on whether you're a high achiever. If you're a high achiever, there are fewer obstacles and you will get the chances. All the things that are going will be there and you'll take that opportunity.
27.	But many young people going to school, the school curriculum is an obstacle,
28.	The school curriculum actually narrows down the experience and the knowledge of young people.
29.	For under-achieving youngsters, the school can be a very punitive experience
30.	For under-achieving youngsters, it's not necessarily one that helps them to blossom and flourish. So the learning opportunities are constrained
31.	the learning opportunities are constrained
32.	which puts you down – "sit down, be quiet, do this, follow that, if you don't do that – sit outside".
33.	Absolutely. "Close it all down", and the slightest bit of energy can be misinterpreted, and I think that can be a real obstacle to young people as well.
34.	If you look at the kids coming here to the college, you see that they don't want to lead. There is also comfort in anonymity. Because if you want to develop leadership skills, it means that you've got to put yourself out there, and you put yourself on the line, and that just is not done. You blend in.
35.	There's a lot more bullying, both physical bullying and cyber-bullying

36. None. I didn't like the school.	
37. I didn't like the majority of teachers	
38. I didn't see teachers as role models	
39. I can't remember anyone at school ever trying to find out if you had any entrepreneurial flair.	
40. There was no teaching at school	

What obstacles did you face effect your youth leadership development at school?

	Impacts of the obstacles	6, 9, 24, 28, 29, 36, 37,
	Awareness obstacles (Societal attitudes)	10, 33,
	Resources obstacles	
	School's functional obstacles	7, 13, 16, 17, 22, 23, 27, 38, 39, 40,
	School's structural obstacles	12,
	School's treatment obstacles	1, 2, 8, 18, 19, 21, 32,
	Developmental obstacles	14, 31, 34,
	Psychological obstacles	4,
	Ethical obstacles	3, 35,
	Cultural obstacles	20,
	Interviewees' insights Tentative Hypotheses	5, 11, 15, 25, 26, 30,

Appendix B5c: Obstacles Affect YLD in the Community

What obstacles affect leadership development for young people in the community?

Obstacles Affect YLD in the Community (KSA' professors)
1. The cultures
2. the culture of frustration,
3. the economic situation
4. the extremist ideology
5. dystrophy
6. Not organized sleeping
7. Stay up late at night
8. Parents afraid of negative communities
9. Protection of parents
10. Smoking
11. Bad friends
12. Lack of hope
13. leisure time
14. the availability of money
15. In the modern societies the period of adolescence continues on in terms of the psychological, social and economic side. (Long adolescence)
16. Youth remain dependent over a long period. Young people can be up to 23 years depend on the family economically, but they have become mature physiologically and mentally
17. There are family-related obstacles, social obstacles, political obstacles, and environmental obstacles
18. People's awareness is weak.
19. There is no enough chances for youth
20. If the social system a lack of freedom and elections; leadership wont develop for many people
21. The limitation of hope to be a leader, no longer dream of being a leader, minister, scientist or celebrity

22.	Limited freedom
23.	Frustration of being a leader
24.	There is a high percentage of our society who do not excel academically
25.	The negative side of the culture of society
26.	youth don't speak before their elders
27.	The community obstacles at most are cultural
28.	Unfortunately, we do not care of girls, we have obvious shortage
29.	Negative customs
30.	There is a greater lack of opportunities
31.	Inappropriate and unprepared environment for developing leaders
32.	There is a lack of encouraging leadership roles
33.	The wrong culture that there is only one leader; and the others are followers
34.	Also not everyone can be a leader
35.	In fact, leadership is several levels (that can deal with the obstacles)
36.	Sensitivity from others' comments
37.	Youth who have nature willing to leadership, don't affect by obstacles
38.	Boys have more fields of leadership than girls
39.	leadership wont develop for many people

Q.2b.3: Obstacles in the community

What obstacles affect leadership development for young people in the community?

	Impacts of the obstacles	39
	Awareness obstacles	18,
	Resources obstacles	3, 13, 14, 31,
	Community's structural obstacles	8, 24, 28, 38,
	Community's treatment obstacles	9, 22, 32, 36,
	Developmental obstacles	5, 6, 7, 19, 30,
	Psychological obstacles	2, 12, 23,
	Ethical obstacles	4, 10, 11,
	Cultural obstacles	1, 15, 16, 25, 26, 27, 29, 33, 34,
	Interviewees' insights Tentative Hypotheses	17, 21, 35, 37,

Obstacles Affect YLD in the Community (KSA' leaders)

1.	Asking anybody to do what he has no talents for, he will bear unbearable load, or you will find that you burn him
2.	jealousy
3.	Repression
4.	The way in which youth are brought up at home, at school and in the society, in all of these environments, there is nothing encouraging creation.
5.	Also mockery
6.	One of the frustrations in our country is the tendency to pent up from others,

7.	and if you pent up a lot, some survive, but the majority collapse and surrender.
8.	young people cannot be shown to be in adult roles
9.	Our society is a depressed, frustrating society to a great extent.
10.	the communities are not the ones that encourage you to have a lot of work.
11.	If family and school creating the encouraging environment, youth would be sufficiently strong, yet no negative effect of the community. The programmes at school and at home will have a very strong influence and will make the individual's immunity so strong that they will not be influenced by the outside world
12.	the situation of social deterioration, which is based on acting irresponsibly.
13.	the social deteriorating situation of staying outside up late at night
14.	in the summer vacations, for example, the schedule turns upside down and thereby their life becomes chaos

What obstacles did you face effect your youth leadership development in the community?	
Impacts of the obstacles	1, 7,
Awareness obstacles	
Resources obstacles	
Community's functional obstacles	4, 10, 12, 13, 14
Community's structural obstacles	8,
Communicational obstacles	
Community's treatment obstacles	5, 6,
Developmental obstacles	
Psychological obstacles	2, 3, 9,
Interviewees' insights	11,

Obstacles Affect YLD in the Community (UK' professors)
1.   We don't give them plenty of opportunities to contribute to the community.
2.   have not awareness of the resources that young people can provide to the community.
3.   Youth don't see themselves as part of solving the society's problem.
4.   Communities that do not VALUE good leadership
5.   do not encourage good leadership in the young
6.   They don't have these opportunities. Not enough opportunity. **2**
7.   they grow up lacking community activities
8.   they grow up lacking community groups
9.   they grow up lacking voluntary associations
10. Just a few can overcome that and turn it into a virtue, but they have to have a lot of innate natural leadership skills.
11. A lack of basic interest in social organisation
12. the majority of the population are not ignorant, but they have no interest.
13. It's about people's attitudes to young people; they are a nuisance
14. they don't have the knowledge and understanding.
15. Financial obstacles,
16. lack of resources
17. The biggest obstacle is social background. overcoming your social background is a big hurdle

18.	deprivation of positive reinforcement
19.	deprivation of resources
20.	overexposure to an adverse, destructive experience
21.	It's not as if someone in themselves can't develop an attitude of learning.
22.	The deprived communities beginning to take place, you also have criminality. In that mess there are kids that become leaders. The problem is their leadership is antisocial.
23.	instead of creating good leaders, we create criminality with good leadership skills.
24.	There is a breakdown of community, under threat
25.	If a community is undermined, then those opportunities are diminished.
26.	Our old notions of community don't exist anymore.
27.	new technology, mobility, unemployment, can undermine a community.
28.	You can develop leadership in a youth club, but I'm not sure that you can do it on Facebook.
29.	The attitudes of the adults, not allowing the young people to develop
30.	The whole issue about leadership development is that if you are willing to provide opportunities for young people, they'll grow into those opportunities.
31.	if you want to keep adolescents as children, then they won't grow into those opportunities
32.	if you want to hold them, to retain power, then they won't grow into those opportunities
33.	keep them dependent, then they won't grow into those opportunities
34.	The community certainly used to be much more, that the upper classes would look after their own kind.
35.	Powerful groups perpetuate themselves.
36.	there are real obstacles from lower social groups,
37.	Even though we say we live in a meritocracy where you can rise because of your ability, they are not properly respected.
38.	
39.	you have to identify the community. "what community?"
40.	we live in completely different communities,
41.	there are massive obstacles in some communities and hardly any obstacles in another.
42.	Communities are potential blocks
43.	It isn't where you are that matters it's what you do with the opportunities available (readiness)
44.	Discouragement in the general culture
45.	Adults are obstacles because of their attitude 2
46.	We don't feel that young people can be leaders
47.	we don't give them the chance
48.	We have a tendency to sneer at them.
49.	Young people would spend half of their weekend, on the computer by themselves, interacting with nobody.
50.	I think the community has plenty of obstacles … adult groups say "oh, the trouble with young people here is that they're always making a noise
51.	observations of men
52.	women have got to go through the hurdles which are set by men, and the assessors are men the higher you go.
53.	It depends on what kind of community you're a member in, whether it's urban, rural, or what culture you're in.
54.	Origin has a major influence.
55.	the pressure on young people, the images around them, which are towards conformity
56.	ironic

What obstacles affect leadership development for young people in the community?	
Impacts of the obstacles	23, 25, 42,
Awareness obstacles	2, 4, 13, 14, 29, 45, 46,
Resources obstacles	9, 15, 16, 19, 27,
Community's functional obstacles	5, 44,
Community's structural obstacles	8, 17, 24, 26, 34, 35, 36, 40, 52, 54,
Community's treatment obstacles	18, 20, 31, 32, 33, 38, 48, 50, 51, 56,

	Developmental obstacles	1, 6, 7, 47,
	Psychological obstacles	3, 11, 21, 43, 55,
	Interviewees' insights Tentative Hypotheses	10, 12, 22, 28, 30, 39, 41, 49, 53,

Obstacles Affect YLD in the Community (UK' leaders)

1. Nowadays, drug-taking at home

2. The poverty helped me having fought injustices literally all my life

3. Not embracing family values

4. That sense of belonging which you haven't got at home, school or community. There is a distinct "them and us"

5. There is a certain fear of young people by certain parts of the adult population

6. Much of that is due to media hype and nonsense

7. nonsense

8. Much of it is forgetting what we were like when we were young.

9. The preconceptions of adults

10. The lack of services and places to go that are safe, warm,

11. The lack of places that have leaders there to work with the young people

12. Because I was young, that people wouldn't look at you. I was working with elders.

13. The community was parochial.

14. Nowadays, TV programmes erodes your self-belief.

15. Youth are very much dependent on social networking props, on substance abuse. There is a real dependency issue there, the dependency on a PC, that all takes away from your self-belief.

16. We lost that extended family, which doesn't just necessarily mean people that you're blood relatives to, that sense of community

17. We lost that accountability

18. There weren't a lot of opportunities for young people to find their voice in the way that there is now. The young person's voice is ever-present

19. When we were growing up, children were seen and not heard, that the voice of youth did not have a political impact or a social impact in the way that it does now.

20. At that age, from 12 to 18, I didn't know what the long term plan was. I never actually set up in business on my own

21. We're very hesitant to give the responsibility

22. Always being the elders that lead

What obstacles did you face effect your youth leadership development in the community?	
Impacts of the obstacles	2, 4, 14, 19,
Awareness obstacles	8, 9, 20, 21, 22,
Resources obstacles	
Community's functional obstacles	18,

Community's structural obstacles	
Communicational obstacles	
Community's treatment obstacles	
Developmental obstacles	10, 11,
Psychological obstacles	5, 15,
Ethical obstacles	1, 6, 7, 17,
Cultural obstacles	3, 12, 13, 16,

APPENDIX C: PRESENTING THE WHOLE INTERVIEWS (N= 46)

Appendix C1: Interviews with the UK Universities' professors

Case 1: Tony Townsend, educational leadership expert

Today I'm interviewing a professor, Tony, in Glasgow University. First of all I'd like to thank you very much. I'm doing interviews with various experts; my aim is to investigate youth leadership development from various perspectives. First of all, I'd like to start with a general question. In your opinion, Professor, *what makes youths become future leaders?*

I have the opinion that leadership is within everybody. And what we should be doing is providing everybody with the opportunity to develop leadership skills. In fact, one of the books that I wrote, which is called *The Global Classroom*, which is up there somewhere, suggested that there are four things that underpin a good education. And one is education for survival, one is knowing yourself and knowing where you fit, one is knowing community and the other is knowing personal responsibility. And I think that all students, regardless of ages and regardless of where they come from, should be provided with opportunities to have all four of those things. And one of the things that we look at in terms of personal responsibility is leadership. So, for me, leadership is something that should be given to everybody. Now, to answer the question "what makes young people become future leaders?", I think it's opportunity. And I think that the majority of young people don't get the opportunity to demonstrate their leadership skills. So I think one of the critical things we need to look at is *"how do we provide opportunities for people?"*, first of all, and then *"how do we provide specific activities that we know are associated with leadership development for young people?"*.

To what extent is leadership learnable for youths, I mean, youths between 12 and 18?

I think leadership is evidently learnable. I think the issue is really about "what sort of dimensions of leadership do you need to look at and how do you provide opportunities for people to develop those dimensions?". And if you look at leadership as making appropriate decisions, recognising what the world is like at the moment, and looking at ways in which you can move through the world, then I think that's something that's learnable. It's certainly something that's teachable. I think that the reason that we only have a few people as leaders is we don't want everybody to be a leader. And I think society doesn't want that because then we end up with a situation where people make their own decisions, they do their own things, they develop their own frameworks, et cetera, et cetera et cetera. And that doesn't necessarily fit in with what society wants. And if you look at, you know, for instance, a lot of the recent financial crisis, all of the people that caused the financial crisis were leaders, except for one thing. They didn't have the ethical framework that good leaders have. So I think if we're looking at developing leadership, we need to first of all work out the dimensions we need to make sure are, and then how do we establish that.

Let's, again... What you have said is interesting, about opportunities. What responsibilities or opportunities would be helpful for youths in order to become leaders? Let's talk in a small area, in the family.

Ok, within the family, I think the first set of experiences that leaders have is making decisions. And yet, if you think about it, many parents tell their children what to do, many teachers tell their children what to do, and so the opportunities for young people to make decisions is very, very limited. Now, of course, we all do make decisions every day. I choose whether I want to wear black socks or white socks, I choose what trousers I want to put on, et cetera, et cetera. But in some cases, when people are young, they don't even get to make those decisions. So if you think about it, one of the first things that we could do with our kids would be to have a conversation about "what clothes would you like to wear today? What sort of toys would you like to play with? Et cetera, et cetera.". So, if we ask questions, then

young people start to make decisions. And if they start to learn that some of those decisions are better than others, you know, for instance, if it's the middle of winter and you want to wear a t-shirt, like you, then maybe you're not going to end up being as warm as you'd like to be. So I think that what we need to look at is, very early in the piece, giving young people the opportunity to make decisions about their lives.

What about at school?

Same sort of thing. An awful lot of what happens at school was determined by everybody else except the person we want to learn. We want young people to learn, and yet we give them no real opportunity to investigate the things that they might be interested in. And we don't even ask them what they're interested in; we have already assumed "this is what they need to know". So I think again, in school, you can look at decision-making processes. I think leadership involves cooperation, so you need to enable things like group work to occur in schools, and that can happen at home as well if you have a play group, for instance, where you're playing with other children, you will see some of them exhibiting leadership behaviour. So leadership behaviour is there, we just need to give them the sorts of opportunities they need.

In your interesting book, International Handbook of School Effectiveness and Improvement, and the other one, Third Millennium Schools, what would you say in terms of a school which is appropriate to youth leadership development for the third millennium?

Well, I think that an earlier book that I wrote, it was called *Core-Plus Education*, and the reason that I wrote that was that I argued that there were two elements to a curriculum and there were two elements to a school – the core and the plus. And if we look at the curriculum for a start, the core curriculum is that curriculum that's determined by governments – "this is what we want for all of our students". And what we found in the last 20 years is that becomes narrower and narrower and narrower, focussing on literacy and numeracy and so on. The plus component is what individual schools want for their kids. So if you have a school in the middle of Glasgow, for instance, some of the requirements that people will have for their children in that particular school will be totally different to a school on the Orkney islands. So what we need to look at is "how do we allow communities to make

decisions?". It's the same thing – decision-making. And then "how do we allow children to make decisions within that framework?". So what we're looking at is we need to have a school that has space and time and resources and energy to allow young people to take part in making decisions about their learning. Now, we can do that within the regular curriculum. It is possible to do that. But when you have so many constraints being placed on you in terms of how many things you have to do in any particular hour, then it's very difficult to have, even for the teacher to have any decision-making. The teacher simply operates, the student operates, and we hope that it all goes well. But a really good school to develop youth leadership would be a school that allows young people to make decisions, that listens to what they say and then follows in some direction like that.

What about outdoors activities or non-school, non-curriculum activities?
Well, Australia has been a lot better than other parts of the world in terms of that. Because what we have is a fully structured junior programme for all things that you're doing. So for instance, if you wanted to do Australian rules football or play cricket or something like that, not only do you have, somewhere in the order of maybe half a million adults who play, you probably also have in the order half a million or even more young people under the age of 16 that play. So, to give you an idea of the structure, if you're playing cricket, for instance, you'll have a community club, so, in the local community, and it might have five senior teams – adults who are playing together. But then it might have ten junior teams, and so you've got teams of under-9s, under-11s, under-12s, under-13s all playing. Now, if you think about the nature of team sport, it's providing people with the opportunity to cooperate with each other, it's giving people the opportunity to become leaders within their own frameworks and so on. So I think what is necessary outside, is for if the community wants young people to be leaders, it needs to establish structured, appropriate experiences for young people to participate in a variety of things. What percentage of young people these days would spend, you know, half of their weekend, on the computer by themselves, interacting with nobody? We need to have interesting, fun, structured experiences where children can enjoy themselves and learn things from other people.

Let's talk about the characteristics. What do you believe are the significant core characteristics which make youths future leaders?

An interest in other people. I think, an ethical framework. Trying to do things that are right. I think having opportunities to work in leadership situations. Again, I think, having the ability to make logical and strategic decisions about themselves and for other people. What else? I think they need to have a very positive view of the world.

You have an article about the third millennium leader, and it was a really interesting article. You have highlighted, I like it, it was "think globally and act locally".

Well, it's actually do both. It was "think and act both locally and globally".

Could you please explain that, focussing in terms of youth leadership development?

Ok. Well, there are some great examples of where young people have taken charge of something locally, but then impacted globally. And I think what we need to remember is that the way in which the world is structured at the moment is that the local and global are so closely interactive that, for instance, the global environment crisis can only be resolved if, locally, we do something about it. We can't get rid of pollution unless we all actually contribute. And the alternative to that is if I have a really positive, strong feeling about something locally and I get other people around me who have the same feeling, I can change the world. And I think if we give young people the opportunity to see that they can do these things, and so you've had examples of... There was an example some time ago where, I think... Now what happened? It was either a young American student who wrote to the Russian Premier, or it was a young Russian student who wrote to the American President. And the person was so impressed by what the young person had to say that he invited him to come and meet with him. Now, there's that sort of thing. There's opportunities for young people to participate in UNESCO and the UN. Another good example that I have, that I use sometimes, there was a school in Australia, and this was after the time when our aboriginal population had, you know, some fairly distressing... It was the stolen generation, I don't know whether you know about it. But in Australia, for 30-odd years, they took young aboriginal people away from

their parents and put them with white people. The understanding was that they were to give them a better opportunity of life. There was a report that came out in the late Nineties that was called *The Stolen Generation*. And what happened at that point was that many Australians wanted to say sorry, but the Federal Government at the time, which was very conservative, refused to do so. Anyway, what did happen was that a lot of work in schools came about looking at reconciliation, what that meant, and everything else. And there was this young group of 15 year olds in one of the schools in Melbourne that said "well, if we really want to talk about reconciliation, why don't we invite the person who really knows about it?". So they wrote to Nelson Mandela, and he came. And he came and while he was in Australia, he did two or three big rally-type things which raised millions of dollars that went back into the Mandela Foundation. So those ten young 15 year olds actually probably impacted on however many young South African children. So that's the way in which the local and the global interact. And we have to think both ways.

Do you think adolescents' leadership differs from adults' in terms of leadership development?

No. I think that that's the same sort of argument about whether child learning and adult learning is the same thing or different. And we have two different worlds- we have pedagogy and andragogy. And I actually disagree, because the actual framework of learning, how we learn, is identical. The actual process of learning is identical in young people and in older people. So, from that perspective, if learning is the same, then why can't leadership be the same? And I think the difference is that adults are more powerful. So, adults can tell children "this is what you'll learn, but if I don't want to learn that, I don't have to". Ok? Adults can tell children "you will do this", but it doesn't work in reverse. So even young people, and I think one of the difficulties that we have is a lot of our adult leaders are not actually very good role models for the sort of children leaders we want, because there's an issue. And a colleague of mine talks about the "askers" and the "tellers". Ok? The people who ask questions, and, of course, every time you ask a question, your brain tries to answer it. Every time you're told something, your brain doesn't have to do anything. I mean, it simply sits there. So if we look at leadership, I think leadership systems and

everything else are the same in adults and young people. The difference is that adults have so much more experience. They have so much more power. They have more resources. And so the ability to actually adopt a leadership position is much easier for an adult than it is for a young person. But nevertheless, I think we can probably both think of examples of young people who have demonstrated all of the capabilities of a president or of a principal or of a minister, et cetera, et cetera.

You have mentioned what adults have more than youths. What do youths have more than adults?
Energy.

What else?
Well, in a lot of respects I think that they're less cynical, so they have a more positive view of the world than many adults do. Many adults, I think, are now a bit jaded, you know, we've seen what the politicians have done, we've seen what we've done to the world. But I think that young people don't have that perspective, and I think if you, you know, if you sat in a room and you asked 100 adults "do you think the future will be better than now?", probably 50 would say "no". But I think if you sat in a room with 100 young people of 15 to 20, they'd be much more positive. Why? Because they have the opportunity to shape it. We've gone beyond that. We had our opportunity to shape it, and look what we did to it. So we become more cynical, I think, so I think enthusiasm, a positive view of the world and, in many respects, I think, an ability to cooperate without all of the ideologies that adults have.

Do you think they have more time than adults to develop during leadership?
No. You know, I don't think it's a time issue. I think that if you're going to do it, you'll find time, it doesn't matter when. I mean, if you are a leader inside, if you look at the world through leadership eyes, it doesn't matter. If you have to move things around to make time, then you do it. And that will happen. You know, kids fill up their days. We might not agree what they fill them up with, but they certainly fill up their day. So they're just as busy as we are, they're just doing different things.

Do you think they are more open and that helps leadership development?

I think they're less cynical, so, I mean, if you look at more open as being the reverse of less cynical, yes I do think they are. So they are more open to look at things with an eye that is neutral, if you like, rather than automatically assuming the worst and then saying "how do we fix it?".

Let's talk about the obstacles. What obstacles do you consider affect leadership? Let's start from –

I think adults, for a start.

At home, I mean. In their family.

Well, I think the major obstacle is, and it goes back to what I said before, whether our parents ask us or tell us. Do they discuss things with you or simply give you orders? I think all those sorts of things impact on young people at home. And it impacts in a very negative sense because if you see on the television or wherever else it might be, that leaders are people who give orders, and yet, your role is to take orders, then very early in the piece perceive yourself as being a follower and not a leader. Now, if that consistently happens over time, through your youth, through your school, et cetera, et cetera, then by the time you grow up, you accept that decisions are things that other people make. So I think that the major obstacle in the development of young people is whether people use questions or tell. And it's that negative environment that can be generated. Of course, there are a whole lot of other things that can happen, if you have parents in opposition to their children, or the other thing that can happen is that parents are trying to live their own lives through their children and so are putting pressures on their children that are unjustified and unmeant. And that's hard.

What about obstacles at school?

Well, I think the same sort of thing applies, because if you look at it, we breed teachers to tell people what to do. And yet, many of them don't see themselves as leaders. What are they doing? They're just passing on what they've been told to do. So in a lot of respects, I think, you know, the difference between, say, a leader and a

manager, is that a manager wants to keep things nice and tight and the same, and a leader wants to disrupt things. Because the leader is saying "I don't like what this is, I think we can change it and do better". But a manager doesn't have to do that. So what we have is classroom management. We don't have classroom leadership. Ok? We have school leadership, but they're really managers. So I think what we have is a... The system that we live in doesn't want too many leaders. They're disruptive people.

Would you add something about the wider circle of communities' obstacles?

Well, I think the same sort of thing applies. I think, probably, if you look at the broader community, probably what happens is that we, as a community, we don't feel that young people can be leaders, so we don't give them the chance. And if we do have people who are doing things, we have a, I mean, I don't know whether you have it or not, we have something called the tall poppy syndrome. *Do you know what that is?*

No.

Ok, in Australian communities, we don't want people to be tall poppies. And what happens is, if you're the tall poppy, you get taken first. So what happens is that everybody else wants us all to be the same, wants us all to be able to do things about the same level. And if you have that within a community, and that's something that does exist in the United Kingdom as well, you don't want too many people getting ahead of you. So people who do things differently or are innovative, we have a tendency to sneer at them or say "oh, you know". And I think that attitude is different in the United States. There's a much more celebratory approach to people who do things differently and do things well than I find in the United Kingdom or in Australia.

To what extent is motivation to become a leader important in this period, between 12 and 18?

Well, I think it helps very much, because if you are interested in leading things, I mean, I don't know that, you know, 14 to 18 year olds sit down and say "hm, I want to be a leader". I think they do things and once they do things, and the way in which

they do things demonstrates that they can learn it. And if they get to be good at that, then they learn it some more and they learn it some more. I don't know that they actually think about it too much. So if you get a young person, you know, it's the same sort of thing, if you have an 11 year old who is the captain of the cricket team because he's the best player or whatever it might be, he's likely to be the captain of the under-15s cricket team too. Unless he's been made captain because he's father was coach, or something like that. That's different. But if you, and I think now... Who was the guy that wrote *Blink*? *Blink and...* I can't remember. But what he was arguing is that it's opportunity that counts. So if you're given an opportunity as a young person to be a leader, you learn skills that you wouldn't learn if you hadn't been given that opportunity. Having learned that, you then demonstrate to people that you can do it, so they're likely to give you further and further opportunities. So, somebody who is young who has an interest in leadership and is given an opportunity to lead and does it well will then... That will flow on.

Let's talk about gang leaders. I have a question about that. In your opinion, how can we simulate the real-life model of leadership development which already exists within the gang culture of today? You know, we see, I mean, in many countries, gang leaders are 17 or 18, but unfortunately it is in a bad leadership. Do you think we can try to... I'm not talking about changing them, no, that's another question, but I'm talking about their tools, their strategies to develop their leadership. *Can we simulate these tools to give it to communities or schools to develop good youth leaders?*

I think the real question is "do we want to?". I mean, I would see gang leaders as being leaders, if we made some comparisons between young people and adults, I would see gang leaders as being Mussolini and Hitler. There are other young people who are leaders who are Mandela and Ghandi, ok? And I think what you find is that leaders who operate under those sorts of systems do so through power and force and violence rather than the leadership tools that we might like to develop in other people. Because I think what happens is, you know, the leader of the gang is usually the biggest and the baddest. And if you step out of line, well, then you feel the pain – you either leave the gang or you step back into line. And that happens at various levels, I mean, that can happen in school. You've got little gangs at school, and

you'll find that the leader of the gang is the bully. And the tendency is if you're in the gang, he won't bully you. So you're there based on fear. And I think what happens is a whole lot of other experiences occur that make you want to be part of the gang because they're doing bad things or whatever they're doing. But I'm not sure that there's really anything associated with leadership of gangs or of dictatorships that we want to transport. I mean, yes, they do set up systems and they do everything else, but you can equally well set up a system that is based on ethical behaviour and a whole series of other things. Now, having to change that, that's a different issue.

Do you think that one of the secrets of their leadership development is practicing the wink action? They always do that in streets.

Well, I mean, that would be the same if you gave young people an opportunity to lead in a positive sense and you gave them that on a consistent basis. Well, yeah, I think they practice it, but I think they're practicing behaviours that are unacceptable. But, I mean, if you're looking at, I mean, if you go back to the secret of learning – you can learn anything if you practice it. But the more you practice it, the better you get. So whatever it is you're doing, it's simply a framework for how you get better at it. You get better at it by learning more about it, you get better at it by doing it and you get better at it by asking questions about it and so on. Yeah, I don't know that, I recognise what happens in gangs is leadership. And I recognise what happened in Germany during Hitler's time was leadership. But I'm not sure that it shows the sorts of characteristics that we want to be promoting under any circumstances. I mean, yes, there's probably a lot of charisma, et cetera, et cetera. But then to say that suggests that you need charisma to be a leader, and that doesn't have to be the case. Yeah, that's a difficult one. I don't know how to answer that.

In your opinion, for the growth and development of youths as the leaders as tomorrow, do we need a short or long term approach?

Long. I've made the comment of when I was in the United States at one stage that somewhere in a school in America right now is somebody that will be President of this country in about 30 or 40 years time. Wouldn't it be nice if we knew who that

person was so that we could train them in the sorts of values and attitudes and leadership skills we want a President to have? The difficulty with that particular view of the world is that we don't know who that person is. So my argument that I would put is that we should be training everybody in the attitudes, values and skills that we want our leaders to have, because if that person becomes President, we know he'll be a good President like he should. But it doesn't really matter if they don't become President. If they become a leader of a corporation, they will be ethical. If they become a leader of a school, they will be what we need them to be. So the argument for me is that leadership skills should be started in Grade 2, Grade 1, and then gradually give everybody opportunities to demonstrate their leadership capabilities over time. Not when they're youths, way before that, because, you know, I guess you would probably know that, I don't know, 80% of young people are already burned out by the time they've reached youth. They're not going to be leaders because they've been beaten down or been ignored. They've never had the opportunity to lead anybody. So the way in which the system works at the moment culls. It stops people from being leaders. And now you have to overcome the system to become one.

Do you think when you said it's a long term approach, is it related to human being change? Human beings are complex, is it difficult to change human being behaviour or attitudes?

Well, the other thing that happens in our lives is that we have habits. We form our habits because it's easier for us to do things without thinking about it. So, and again, something that I use in some of those sessions that I do, I would suggest that when the alarm clock goes off in the morning, you would go into a series of behaviours and you follow exactly the same behaviour every morning, right down to which sock you put on which leg first, right down to what leg you put into your trousers first. These are all habits. Why do we develop those? Because we can do them in the background. Habits are things that happen at the back of our heads. They're not the things that we think about. That's what a habit is. So what happens is over time, we build up a range of habits. And the habits can be physical actions, but we also have habits of thinking. Ok? So if we are in the habit of thinking as a leader, we will

continue to do that. And that will be our first thing that we do. We think of it from a strategic point of view. Or we think about it from this point of view. On the other hand, if you've been told what to do for the whole of your life – by your parents, by your teachers, by the people at the church, by this, that and everything else – you've been told what to believe, you've been told how to do things then the habit is "I'll wait until somebody tells me". So if you're 17 years old and you have that view of the world, what is your chance of becoming a leader? You have to rebel against your own self to do it, and we don't do that very well. Can we change that person? Yes we can. Because one of the things about our brain is that we can build new pathways. We can change the concepts that we have because we all have a concept of a leader. Now, mine's is not the same as yours, but we can discuss it because there are similarities. However, if my concept of leader hasn't got me in it, then I can't be a leader, because I can't go past what my brain tells me to do. My brain says "you can't be a leader", it's not within my concept. So what we need to be looking at is "how do we change the conceptual understanding of young people in a way that allows them to see themselves as being a leader?". And of course you can do that when they're 19 or 20, but it's so much easier if you do it when you're five. It's just like learning a new language.

For youths, which is better – focussing on generic leadership or focussing on a wide range of details in terms of leadership development?

It depends where you are and what your history is. That's where it gets back to this situation. Initially, you need to set the conditions that will allow people to demonstrate leadership. Whatever that might be. Now, if you do that when they're five, six or seven, by the time they're 12 or 13 or 15, you can focus on the details. But if they haven't had any experiences of thinking about themselves as a leader or playing around within a community as a leader, et cetera, have had no discussions with them previously about what leadership means or how it might be applied, then you can't concentrate on the specifics. They don't have the general. So, for me, it's a developmental programme. You start by giving people opportunities, putting them in a place where an activity occurs that allows this to develop, give them advice while the activity is happening, as to how it might look, "how would you like to do it,

could you do it that way, et cetera, et cetera?". So you're looking at it in a generic way and then as you become more skilled and more aware, you become more specific.

For youths, again, which is better – formal leadership development or informal leadership development?

Both. They need both. I mean...

Equally?

Well, formal leadership development doesn't really work until you demonstrate at leadership capacity. So in some respects, again, the initial stuff is the informal stuff. It's very, very interesting, I mean, I've got a group of people here that are doing a postgraduate certificate in leadership and they're people who work in the drug and alcohol business. And for the first time, they're thinking about the theory of leadership. I've never thought about it before. Now, these are not young people. These are people who are in their 30s or 40s or some of them in their 50s, and they've never thought about leadership from a theoretical base. They've just seen what people do and they've acted on it. And that's important. But if you asked any of those people "do you see yourself as a much more aware leader now than you did a year ago?", I would think 100% of them would say "there was so much that I didn't know a year ago that I now know. And when I observe, I'm observing through a different set of eyes than I had a year ago.". So the formal is important. But I don't know that it's actually, I don't know how formal you need to be and how early. I think the informal development happens. I mean, I don't know whether you could sit down with young people and talk about transformational leadership and it would have a great deal of meaning.

I'll ask about correlation. To what extent is there a correlation between youth leadership development and enhancing leader characteristics?

So, what, a formal programme of training, you're saying? So, is there a relationship between formal training and leadership skills?

Yeah, formal and informal. Both.

So if they're actually undertaking some sort of a leadership programme, will they get better? Yeah, I think there's a fairly high characteristic. The relationship is there. The more you practice leadership activity, the better you get, the more aware you are of circumstances, the more aware you are. And if the leadership activity or the leadership programme is a broad one that gets you to look at a number of different things, I think you become more aware. I mean, there's all sorts of things that impact on leadership – there's cultural things. So if you adopt an, I mean, you know, some of the American universities will send their people to Honduras or something, not for leadership, but to do things for a small community and in this poorer country. And what they learn is leadership. What they also learn is the culture and the way that you look at the world and the way that I look at the world are two different ways. And that's not good or bad. It's simply the way it is. So let's accept that not everything I say is going to be acceptable to you. And if we can do that, then I think that's a leadership skill.

And to what extent is there a correlation between youth leadership development and situatedness or situations, involving them in situations?
Oh, I think that that's pretty big too. I think if they are put in or given opportunities to act as leaders, they become more skilled at it, as you were talking about before. It's the practice. But if they're practicing good aspects of leadership, they become much better leaders. So yeah, I think there's a pretty good correlation there.

And youth leadership development and a matrix of intelligences, or multi-intelligences?
Yeah, I think that's true too, because I think if you're adopting leadership perspectives, you are looking at different people. You're working with different people who have different understandings of the world. Different intelligences, if you like. And I think what that does is to help you, if you're aware, if you're a leader that is going to get better, then you become aware of the fact that different people see the world differently. One of the things that I use is this notion of perception, that we all look at the same thing but we all see something different. We'll listen to the same thing but we hear something different. Now, if you recognise that, it means that if

I'm a leader, and I say, you know, "let's do this", I can't assume that you heard what the "this" was until I check with you. Now, that's particularly the case in cultural instances where people see the world differently. So this whole notion of the interaction between the person who's the identifiable leader and the other people becomes very, very critical. So the more opportunities you get to see that happening, to be involved in those sorts of circumstances, the better you get at it.

And the correlation between youth leadership development and the cultural context?
I think that's pretty high. It depends what the leadership experience is. You were talking about gang culture – they're not involved in any other culture. Any other culture is actually the enemy. It doesn't matter what the culture is. I mean, you can have two gangs from the same culture and they're enemies. So you have this, the leadership development within a particular gang is not looking outwards in a positive sense. It's looking outwards from a fortress. But if you have leadership experiences within a cultural framework in ways that allow people of different cultures to work together, to understand each other, et cetera, et cetera, et cetera, then there's a huge benefit.

In cultural contexts, can we say, I mean, as you say in the third millennium, can we think globally and act locally?
Well, I think we can. Because, I mean, it's possible to identify leadership experiences between Christians and Muslims, for instance. I mean, it's very, very interesting. I did some work in Malaysia earlier this year, and I had a colleague of mine from the United States that went there as well, and he was Jewish, but nobody knew. And the response might have been different had they known. And yet, having them there was a really, really positive experience. They learned a lot, they did a lot, et cetera, et cetera. So I think this notion of... It's only when we work together that we start to recognise that the differences that other people perceive we have are not that different. If you have... You know, the other thing that we have is this notion of concept. What's the concept of a Muslim? Well, at one stage in Australia, there were, you know, maybe 30% of the population that thought "refugees" because we had the boat people. Another 30% probably thought "terrorists".

Media.

And another 40% said "well, he's my next-door neighbour". So I think what you have is this notion that we develop understandings of the world based on our experiences. And if our experiences come through television or whatever it might be, the picture of the world you get from American films is probably not all that accurate. So it's when we interact with real people, doing real things together, that we learn about each other. And I think from a leadership perspective, that's the way in which we change the world. But unfortunately, we seem to have the world leaders at the moment who acting on... Was it Ahmadinejad the other day who said "9/11 didn't happen".

Unfortunately.

Ok. I'm assuming Australians saw it.

I have my framework and I'd like to explain it and try to develop it. Actually, this first triangle that illustrates that to develop individuals, youth individuals, as leaders, there is a need to involve them in various situations, whether in a cultural context. To guarantee this process, action science is an effective strategy.

What do you mean by action science?

It focuses on action in the community.

Ok.

It is about understanding and producing action. It was a new reaction to learning –

And a reflection.

And a reflection by Argyris and Schon and other scholars. They call it action science. To incorporate theories into practice. It is communities of practice, actually. And the other, the second triangle illustrates that for leadership development, it is essential to enhance leader characteristics. And in order to make leaders more balanced and flexible for future changes, there is a need to develop matrices of human intelligences. And I will explain what I mean about human intelligences. For cultural characteristics and human intelligences enhanced within an open environment and to make sufficient human change, a long term approach is an essential condition. Based on Bandura's theory and contingency theory in leadership, I try to connect between these two triangles to have a comprehensive framework for developing youths as

future leaders. I mean, this is explaining it very briefly. This framework consists of four main dimensions. The first one is characteristics.

Which individual characteristics?

Yeah, which include developing aptitudes, knowledge, skills and behaviour for each characteristic to make a deep change. Actually, intelligence is one of the characteristics. But because it is a matrix of intelligences, I make it a main dimension. Actually, the human intelligences which consist of intelligences that emerge from human needs. Any human is a part of mind, emotion, physique and spirit. So we should enhance mental intelligence, spiritual intelligence, physical intelligence and emotional intelligence to make a balance for these characteristics and to make it more flexible for the leader to change, for the future change. Changes. The third dimension is situatedness. It's situations within context which involve the youths in various situations with their peers, followers, within an innovative environment. And the situations will demonstrate the youths' weaknesses and strengths. We will discover their strengths and weaknesses and try to enhance their strengths from an early age and also try to solve or eradicate their weaknesses from an early age. The fourth dimension is the cultural context which is gained from the family beliefs, values and ethics which give the leadership more integrity. More real leadership, more authentic leadership. The four dimensions will work further via action science, strategy, and a long term approach. That's a very brief explanation of this framework. *What's your initial response to this framework?*

In a cultural context, could that include community as well as family?

Mm hm.

The cultural context probably also includes society. Because if you want to just look at families being the only thing, then you have some families that are not as functional as you might like them to be. But families are situated within communities, which are situated within societies, all of which impact on the individual. So the way in which the society believes about things will impact on the community. But the community will be a microcosm of that. It may have specific frameworks. Again, if you look at the Orkney Islands compared to the middle of Glasgow, those are communities, they're not societies. You've got the society of

Scotland, but those two communities are substantially different in terms of language and a whole series of other things. And within that framework, you've got, if you like, the neighbourhood or the individual family or whatever it might be. So I would think, if you're looking at things like beliefs, values and ethics, then all three of those are important aspects in framing those beliefs, in framing those values. Because the society frames my parent's values as well as mine. But my parents may have certain things. You see, if you look at the nation that values change over time, the perfect example of that would be if you look at small rural communities, I'm thinking of Fiji, Timor, or places like that, where they have a long, thousand-year history of doing things in a particular way. I mean, you might have villages that are the same. If you introduce a McDonald's down in the centre of the village, how does that change the value systems? Now, we think "well, it probably doesn't change them at all". But if the family gradually spends, you know, one night a week at McDonald's and another night a week at KFC, whereas previously the daughters were helping the mother cook the dinner and now the daughters are not home anymore because they've gone down to the local whatever-it-might-be. That's changed the values. Ok? So societal change impacts on family values. Put a television in a house. How does that change? You sit around the kitchen table eating dinner with your kids, while there's two of them are sitting around watching television. So those sorts of things change our values. They change our beliefs. They may even change our ethics over time. The example of the ethics is, of course, the money crash. Where is the ethical behaviour that has been displayed by banks over the past ten years? If they had have been ethical, they would have been able to say to people "sorry, you're not going to be able to pay this back. We're not going to give you a loan", but no "we'll fudge it, put it off on the never-never". So that's one thing. You look at a broader context. I like the idea of the action and the long term. I think that's good. And of course, you've got the local and the global between the individuals in the environment as well. I mean, these are just suggestions.

What can you change to improve this framework?
Well, you're talking about... It's whether you want to talk about individuals and community. So if you're looking at... You see, as an individual, you can demonstrate

leadership abilities within your own frameworks and lead your own life and your own family and everything else, but you never take it outside of that. The environment, I mean, it just sounds like it's the wrong word to me, because the environment is the place, not the people. And for me, the people would be the community. So that would be the... Because then, if you're looking at it, you can bring it back this way – the individual impacts on the community, on the cultural context, and so does the community. So that's just something for you. Again, in terms of situatedness, people are situated in their communities. Yes, it is an environment, but that's where we spend most of our life in our local community. For some people, again, in a village, the whole of their life might be within a 40 mile radius of that place. And nothing outside of it is of any real interest. So, again, I think there's that notion.

Do you think one of its weaknesses is that it's general, it's generic, it's not specific? Is it general and doesn't it work if it's general? Do you think this is one of its weaknesses?

No, I don't think that's a weakness. I think if you're looking to develop a theory of how to develop other people, it has to be generic. It can't be specific, because then it's not a theory. So I think if you're... I mean, if we look at it and we say "ok, let's put this into words", if we want to develop young people as future leaders, we need to spend a long time doing it. We can't expect it to happen overnight. We need to have them actively involved. That activity must be situated within a community and be responsive to that community. It has to impact on the way in which they think. So maybe one of the characteristics, I know you've got mental intelligence. I think "thinking skills" or something like that, because sometimes intelligence is not the same as thinking. If there are characteristics that we're trying to change, I think ethics and values need to be there too. Because, yes, they're impacted on by their family and by the community, but we're hoping to develop a set of leadership ethics, leadership values that go beyond their family. So it may well be that values and ethics need to be some of the characteristics that we're hoping to change.

Do you believe that to change characteristics in depth, it's better to develop these four aptitudes, knowledge, skills, behaviours for each characteristic? Would that make a deep change? Do you think so?

When you say characteristics, aptitudes, knowledge, skills and behaviours are characteristics. What are you looking at in terms of characteristics? Name me one of the characteristics that you're changing.

Let's say one of the characteristics is to be open-minded, for example, and to try to develop attitudes towards open-minded knowledge. How to be open-minded. And in behaviour. How to do, how to act, how to change, how to behave. Open-minded.

So are you looking at... Are those characteristics leadership characteristics that you're trying to talk about? Yes?

Yeah.

Then put "leadership characteristics". They're not just characteristics in general. They're specific characteristics that we associate with leadership.

Let's ask questions in another way. What happens if we eliminate leadership characteristics?

If you don't focus on those? Well, you don't end up a leader. You're going to end up with something else.

What happens if we eliminate human intelligences, this matrix of human intelligences?

Well, we're not bringing to bear the full array of possibilities for people.

What happens if we eliminate situations?

You can't have leadership unless you have followers. Or you can't have leadership without there being some sort of a task or activity that needs to be done.

What happens if we eliminate cultural contexts?

Then you're not taking into account, well, it depends. The cultural context could be the individual, the leader, and it could be the community that you're working with.

So there are two different sets of cultural contexts there. It may well be that cultural context has to be or wants to be human intelligence or something as well.

What happens if we eliminate action science?
Well, you just end up having people thinking about it, not doing it, really.

And what if the framework was geared towards a short term approach rather than a long term approach?
Well, you've got less chance of doing it. Less chance of being successful.

We have reached the end of our interview. Is there anything you would like to add?
Is there anything you want me to add?

Is there anything?
No. I think it's an interesting framework. I think that you do need to think a little bit about whether it's human intelligences or human capabilities that you want to include there. I mean, intelligence is only one of the things that makes up a human being. I'm assuming that the left-hand corner, or left-hand side, is essentially looking at the sorts of experiences we're trying to have. So we're looking at experiences to build a few characteristics, and we're looking at experiences like that in particular situations. And the right-hand side probably looks at what the leader brings. So, if you like, the leader brings certain human capabilities, and he also brings a cultural context. And then on the left-hand side, what you're talking about are the experiences that we have that will further develop the leadership abilities. So the experiences have to be related to developing individual characteristics, and they also have to be developing or relating to situations. So I think that the framework that you've got there, you should actually make it a square. And so what you could do is you could talk about... On this side you've got what the person brings, and on this side it might be what the training contributes. So you've got that dimension covered as well. And I'd use that as community. So here, you're looking at the leader as an individual, and here, you're looking at the leader of others in the community,

whatever that community might... And so, that's what comes with the person, this is what you add to it. That'll give you something else to think about.

Thank you so much indeed. Thank you so much.

Case 2: Mike Pedler, Action learning professor

First of all, thank you for your valuable time. My main aim is to investigate youth leadership development from various perspectives by conducting interviews with both existing leaders and experts, even if they are not specialised in youth leadership development, but they are experts in areas which I think are related to youth leadership development. So I am lucky today because you are one of the experts of action learning in the world, so thank you so much indeed for accepting my interview.

Thank you. First of all, I'd like to start with a general question. What makes youths become future leaders, in your opinion?

It's a very big question, because you're asking about all youths and indeed, there is a big question about what we mean by "leaders" or "leadership".

Sorry, I mean by "youths", aged between 12 and 18.

Yes, but what I mean is that there are so many people and so many factors that influence whether someone can take on a leadership role, not least having a great deal of confidence and nurtured by a loving family. So if you're born into a loving family and you're encouraged and have good learning experiences, if you have a good education and good learning experiences, then you're much more likely to be able to take on a leadership role with other people later in life. Then, of course, after you've had your education, it helps to have some useful experience in life of working with other people, which can be in many settings. Well, it can be at school, of course, as well as at work, but all of these things are very, very important – more important, it seems to me, than any other personality characteristics.

To what extent do you think leadership is learnable for this period, between 12 and 18?

Do you mean learnable during that period?

Yeah.

Oh, yes, I think it definitely is, yes. It's something that... I have grandchildren now, and I can see it in my grandchildren. I can see that some of them already show examples of where they lead in situations and are followed by their friends because they are, particularly in the case of one of them, particularly daring, he has no fear, no physical fear, so he will always do things first and lead by example. So, yes, it certainly can be done from very young children. Very young children onwards show leadership and young people are very willing to show leadership. I have no particular experience outside my family in working with young people, because all of my teaching experience is in higher education. But I'm absolutely sure that young people can show leadership in all sorts of settings.

Let's talk specifically about responsibilities and opportunities. In your opinion, what responsibilities and opportunities would be helpful for youths in order to become leaders? Let's talk in the family.

Well, I think many of us learn things by example. So, the opportunity to learn from an older person or a good role model is very important. It's often said that children who grow up with only one parent sometimes lack. If the parent is female and the child is female, they have a role model of a grown-up female. But if the parent is female and the child is male, then it's often said that the child does not have a good role model, or may not have a good role model, of what it means to be a grown-up adult male. So role models and examples like that are very important. And I think also working with or being in groups of peers of the same age, accomplishing tasks together, which can be in school or youth situations – youth clubs or just simply friendship groups. All of these things are opportunities to practice and develop leadership.

Would you add some responsibilities or opportunities at school?

Oh, yes, indeed, yes. Some of our English public schools, as they're called, and I'm sure some schools in other parts of the world, deliberately set out to encourage children to lead by putting them in certain situations, for example, in outdoors situations where they are expected to work together to achieve a target or given result.

How do you think outdoors activities affect them?

How effective are they?

Yeah. How effective are they for youth leadership development?

Well, I think they depend very heavily on having good facilitation. So you need, I think, most of the time for most people, facilitators or trainers who create the opportunity for reflection on action in order to extract the learning from it. So, young people often quite enjoy, or some people, enjoy the action. But whether they learn from that or not depends on having the opportunity to do so.

What would you suggest about responsibilities and opportunities in the wide area, in the community, for youths?

Well, I'm sure, again, there are very many opportunities where children and young people can join in community groups of various sorts. Many people undertake activities for churches, or for charities, or, indeed, for any sort of community group – taking part in theatre, music, bands, local bands and things like that. These are often good places for children to observe other people in leadership positions and take their part in them. So, I think, again, where a child is well-supported, or the young person is well-supported, there are lots of things going on around them, lots of community activities – these are all very good places to learn about these things. The problem is where children don't have these opportunities, or they grow up lacking families or community activities, community groups, voluntary associations and things like that.

What do you believe are the significant core characteristics which make youths future leaders?

I think there are undoubtedly some people that have personality characteristics which make them bolder or more assertive. Some people think it might even come down to astrological signs. So, for example, those people born under the sign of Aires or Leo – some people believe that it depends on that. I met a man from India who said that if you were born at a certain time of the year, for example, if you were born before the winter, in the autumn, you were much stronger than someone who was born, as I was, in March, in the spring, because you have to live through the winter in your early days and that makes you strong.

Then I'm lucky. I was born before winter.

Maybe that'll work for you then. That was his belief. There are all sorts of beliefs about characteristics or aspects of character that might help you become a leader. But

my own personal opinion is that there are so many qualities in people that might be useful in situations involving other people, in life, that most people have some qualities that can be used to help in a leadership situation. So I see leadership, the potential for leadership, as being very widely distributed. I think all children, all young people, all older people, can contribute to leadership. And so my preference is not to focus on particular characteristics, because if we do that, then we're in danger, I think, of ignoring other good qualities that may be around and that might be useful to us in certain situations. Having said that, there are some people that are clearly more pushy, as we say, than others, or you might say in terms of Belbin that they're more shapers, they want to grasp situations and change them. Some people are more like that, and therefore sometimes those people get the leadership opportunities or more of them or take them.

Would you propose that it's better to enhance them with wide characteristics and they have enough time to learn?

I think, if you're talking about an "ideal" situation, I would say that it would be good to offer all children opportunities to experience leadership situations and to develop those qualities that they have themselves that might best contribute to those situations in the future. So I think we should be trying to help every child build on their strengths and qualities with whatever they need in the knowledge that some of those qualities will be more useful in some situations and others in other situations. But then, again, it depends a bit on what the purpose of leadership is. There are all sorts of purposes. Leadership in itself is not necessarily a good thing. It may be leadership, for example, which leads to bad results for the rest of the community. So, we can have leadership in criminal gangs, or we can have leadership in the city.

It's bad leadership.

So it depends, again, on what the purposes of leadership are.

In your interesting book, Action Learning for Managers, you've highlighted the four main elements of the action learning – set (person), problem, action and learning. What would you say in terms of youth leadership development?

About what?

About the main elements of action learning. Is it the same or would you change them?

No, it's basically the same situation. Action learning works by people tackling. So first of all, you have to have people who want to learn. That's the first thing. And then they learn by tackling tasks, problems, issues, challenges, whichever word you like, to which there are no straightforward answers. And they do that with the help of a small group of peers, known as the action learning set. So it's exactly the same situation, I would say. And then they learn from taking action and reflecting on that action. It's a very simple process. But just because it's simple doesn't mean it's easy. Young people may require slightly different techniques or slightly different help in following that process. But it's a normal, natural learning process. So, yes, of course they can do it.

In your opinion, what are the benefits of action learning or virtual action programmes to youth leadership development?

Well, they're particularly suitable for leadership, because leadership, in my view, is something that you do. It's not a status. It can be a status – we can say that the leadership of a school is a head teacher. Leadership as I like to think about it is a "doing" thing – it is something that is accomplished or achieved. So it's a practical achievement. And so, action learning lends itself particularly well to that, because if a person or a young person tackles a project, supposing they say they'll raise some money for a favourite charity, that would be their action, that would be their project. And then they have to find ways of raising the money. When they do that, they are taking part in leadership. And when they come back and reflect on what they've done – they've influenced these people perhaps to take part, or they've encouraged another person to sponsor them or whatever – when they reflect on this, they will learn about how they undertook that leadership task. And if we define "leadership" as influencing other people and bringing about a good, collective result with the help of other people, they'll learn that through tackling an action project of that sort. And that is really the only way you can learn it. So you can read about leadership and think you understand it as an idea, but unless you actually try it, unless you actually do it and prove that you've done it in a particular situation, then I don't think you can say you've taken part in leadership.

Which type of action learning programme or programmes is more suitable for youth leadership development? I think you have talked about types of action learning programmes.

Yes. Well, I don't have any experience in this particular area, Saleh. I'm sure there are other people who have more experience of this than I do. But I would imagine that young people would be particularly good at or particularly enjoy taking part in particularly active, physical programmes. So, programmes that involve a group working on a physical task, such as cleaning up a neighbourhood, or building something, or running an expedition, or something like that. Some sort of task like that was suited to young people and the resources they have. But I think, it would be the same principle for me, it would be "what are the questions that motivate those young people?", "what are the things they want to find out?", "what are the things that bother them that they don't understand at the moment?". Those would be the action learning tasks that they would take on. And their actions would be motivated by trying to resolve those challenges or questions.

Let's ask in another way. What type of action programme is appropriate to leadership development? Is it action learning? Or is it action science? Or is it situated learning or communities of practice? Do you think these are the same? What do you think?

I don't think they're the same, but I think they share a lot of common values or practices sometimes. They're not the same, not least because they arise in different historical or cultural circumstances. So, for example, action science, appreciative inquiry – if I can pronounce it like that – these are American. They come from North America. And they carry particular values. For example, appreciate inquiry – I know you didn't mention that one – but that means you're only allowed to use the positive. Whereas Revans, who founded action learning, drew more on European sources, but also on Buddhist ideas. But it's ideas, for example, about what carries suffering and "what is the way to cease the suffering?", "what is the path, the way from the suffering?". So, Revans drew on lots of sorts of different ideas and therefore focussed more on, he used the word, "problem", as in "something that afflicts us or that we would like to get rid of". And so, action learning is often seen by some people as being too negative or concerned by the negative. So there are differences

between these things, but very many of them draw on the same sorts of philosophical routes. So, for example, many of them would go back to action research and the work with Kurt Lewin in the 1940s and 50s, and even further back to the pragmatist philosophers like John Dewey and, perhaps even before him, to Rousseau, with his ideas about education. So you can even trace them back to philosophers like Marx, who said "it's not our job just to interpret the world, but to change it". So these philosophies of action, if you like, they all draw on – action learning, action science, action research, action learning, appreciative inquiry – they all draw on all these things. And there are some people like, I think of some American scholars, Joseph Raelin and Victoria Martin, who talk about the action family of approaches. They say that many of these share some of the same basic assumptions and values. But action learning is distinctive because of who founded it and on which it was founded on and some of those particular values, which are about making the world a better place and making it a better through the efforts of people working with each other as peers. Not working through expertise in particular. So, Revans had a great distrust of experts, the power that they wield and the way the impose solutions on other people's lives. That is different in action science, you see. Action science is more expert-based. There's never any doubt that Argyris or anybody else practicing action science knows more than the people who are doing it. That's never true in action learning. You don't believe anyone who said did it. So when you say "I'm an expert in action learning", that, in a way, is rubbish. There are no experts in action learning, there are only fellow learners and fellow strugglers who are trying to do things that are useful, trying to do useful things.

I'd like to say something and I'd like your opinion. What do you think if we say that action science concentrates on long term changes – interpersonal and intrapersonal – whereas action learning focuses on short and mid term changes –interpersonal and instrumental. What do you think about that?

I would say it's a distinction created by an academic. It may or may not describe actual changes in people or situations. I would not myself try to make that distinction. How do I know what sort of change it is in me or the situation until I start doing it? So I might arrive at quite a profound change through action science or I might arrive at a profound change through action learning. I was reading a paper this

morning by a Canadian academic, and he was talking about some carers in an old peoples' residential home, and he was talking about how busy the carers are, how they don't get any time to complete their tasks. And he said in this paper that they needed some action learning. Well, that may be true. Or they may need some action science. What I think they need mainly is more time – more time to talk to each other. So in some ways, it doesn't really matter what you call it. What you call it depends on where you come from, what your cultural tradition is, who your resident guru is and all the rest of it. That's my view.

Let's go back to the youths.

Sorry. I shall have to give you only another five minutes, I'm afraid, because I have to go and pick up one of my granddaughters from school.

You mentioned that you'll give me one hour, so if you want we can take five minutes and complete it any time, if you want.

I thought I'd agreed to half an hour.

Oh, sorry about that.

Ok. I'll give you ten minutes then I must go.

Thank you so much. If you want, we can stop now and continue any time.

Yes, but I think I have a lot of things to do, Saleh, I think I ought to finish this and go.

Ok, sorry about that.

It's ok.

In your opinion, for the growth and development of youths as the leaders of tomorrow, do we need a short term or long term approach?

Can you say a bit more?

If we would like to make leadership development for youths, do we need a short term or long term approach to develop them?

I don't think I understand the question very well. The development of leadership in any person is a lifelong activity, or can be. So, I'm sure that you can do some things short term, such as a weekend out on the Moors together – that might greatly enhance somebody's leadership skills. But at the same time, they could learn about leadership and develop their leadership abilities over, as I say, a whole lifetime if they so wished. Very often, these things are decided by resources, aren't they – how

many resources we've got to help people. You can do useful things in a short time frame. But the development of leadership is... Well, Warren Bennis said that the development of leadership is more or less the same thing as the development of a fully functioning human being. So you can take that view too.

For youths, which is better: formal leadership development or informal leadership development?

My prejudice, and it's only my opinion, is that you should keep the formal stuff to a minimum and you should encourage people to be in situations where they can experiment and try out their leadership skills and get feedback and the opportunity for reflection, to learn from what they're actually doing. So, if that's what you mean by "informal", that's where I would put my energies. The principle of action learning is if you keep the inputs of what we call programme knowledge, or P, keep those to a minimum, and you encourage activities that will lead people to question their understanding and perhaps arrive at new insights.

To what extent is there a correlation between youth leadership development and enhancing leader characteristics? Do you think it's important to enhance leaders' characteristics in this period?

What do you mean by the "characteristics"?

I mean many characteristics, as you mentioned before, personality characteristics. For example, such as to be open-minded, to be patient, to have a good relationship between him or her and the other people. Such as these characteristics.

Well, all of those are very good qualities to have and would be very useful to people. I've forgotten the question now. What was the question?

The correlation between youth leadership development and enhancing leaders' characteristics.

Well, I think that would happen anyway, wouldn't it? If you have a development programme for young people, and hopefully the development programme is going to be a success for you and you're going to enhance their characteristics. So I'm probably not understanding the point of your question there.

What about the correlation between youth leadership development and involving them in various situations?

Well, that would be my preferred situation. If I was designing something for youth leadership development, that's what I would be trying to do – involving them in some situations and the main vehicle for learning. That would be what the philosophy of action learning would suggest.

And the correlation between youth leadership development and cultural contexts?

Ah, what do you mean by "cultural contexts"?

I mean their family culture, values, ethics.

I think that's very important. As I said right at the outset, Saleh, I think your cultural family background is very important in equipping you at a very early age with the confidence, motivation and all sorts of other good qualities that will enable you to develop leadership characteristics and capabilities in the future. So I think that's very high.

I'd like to explain my framework and hear your opinion about this framework. If you want, I can send you the question about this framework, or if you want, we can continue now.

I've got your framework in your email.

I'll send you the questions.

If you send me some questions about the framework, I'll reply to them on the email.

Ok, I'll send you a brief explanation about the framework, just a brief explanation, and the questions.

Fine. I'll answer them by email.

Ok. You have talked about the gang culture. What do you think? How can we simulate the real-life model of leadership development which already exists within the gang culture of today? Really, it's in a bad leadership. But how can we simulate it in a good leadership? I don't mean to change them. I mean to learn lessons from their leadership development.

Well, there's many, many, many examples of how people do this by setting up youth organisations of various forms, from Scouts to various sorts of training groups, youth clubs and volunteer groups. There are all sorts of different ways of doing it. This has been well known about for years. And it's very much, as we say over here, to take children off the streets, because if they hang around on the street corner, they will get

into gangs because they don't have anything to do. So, yes, it's definitely possible. We know it's possible, because so many people have done it.

Do you think one of the main purposes of their leadership growth is action learning? Because they learn from the streets, they practice their leadership rather than pupils in the communities and schools. They just learn leadership through knowledge. But in gangs, in the streets, they have action learning.

I'm sure they do. I'm sure they learn a great deal from that, yes. The streets are a very powerful arena for learning, and not always a very pleasant sort.

But unfortunately it is in a bad leadership.

Well, as I said before, people can put leadership abilities to good or bad ends. And they do all the time. People use their skills and competences to achieve bad results for some people if not for others.

Actually, we have reached the end of our interview. Is there anything you would like to add?

I'd just like to say I wish you all the luck with this research, Saleh. It's really interesting research. And I'm pleased that you think you can maybe find some use for action learning in that process. I'm sure that you could be a pioneer in that area, because I don't know of too many people who've applied the ideas in that particular field. But I'm sure it can be applied in great detail. So I'd just like to wish you good luck and I will answer any questions you send me on the email.

Thank you so much, you are so kind.

Case 3: Jim O'Brien, educational leadership expert

In your opinion, what makes youths future leaders?

In my opinion what makes youth future leaders? Well, I suppose if there are to be leaders – and that's a key issue – what sort of society do we want to live in et cetera, to have? If there are leaders – let's imagine these are leaders who value other people and who've got something to say where they wish their country, organisation, whatever, to go – in a sense they have to have successors. I think youth or young

people are clearly going to succeed people like me who are old; and I suppose there has to be some form of introduction for young people in developing their understanding, their appreciation, their values, their world view, if you like, which hopefully will engender a sense of responsibility in them, that where appropriate they may exercise leadership or they may follow a particular leader in an informed way. So I think that youth and leadership are key issues – not just because there might be a need for leaders, but also because people need to understand and know why they are actually following somebody. They also have to be equipped – I believe – with skills, knowledge and values which allow them to criticise freely the views of people who put themselves up as leaders or into leadership positions, because I think the essence of being a leader is to be able to take people with you in an acceptable way, unless you happen to be a dictator and you have a reason which allows you to dictate things. But if you're in a democratic society, it's about decision-making. It's about informed decision-making by individuals, and I suppose in a sense that's what all education and preparation for adulthood – whatever that is – is about. I'm allegedly an adult, but I still believe I'm a child in many respects. So in terms of youth and leadership, I think they are important, but I think much more important is being educated, being informed, being able to make judgements and to communicate those judgements either politically or through other means. But having the confidence to think for oneself and to communicate that to others is very important.

I'm focussing on youths between 12 and 18. To what extent is youth leadership development learnable, can be taught?

Well, in this country, I don't think there's much – in my experience – that's being taught about leadership. There's a great deal of concern about citizenship and, again, the values associated with citizenship. I think you've got to look underneath the sloganising with that. Being a concerned citizen, being an upright citizen, being a moral citizen and so on – these are high ideals, but they're also about social control, in my view. And certainly, the curriculum in UK schools – although the schooling system is different in England, Wales and Scotland et cetera – has large elements within it. In Scotland, for example, in the curriculum, one of the main priorities of schooling and of education is for people to be good citizens, to be actively engaged in civic things, in civic affairs. And again, that would be dealt with in a curricular

sense by knowledge about how a country's political process and governance is structured, and the fact that individuals can play on a local level or a national level. The democracy that we have here, some people might criticise, because we go along every five years and vote by putting a number or "X" on a ballot paper. And that is a very common form of representative democracy. But I think there is a feeling around – in my view – that what we may need is a more participative form of democracy. And I think you can see that emerging in young people, particularly in issues which trouble them or they are concerned about – things like the environment, sustainability. The key issues when I was young – we were concerned about the atomic bomb, because I was a child in the Fifties, so it was one minute 'til doomsday when the entire world was going to be blown up with the Soviet or American arguments. That was a huge issue for us, so we protested about the bomb, we protested about freedom, different forms of freedom and so on. And what I would say is that – again, going back to my comment about social control and how societies organise themselves – I think a lot of curricular activity for youth is not necessarily designed, but it's certainly an output of the curriculum that people become compliant. They are not energised to engage with issues, but they become susceptible to being told what to do. And that again would reflect a society's approach to education – is it education about inculcating knowledge et cetera, or is it about freedom of expression, the process of communication, the process of exchanging or problematising issues and so on. And I think many adults, including many teachers, get concerned about giving youngsters that degree of freedom to express themselves. In my view, if you don't give young people the opportunity to express themselves freely, then you are culpable and you're not giving them an opportunity in a safe environment to practice something or have some experience with something. So there's a lot of rhetoric around, in my knowledge, within schools and the wider society about the importance of youth – "let's give youth its voice", "let's give youth" – you know, we have a Youth Parliament and things like that, and these are all very, very important as possible opportunities for young people to engage with those sorts of ideas. The problem is of course that not every individual, whether young or old, wants necessarily to engage in the political process, or indeed, any sort

of social process. They may wish just to go with the herd or whatever, rather than exercise a role which might bring them much more to the fore.

Do you think it's important to start leadership development from an early age, like youth, or can we start after the 20s or things like that?

Well, I think by the 20s it's far too late. A lot of this is about nurture – how does society actually engage with new generations? As parents, we have real concerns about our children's health, wellbeing, Maslow's hierarchy of needs et cetera. And a lot of our concern is about making sure they're warm, they're fed, they're developing, they're comfortable, they're not in pain and things like that. But another side is that many people are engaged in is the spiritual development of their young. Others are engaged in "well, let's make them" – if you like, you might use the term "humanist" if they've got no religion. But they want their children to have a set of values which they can live by, find acceptable, and live with others through those values. So I think that starts from birth in terms of how one cares for children. I know that many children are not cared for across the world, and this is an ideal across the world. There are horrendous things happening to children et cetera, either because they've been born into abject poverty and they don't have the physical aspects, they don't have enough food, enough shelter and so on. But equally, there are those who are born into emotional poverty, where their parents may be socially maladjusted or ill-adjusted and are unable to cope with certain circumstances. In this country, we've got issues about – certainly about families, in the sense that we've got lots of single-parent families. What do you do there with the notion of the nuclear family, where there are two parents and an extended family and so on? You've got a lot of children being brought up by grandparents now, or at least being supported by grandparents, and again, if children are being brought up in that sort of environment, they're learning different values. And society's view in this country still is the nuclear family – that's the thing. But there are so many people who've got no experience of a nuclear family. So what do you do there? What is the model that children are growing up accepting and being accustomed to, how will they then subsequently relate to their own children should they have children of their own? I certainly believe that social issues and political issues need to be addressed appropriately at all

ages. I think there are concerns about honesty and probity, but especially about people who are in public affairs and public office. We should have an expectation of that – the Prime Minister behaves in a particular way. If someone is in a position of power or authority over other individuals, then we have an expectation that that person will behave in such a way too. And that just doesn't come out of the ether; it comes out through that rich mix and interplay of different viewpoints in society. And of course, it changes. When you look at the whole notion of leadership, are we talking about the historical notion of leadership where great men – there were never any great women – were in power, and in history, and they were usually princes or kings or generals. These are the people who are commemorated in the history books, et cetera. What does the local person who leads a very good life, who communicates well with his or her neighbours and who exercises a tremendous amount of influence in the local community do? There's never any history written about them, or very rarely any history written about such individuals. And yet that's leadership. You don't necessarily have to hold public office or whatever to be a leader. So my own view, certainly, would be that you can't start early enough, but "what is it you're starting?" is a key issue, a key question. If you're talking about a set of traits, a set of skills or certain attributes that leaders have, I think the literature would suggest "yeah, there's a history of leadership where that was popular and thought to be a reasonable approach". If you look at the US army, for example, they have spent millions and billions of dollars on identifying leadership capacities and capabilities, and then training people in them. And look where that's got the United States of America – they've got lots of people who are functional leaders on battlefields et cetera. You've got other people who are Chief Executives of companies who allegedly turn companies around. And then of course the issue is "is it the company that's turned around, or has this been some charismatic catalyst over a very short period of time, the individual disappears and the whole thing collapses inwardly on itself?". So I think there are very fundamental questions to be asked. What do we mean by leadership? Beyond that meaning and our understanding of it, are there facets which are teachable? Are there skills which can be taught? And if there are, let's identify these. And of course, there is always a dark side to everything. There have been very dark leaders who have been followed by lots of people. The classic

examples in the 20th Century would be Stalin in Soviet Russia and Hitler in Nazi Germany. Now, most people now would raise their hands in horror and say "what terrible leaders these people were". Now at the time, I'm sure there would be lots of, millions of, people in Germany who actually supported him, and actively supported him. Perhaps many of them were unaware of the atrocities et cetera that were going on, but when you look dispassionately at what he did for the German economy and so on – ok, he ultimately caused horrible deaths and so on – but when he started off, many Germans were supportive of that. When you look at *Mein Kampf*, his famous book, that is a blueprint of what he planned to do. But of course, most people didn't read the whole thing. But they bought into it. People buy into some sort of vision, which most leaders are supposed to have according to the textbooks or literature about it. It used to be that if you had a vision, you were locked up because there was something wrong with you, but now it's very important – if you're a leader you should have a vision. So I'm rather intrigued by the whole notion of what should be taught, when it should be taught and if it should be taught. And then, again, "what is it we're teaching?" – I think deciding on that "it" – "what's the corpus of knowledge, the corpus of skills that we should be teaching?", that's very, very important, because we are either cloning something that we seem to be successful in one area, and it's the whole notion of "well, if something works somewhere". Education suffers from this, because many people say "oh, you should adopt business-like practices in schools", so schools have now got much more management. Much less leadership than they should have, but much more management. And if it's functional, if it's organisational, its systems-led. And it can be reasonably successful, but it's not leadership.

What do you believe are the significant core characteristics which make youths future leaders? I mean core characteristics.

Well, I think I've maybe identified one or two already. They have to have knowledge and understanding of issues, whatever those issues might be. They have to have a capacity to problematise issues, to look clearly at evidence, to seek evidence, to have a concern for others and not just themselves. So there's a kind of, in my view, a need to be not necessarily dispassionate, but objective about issues and problems. A lot of

young persons find that difficult, because they tend to adopt causes, or if they adopt things which interest them, it might be a form of music or something, and every other form of music is just nonsense because they're seeking their own sort of thing. And all that is about growth, it's about development, it's about expression. And I do believe that that whole concept of expression is an important one for young people. I do believe that we need to experiment. We have to have confidence in our youth. It's not always the case that "youth should be told things". Youth should have experiences which allow them to find out for themselves, and to find out and learn from mistakes as much as finding out and learning from success. I think a lot of societies don't tolerate mistakes. In this country, education has been non-tolerant of mistakes for many, many years. Everything has to be right. That pre-supposes, of course, that there is a right and correct answer to everything. And for lots of issues, there's not. There's clearly not a correct answer to things. But having that, if you like, capacity for engagement and a concern for other people, I think those are critical in solving issues.

And what experiences or intentions increased your choice to become a leader? What do you think?

Well, I think giving young people responsibility is important. And I don't mean putting them on a desert island and saying "well, you're now responsible for everything". I think there has to be, if you like, a certain amount of guidance afforded by adults, but not a stifling form of guidance. It would probably be what I would describe as a process of guidance – allowing them to find things out for themselves. If they go down cul-de-sacs or dead ends and they're thinking, then they maybe need guidance to get out of there quickly or you're wasting your time. That that might be an issue for them. And pointing them to further information; pointing them to other alternatives which they've got to explore. So I would see it along those sorts of lines.

What types of responsibilities or opportunities would be helpful for youth in order to become leaders?

Well, I think they've got to have opportunities to organise something, to be responsible for something. In schools, that might be... It's not necessarily being the monitor for such and such, or the person that collects the text books or jotters. I think those are very low level tasks. I think teachers have to think of higher level tasks. For example, it might be that your children are asked to work together to develop a project they're interested in, you could then in a classroom that was engaged in that way, you could then identify a series of roles. You could encourage them to adopt particular roles and to experience certain roles. And of course, if you look at theories of groups and group dynamics et cetera, there are many roles within groups, some of which are very pro-active. Other people who operate in groups will be supportive of certain people because they buy into whatever those people are about. Or alternatively, they will be unsupportive – the ideas will be alien to them and they will fight against it. That's again part of the storming-norming routine with groups. So I think in a classroom giving them a project, a curriculum project, making them make the decisions, making them decide. And it could be something like – I've done it before when I was a schoolteacher – planning a trip somewhere, and you leave it to the children to do that. We used to go to London annually, and the task was for them to identify hotels, identify where they wanted to go, identify what sorts of restaurants they would be eating in, that sort of thing. And you get a whole lot of other curricular spin-off in Mathematics and English, Geography, History, all that sort of stuff from them. When you leave it to them, you have confidence in them. And in my experience, direct experience of such, I've found that if children get excited about things like that, and this is what all our new changes to the curriculum are – giving them tasks, real genuine tasks that can engage them in thinking about things, then potentially they become much more involved and of course, then you can look at roles you can identify as a teacher – "so and so in parlance issues is a natural leader, and that might be because they're physically tall and strong" at a certain age of their development. It might not be because of their capacity to rationalise anything. There might be someone who's quiet but very, very influential. And again, that would distinguish types of leadership. There are some leaders who lead from the front, and there are some leaders who lead from behind. There are some leaders who don't lead at all – no-one knows they're being led, but because of their influence and their

capacity to get people to do things silently and quietly for them, they can be leading them in a very different way.

That's in school. What about responsibilities in the family?

In the family? Well, again, it depends on the family relationships and what is understood there. I've got one daughter who's now 28, and she was, and still is, an extremely bright individual. But she's much closer to her mother than she is to me, because a lot of the time when she was growing up, I was working in various parts of the country and abroad, and so on. And so she naturally aligned to her mother, and she has interests which are similar to her mother's. So what did we do? We used to give her lots of responsibility, in the sense that we tended to consult with her. We just didn't make decisions for or about her without seeking her views on things. We controlled her, as adults do with children, but we tried to give her experiences where she thought for herself, and we gave her the tools – if you like – of being able to think and communicate for herself, and to evaluate things. And I remember when she was 16, she came to me and she said "I hope you don't mind, but I don't wish to go to church anymore on Sundays", and I said "no, I don't mind, because you presumably have thought about this and you've decided this is what you wish to do". And she said "yes; you're not annoyed?", I said "no; I would have been annoyed if you'd continued to go to church just to keep me pleased or your mother; what I am pleased about is you have the capacity to rationalise for yourself and to do things". And I think that's just because my wife and I tended to engage with her on a whole range of issues, no matter what they were. We talked – when she lived with us, she now lives on her own – but when she was part of our immediate family experience, we used to talk about issues of the day. She knows our political opinions on things. We talked about politics and stuff. And she doesn't agree with many of them – she's got different views. And again, that is terribly encouraging, because she's an independent thinking young person. And if she has children of her own, I hope she manages to do the same thing.

Do you think a long term approach for youth leadership development is more effective than a short term approach?

Well again, it would depend, Saleh, on purpose. I think purpose is terribly important in all of this. If the purpose of any development is going to be sustainable in terms of long term, if there is to be footprints in the sand that the sea is not going to wash away, then long term is critical. In short term, you can see people being prepared for a specific task, and that often is important if you're going to be doing "X" in two weeks' time and so on. But I think if we're being serious about this and not – if you like – opportunistic... although at times, it's important to be. If I was being sent to the moon, I'd want to be prepared. I don't want to be taken away in a short period of time so that I was prepared for that and I knew exactly what I was doing in the experience and what could be expected of me. But if it was a case of "well, we want you to influence X, Y, or Z", then that might be a long term arrangement.

To become a leader, we need a long term approach, then?

No, I'm not saying that. I think circumstances can produce leaders. If, for example, there's an emergency, then people react in different ways. Some people come into their own in a particular circumstance. We've got lots of examples of that in history. So it's difficult to say. I think as an educator, one would argue that this is a long term process. Does it ever end? I mean, life-long learning. It never ends. Learning about leadership and to be a leader is possible. if I'm interested in that. If I'm not interested in that, why should I have to endure being taught about leadership? If I just say "well, that's for other folk; I'm not interested, I'm happy with what I do and I'm content", why should we force someone? Again, it's a question of "well, are there natural leaders?". I think in certain walks of life there probably are people who've got a natural bend to that, and it comes out in certain circumstances. Or it may never come out, because they're never placed in a time and space where it's important for them to exercise that. There are other people who aspire to power and leadership positions who don't have – in my view – the requisite skill set. They have a lack of concern about other people; their concern is entirely selfish and focussed on themselves. What do we do about these people? Do we eliminate them? Some people might argue that we should, that the world would be a happier place if we did that. But again, that would be a question of... It's about expression and self-expression. If our education system allows people to be those thinking individuals – the self-

actuating individuals that I mentioned previously – then those people would not allow such people to dominate.

What obstacles or barriers to you consider to restrict or affect youth leadership development?

Barriers? Well, I think there's the barrier of adults being unable to give up power and authority. I think there's also the barrier of ignorance. There are barriers associated with communication, with a lack of appreciation of youth views. Again, I used the analogy of music earlier. There are lots of people who... I mean, it's this whole issue of adulthood and adolescence, if that exists, and other areas whereby older generations seem to be further removed. I, for example, was the very first person in my family to go to university, so that was a huge shift – a) for me as a person, and b) for my family, because my father was a working class person. He was a coal miner, which was a very dangerous job. But his vision was for me "he's never going down the mine; he's never going down the pit". And that's one of the earliest memories I have about my Dad. He died sadly a few years ago. He wanted something better for me in terms of social and educational, and he saw education as a means of making me a better person and having a better life. So in terms of obstacles, I do think that a lack of education can be a major obstacle. A lack of appreciation of what education can do for you is equally an obstacle. A lack of basic interest in social organisation can be an obstacle. And of course, the majority of the population are not ignorant, but they have no interest. So is everybody to be a leader? I just pose a question. Or is everyone to be a follower? Should we only have one leader? I remember reading a science fiction story years ago about an election in an unknown society, and it wasn't a democratic election. It was a democratic election, allegedly, but what they were seeking was the elector, because they felt that... The rationale for the story was ultimately with all the data and the marketing, questionnaires and surveys et cetera, we will ultimately find the individual who will be able to do that. We just need to interview one person. They will be able to do that. That's an off-starter now, but I just thought it was an interesting concept at the time. Instead of a whole host of electors, or who was going to be the President, the presidential candidates, they were seeking the kind of person who was going to be the voter. And they would then

recognise what this leader was saying and all the decisions and ramifications would just flow from all of that.

If we go inside schools, what do you think the obstacles are?
Well, again, the expectations of teachers and parents about their children – those are potential obstacles, or, indeed, potential vehicles for taking people on. The structure of schools in this country, because they're structured by year groups, suggests that only older children can lead younger children. Younger children are more than capable of leading older children. But that organisational structure militates against that acceptance. The whole issue of age in a society: in some societies, politicians have to be old, and you've got cultures where elders are very respected and so on, and often with great cause and really well done. But other cultures, it's too youth. They say "they're crazy, it's all this, that and the other, we don't want that". And I suppose the issue there would be "do we want our politicians to be in this day and age media-friendly and to have a nice face and be photogenic". That seems to be a characteristic, a category which is becoming more important. The visual, the visual impact or the sound-byte is much more important than any real thinking. So I suppose my worry about any of this would be that we ultimately end up with individuals in leadership positions who are about sound-bytes and have got no value structure behind them, or they have a value structure which they deny because they want the power that is associated with leadership. You can sometimes see that in companies. You can see individuals who behave in particular ways because that's the corporate norm, and they would not necessarily behave like that in other walks of life, or in their private life. They might be entirely different. And I suppose that for me is an issue – the extent to which one conforms to norms and values of an institution or political or whatever, which might be completely alien to the way that one thinks oneself, but it's instrumental in getting one power.

To what extent do you think the motivation to become a leader is important for the youth period?
Well, I think young people have to understand what motivates them, what triggers emotional, intellectual and physiological responses in themselves, if you like. And

what are their drivers to achieve that vision? And it might be a genuine concern for other people. In my experience with a lot of children in the schools, that's what drives them. They want to make the world a better place. They may not have a full understanding of what the world is, of course, or they may not have a full vision of what that better place is, it may be utterly unrealisable, but that's the sort of motivating factor. Now, for teachers, motivation of youngsters is usually associated with issues related to attainment and exam successes – "you must get good exam results, which will allow you to go to university, which will get you a great career, blah, blah, blah" et cetera. Now, I think society is changing, and it's not just about the current economic crisis, I think more and more people are seeing that capitalism drive – if you like – to the top as, something which is challengeable now. This may not necessarily be acceptable to all. There are more and more people who want to do things in relation to social justice rather than just making money. You also get a lot of people who have been in leadership positions and have made lots of money who then become very philanthropic and give a lot of their money away. So in terms of what motivates people, I suppose it's that intrinsic "what can I give back to people who have helped me or give back to society?". In schools, the motivation can often be, as I said, about exams and getting on that ladder of success, or it can be we can actually work with children to talk about, if you like, emotional wellbeing, being able to cope with stress and things like that, of love life and difficulties, accepting that difficulties exist and difficulties are challenging, that that's part and parcel of living. And therefore you're motivated in a different way. And when faced with a challenge or a difficulty, you don't just fold and go into the foetal position and "it'll all go away if I ignore it" sort of stuff, which is often a natural attitude, particularly for young children, to take up.

If you had to revisit your youth, what kind of opportunities and activities would you participate in to improve your leadership development?

If I was in my own youth? That's a hard one. Well there are lots of organisations that I didn't join. I didn't join the Boy Scouts or anything like that. Some schools have semi-military organisations which give leadership things. Some people do the Duke of Edinburgh Award scheme, which is about exercising leadership and being able to

cope under difficult circumstances and so on. I didn't do any of that, and I don't know if I would wish to, to be frank. I think I would probably read. I was an avid reader as a child, but I read lots and lots of fiction. If I were reliving my youth I would probably read a whole lot more non-fiction. I would read lots more philosophy and so on. Now, that's an adult talking. I don't think a youngster would be engaging in that. But you're asking me what I would do. That's if I went back with my adult mind, if I went back into the position of being a youth. If I was immediately transposed to being a 14 year old again or whatever, I don't think I would be saying any of this at all. But I do think some of the issues to do with philosophy, and the word I've used a lot, "values", I think need to be explored much further. And those values, I think, are critical in terms of how people individually develop, but also how they develop in relation to the society they're in as well.

And is there any type of programme you would like to be involved in?
I don't know. I'm retiring at the end of September, although I am going to continue working – researching and writing, et cetera. But I have been toying with the idea – apart from my writing and that sort of influence, little as it might be, might have – of what I could do. I've had a very successful life. I've had a good career and will continue to do that. But what can I give back in a different way? So I thought of doing some charitable works. There are so many charities out there that deciding which one you would want to engage with is an issue. But there are some charities in Scotland which engage in working with youth, particularly disadvantaged youth. And I've worked in a number of schools where lots of children came from disadvantaged backgrounds. And although I came from a poor background, I wasn't disadvantaged because my parents made sure I had all sorts of advantages et cetera. But I'd like, I think, to give something back there in return. What would I get out of that? I think I would get a sense of having given something back, a sense of trying to introduce some new ideas into what was happening and so on. It's a difficult one to answer.

I have some hypotheses and I'd like you to say what your opinion is. The first hypothesis is: there will be a positive relationship between developing future leaders and the long term approach.

Well, one has to ask "what is the long term approach?". One has to define what one means by "leaders" and "developing leaders". How do you develop them? Do you dip them in something and expect them to come out all shiny et cetera? I think that sort of instantaneous stuff is not possible, so there has to be a long term approach to it. But when does that long term approach stop? When do you pass the baton on to the next generation? I think that's a key question.

And the second hypothesis: there is a positive relationship between focussing on leadership development for youths as future leaders and the potentiality of growing more effective leaders.

Well, one would hope there is a correlation between development and production. And that the leaders you produce would be better, whatever that may mean, than the current batch of leaders, if you like. One would anticipate that there might be a correlation, but proving it – I'd like to see the evidence and data which supported that. I can use an analogy from one of my own fields of work. I do a lot of work in professional development for teachers. When you're evaluating what you do with them, across the world there is as yet no evidence that that kind of intervention actually impacts on what happens to children in schools. The faith bit of that, of my intervention with individual teachers, is that there are skills and attributes and it might be about leadership, for example, improve. And therefore the corollary of that will be what happens to children in schools. Will they get better? Now, there is a tremendous gap between those two things, and I would suggest there is a gap in your hypothesis as well that has to be bridged in some way by the evidence. If I find that. It's my Holy Grail. I'm trying to find that at the moment. If I find evidence of that link, then I'm going to bottle it, I'm going to patent it, and I'm going to make a fortune.

If we are talking about youth between 12 and 18, my hypothesis is that it's better to concentrate on reinforcing the generic leadership characteristics than to focus on too many details for the youth period.

Well, yes. Again, it's difficult to generalise, because there will be particular times when you have to focus on one or the other. So having that split, that dichotomy, if you like, is a difficult one to comment on. I think intuitively, if you get the generic bit right, then you're making a much more rounded individual. If you're only focussing on specific issues et cetera, then those might be expedient. They might be appropriate for a particular stage in time. It's not just about learning things. It's not just about having the tools and taking a spanner to an engine. It's being able to have the concept and knowledge – a) this is an engine, b) this is a spanner, and no matter which engine and which spanner I have, there are things I can do with both. So I think generic, for me, is much more important until you have a specific set of circumstances where the particular is so critical and so important.

And the last hypothesis is about my framework: there is a positive relationship between personality characteristics and youth leadership development.

Well, how do I change your personality? How do I do that? I don't know if I can change your personality. I could maybe point out... Or my personality – if I'm being self-analytical, I will know that I am good at certain things. I will know that I am less good or really poor at other things. I can decide to work on some of those. I can decide not to work on some of those. So the personal characteristics thing – I worry about that, because personality is so – in a sense – defined, but so ill-defined as well. I can change your behaviour. I can use all sorts of inducements to change your behaviour, but I won't necessarily change your personality. And if you look at what I said earlier, if you reflect on that in terms of – what did I say earlier? I'm just trying to remember how I phrased it. The whole question of someone behaving differently from the way that they feel. I'll use my daughter again. She was 14, and she showed me a piece of writing that she'd done, which was very unusual for her, to do that. And I thought it was just wonderful a 14 year old person to be in writing that way – so expressive and passionate about something. And I said "that's terrific, is that going in your portfolio?", and she said yes, that it was going in the portfolio. And I said "are you choosing that piece because" – I knew she had said she had to present

something to her class – I said "are you choosing that piece to present to your class?", and she said "no". I said "why not? It's really good", and she said "they think I'm enough of a swot without doing that". So she had learned socially and intellectually to divorce behaviour from belief and because she wanted a certain type of interaction. So she was able to in her own mind manipulate her own circumstances to suit the social background that she was in. And I definitely believe that that's what we should be doing. I know it's manipulative. I've used the word "manipulative". But it's not bad manipulation. It's done for good purposes; it's done for self-protecting purposes in relation to my daughter there.

And the positive relationship between situations and leadership development, youth leadership development?

Well, I think, yeah. Lots will depend, again, on purpose. What is the purpose of this development? A situation can lead to being able to cope with things in particular ways, but you're not necessarily given the same situation all the time. Situations change. They fluctuate. One can be placed in a really different situation. So therefore if you contextualise all your development "work à la situations", if the situation is not replicated in the situation someone finds themselves in, if they find themselves in a different situation, they may not have the skill to relate to that. So therefore the development has been worthwhile in relation to that specific, but to the more general, it's been less worthwhile.

And human intelligences and youth leadership development?

Human intelligence?

Yeah, I mean mental intelligence, spiritual, emotional and physical intelligence.

Well, we've now got – I think it was at the last count – eight intelligences. I don't necessarily believe all of that. The work is still open to debate. But I think there's a whole lot of more knowledge around now about how the brain operates, although there's a lot of nonsense around about activating your brain, exercising it and so on. But I think the mix, if you like, of physiolocal knowledge and psychological knowledge about how one's intelligence develops and so on, could be – I stress – could be interesting in relation to leadership development. I wouldn't dismiss it. But

I do dismiss a lot of stuff about emotional intelligence and so on. Emotional intelligence to me is essentially good, knowledgeable. interpersonal communication, which can be taught. I won't necessarily always exercise it, but I can be taught how to question a particular way, how to listen in a particular way, how to act as I listen, how to be empathic, how to respond. I can use my body language. And I can coordinate all of that in a way which I can get people to do what I wish them to do. And I have often done that. A lot of the time it's been manipulative, if I'm being absolutely brutally honest about it. But it's been manipulative with a purpose, and the purpose has been intrinsically good.

And cultural contexts and youth leadership development?
Yes, I think culture is critical. Again, societies that value youth are going to be a different context to societies that don't necessarily value youth, but other than that encourage youth to place elderly persons in positions of authority et cetera. I'm always intrigued by cultures which have that elder concept, partly because we don't as a culture have that. So I'm intrigued by the notion of wisdom, but wisdom, if you like, which has been passed down and generated over a long term, and if that wisdom survives, it's not just because of story-telling. It's because there is an intrinsic truth associated with that wisdom which is important in how people learn. So again, that's a difficult one.

This is my framework, and I'd like just to find out some opinions about it. The framework is based on two critical elements – the individual and the environment. And actually, there are four dimensions for the framework – characteristics, human intelligences, situatedness and cultural context. It has one condition – time, a long term approach. And it has one important strategy – action science or action learning. It's about transferring theories into practice.
Giving people experiences?
Yeah. It's communities of practice. This is just in brief. Every dimension has been supported by some theories, but I've tried to combine them in this framework to create a comprehensive framework for developing youth as future leaders. First of all, what's your initial response to this framework?

Well, I think, on the four nodes, if you like, culture, situatedness and so on, I think that's useful. I think the sub-context of characteristics – you've got aptitudes, knowledge, behaviours and skills – by "characteristics" I presume... Are these going to be innate characteristics or are they going to be taught characteristics? That's a question I would pose there. To what extent are characteristics the same as traits in the literature and so on? And are characteristics abilities or capacities? I think I would question that. Human intelligences, mental, spiritual – well, I've commented on that. I think the dominant sort of arrangement at the moment is this notion of emotional intelligence. I do believe that there is – without necessarily being religious – there is an enormous spiritual element to all of us as human beings, which many societies ignore because they don't want to be seen as religious societies. So I think spiritual is important, because spiritual is as much about wellbeing as physical wellbeing is. So I think that's fine. But I think the whole question of many intelligences is a contested concept there, so as long as you're prepared to be challenged on that one. The culture, family, beliefs, values, ethics – yeah. I've mentioned values lots of times, beliefs et cetera, family background and continuing family environment – it's important, because we learn so much from that, from those contexts. And I don't understand – are beers under situatedness?

Yeah.

Oh, is that peers?

Yeah, peers.

Peers, yeah. Sorry. It's just a typo. Yeah, I think that's fine. These four areas I think are perfectly understandable – that's the individual, if you like, and here is the context or the environment that they're operating in et cetera. I'm not a diagram person, so you're probably asking the wrong person, Saleh. Once I see triangles and ellipses and arrows going, it looks to me very much like – you know the hourglass, the sands? Is that a concept you have in mind? Where, you know, if you give enough time, all these activities will be the grains of sand coming through, et cetera? And of course, that presupposes. Is it giving them time and giving them action learning in relation to the environment? Or is it both ways? And again, it's because of the linear aspects, those upright things. These are fine, I would say. That's fine. That's fine. This, to me, becomes a wee bit more dense and a bit more confusing.

What changes would you make to improve this framework?

I don't know, to be honest. I would need a whole lot longer to reflect on it.

What happens if we eliminate characteristics?

Well, what happens if you... You take away knowledge. You take away behaviours. You take away skills. So what would they do?

And what happens if we eliminate human intelligences?

Well, human intelligence will determine, I presume, the level of engagement that one does have with new knowledge, and one's capacity to learn and use a skill. Whether aptitudes are innate is an argument you're going to have to analyse, I think. Behaviours – I can learn; I can unlearn. So again, I think it would be a question about... The essence for me about intelligence is a capacity for judgement. And I think within this, is a capacity for judgement as aptitudes in your characteristics? I don't know, because it's not just about leadership. It's about one's overall ability to exercise one's humanity, in a sense, there.

And what happens if we eliminate situations?

Well, if you eliminate situations, who are they going to lead? Who's going to follow them? And what would they do, anyway?

And what happens if we eliminate culture?

Well, if you eliminate culture, where are they going to live?

What if the framework was geared towards a short term approach rather than a long term approach?

Well, if it was short, I think, again, we touched on that earlier, it might be experience-aiding, and I might exercise it and it means something immediately, but if I was faced with a different context or a different situation, I might not be able to replicate that.

We have reached the end of our interview. Is there anything you would like to recommend?

Well, the only thing I would suggest is that that 12 to 18 period of time, I think you've got to think, in relation to your diagram, I think there is an issue with what we in the West call "adolescence". What does that mean and how difficult a time is it? Is it a social construct or is it an intellectual construct? And I think that's going to impinge on your work, in my view. I think also the whole area of human intelligence is going to be something that you really have to work through, both in terms of the literature and so on. What does YLD stand for?

Youth leadership development.

The other thing about 12 to 18 is critically, there will be stages . Everybody will be on a different point of development on that. So trying to cater for a curriculum which is not individualised will be difficult. If you cater for an individualised curriculum, which more and more societies are seeking to do, then there are economic issues there about "how is that delivered?", "how is it taught?", "how do you prepare teachers for any of this?", "are teachers the best people to be involved in talking about developing youth?". You would think so, but do teachers get any experience of leadership in their own professional preparation? Very little. In this country, anybody who aspires to be a leader as a teacher in a school has to wait five years and have five years of experience as a teacher before they're even allowed to start thinking about that. I think that's wrong, and I have said so. But there is a sort of cultural and societal prohibition there, that people have to learn what it is to teach in a classroom before they can actually lead other people. That tends to forget that teachers within their own classrooms are leading. And I think there's a conceptual mismatch there, which I think people have sort of fallen into that trap. So I do believe that there are associated questions here of who the developers will be, the issues I said earlier about purpose. The purpose has to be shared – a shared purpose. It has to be shared by society. In my view, society has to endorse the purpose of the development. Those who are being developed have to know what the purpose is and to share in it. And those who are doing the developing certainly have to believe in the purpose and have it possibly explained to them and have to be able to model. How many of those who

are developing youth can actually model the attributes or the aptitudes or the intelligence that they're trying to do?

Do you think this period or stage of adolescence is positive for leadership development?

Well, everybody's adolescent experience is probably different, so it's very problematic to generalise. For me, it's a bit late. I don't know about your society – when people change from elementary to secondary – but in this country, it's usually about 11 to 12. I certainly think that people below that age, as they approach the transition to secondary school, need to be prepared for it and need to exercise leadership thinking. So to say "we're only going to have leadership after the age of 12" to me is problematic. But where do you draw lines? These are very arbitrary things, and it makes sense to say "well, we're only going to have mathematics from the age of 12". Now, what do you do with a youngster who, at the age of 6, is so competent in mathematics and he wants to do it? You say "no, no, you can't do that 'til you're 12". Equally, do you deny people experiences which they are ready for intellectually and physiologically and all the rest of it, just because some arbitrary policy says "this happens at such and such a time". These are obviously difficulties which are notoriously difficult to be able to overcome at times because of the bureaucratic nature of society at times and schools.

Thank you so much.

No problem. I hope it's been useful.

Yes. This interview is valuable, indeed. Thank you so much.

Can I ask you something? What will you do with the interview? Will you just –

Case 4: Barbara Bryson and John Crosby, managerial leadership experts

In your opinion, what makes youths future leaders? I'm talking about youths between 12 and 18, in secondary school. What makes youths future leaders?

I think we would say that many of these young people are already doing leadership work in an environment where they are, so it might be in their schools, it might actually be in their families. Sometimes parents aren't always the only leaders in their family. It might be in some activities other than school, so, perhaps, in their

religious activities or in their sports activities, maybe drama. They're already doing what we would call leadership, which, the definition we use is "the inspiration and mobilisation of others to undertake collective action in pursuit of the common good". So we think they are already up to that kind of work, and so that then prepares them to lead as adults.

But I have a question, a kind of a counter-question, are the interviewees, have they self-selected themselves as leaders?

They're, I mean, whether they selected themselves as leaders, people selecting, there are people who organise the programmes for students –

But the reason I ask that is that I had a lot of people, young people, who don't think about themselves as leaders. But they are. So there's a little, kind of a –

To what extent do you think leadership development is learnable for youths?

I think it's imminently learnable. Some of this line of query, of course, extends across the ages, so there's always a debate about whether leadership is teachable. I think it's... Certainly, leadership skills are both learnable and teachable. I think, as someone who tries to help people develop their leadership capacity, then I would always say that I can't turn someone into a leader, because a leader is, in some ways, in the minds of the followers or in the peers. But I can provide an environment for people to learn about leadership, to practice leadership skills, to go out and apply things they are learning, come back and reflect on what happened and why, And so, I would be out of work if I didn't believe that leadership was teachable.

I agree. I have nothing to add.

What do you believe are the significant core characteristics that make youths future leaders?

Well, the thing that I... I'm not a believer that few people with certain traits are designated or destined to be leaders. I do think that one's genetic heritage matters as does one's cultural inheritance. All those things matter. But I don't think that only the physically strong, for example, can emerge into leadership roles. So the characteristic that we often emphasise actually is what we call passion, which anybody of any background can have. Passion to make things better. Passion to care for a group. Passion to realise one's own gifts and maybe enhance the gifts of other people. So if I had to put my finger on one characteristic, it would be that.

I would, I mean, I agree with what Barbara's said, but it's kind of a passion of a particular kind. It's caring about something – your community, your group, an idea. So it's a directed passion when you're caring about something.

If we're talking about this period, 12 to 18, what types of responsibilities or oppportunities would be helpful for youths in order to become leaders? For example, in their family. Let's talk about their families.

Opportunities to try certain contributions in the family, to be recognised for those contributions, and to kind of step it up the older they get. So, who knows what it is. It might be being in charge of their siblings. It might be that you helped build something in your family. It might be that you take responsibility for planning something for the family. So I would say: opportunities for people to exercise judgement, to have some things work out some things and not work out, and prompted to learn from that rather than "you're stupid, you failed", that kind of thing. So, opportunities to work sometimes on one's own, but usually as part of a family grouping, and then have the kind of feedback that is supportive, that is developmental and then to increase the level of assignment or challenge or whatever it is. And then you can extrapolate that into a sport activity or drama or singing or whatever students might undertake.

I'd agree with that. I would think, though, that, I mean, I'm thinking of all those people who become really effective leaders who grew up in horrible family circumstances, those sorts of circumstances. So people, the helpfulness that Barbara's talking about can come from lots of different places. So it can come from youth leaders, youth group leaders or some other kind, from a –

A teacher.

A teacher, a religious group, extended family members.

It could even come from literature. People find models in books.

Those kinds of models. But the notions of trying things, having the courage to try things and then learning from what you've done, I think that's pretty important. I think it would be helpful somehow.

That's in the families. What about in schools?

Well, we've kind of touched on that a bit. I think the same kinds of things are relevant in other settings, so this notion that you give people opportunities to actually

accomplish something that needs to be accomplished, to be a part of a group that helps define something that needs to be done, and then takes on the responsibility of getting that done, helping a group figure out a way to solve problems and make steps towards a good outcome, learn from what doesn't go right. So mentoring in those settings by an adult who is, I think, attuned to what helpful kinds of feedback is versus the kind that stops people from trying things. So, I would say: giving people opportunities for mastery and really constructive feedback and then gradually increasing people's responsibilities. So an example might be that you are working on a school newspaper and you start out with assignments to go cover something, maybe you do a so-so job, but the mentor is able to say "here's the part of it that you really did well with, here's the part that doesn't work because... Next time, why don't you try taking your recorders with you, because you didn't get very good quotes". So, that kind of thing. And then maybe as time goes by, that student is ready to become the sports editor or, two years on, the editor of the whole paper or something like that. So that kind of developmental process thing, with opportunities for development and mastery.

Would you add something?

Yeah. Well, I'm going to say what Barbara was saying in a somewhat different way. Leadership develops at whatever age through doing real work. It's not just finding the answer. You do something in the world, you learn whether it makes a difference or not, you learn from it, then you do something again. Anyway, the notion of focussing on real work, which is what Barbara was talking about, is really important. And also it has to do a lot with the community you build of collaborators – who is working with you on the newspaper or some activity? There's a lot of co-leadership in groups like that. So a school newspaper is going to take leadership from a lot of different people, so you may be mentored by your peers, in a way, as well as by adults, who have some responsibility.

That's in families and schools. What about societies?

Well, I think often, in many societies, and I don't know Saudi society very well, but it's certainly true in the US, it's true here, that I think the wider society often does

not incorporate youth leadership in the way that it could. So, you read... Young people can get stereotyped as, now they have this word here, "hoodies", so there are simply people to be avoided or try to get them to be disciplined and to behave and so on. And their energy for actually contributing to solving problems in the society and so on, it is just not tapped. So I think we still have, certainly in the societies that I know well, not as much awareness of the resources that young people can provide to the community. So we do now have in many high schools these opportunities for service learning, and I think they're great. I think they need to be more widespread. Certainly, in the US, we had a... When we were kids, you had to take a civics course in high school and try to get some sense of how government worked, how your communities worked. It probably wasn't enough. So I'm increasingly convinced that we need more of a weaving through the high school curriculum, certainly. Attention to the role of the citizen. So, what's a young person as a citizen, a not quite full citizen, but you're a partial citizen. And what are your responsibilities? Certainly, in the US, we're very rights-oriented, so kids start to get a sense of their rights. But they don't see themselves as part of solving the society's problem, and I think that's the piece I would put my finger on.

Well, I think that's where... Part of what... I agree with Barbara. One of the reasons why I think it's so important for young people to do real work, and by that I mean building a park, or actively engaging in some kind of social betterment, it's important because they learn, then, responsibilities, as well as, meaning response-able. They learn to respond in a way that can make things better. And you have to learn how to do that otherwise you're just going to get beaten back by society and think you can't do anything, that nothing you do will make a difference.

But it might be starting a business. I read recently a great example of a young man, I think it was in Kenya or Ghana or someplace, and he wanted badly to have enough light to do his homework. And he managed through some development programme to get some little solar panels, and he figured out how to hook that up so he could have a light to read. But what he did after that was he started a little business –
Good for him.

... renting out solar panels to other people in his village. So here's this little young man, he's started a business because he had a passion himself for getting his

homework done, and so he's really contributed to public problem solving by setting up a little business and now he's saving money for his school fees.

Between, I mean, in this age, in secondary school, what are the positives of leadership development at this age?

The positives?

Yeah.

Well, typically there are lots of... There used to be lots of activities that were tied directly to the school, like bands, sports, theatre, school newspapers, and tied directly to the school, where young people can learn about leadership, take on leadership responsibilities and do something significant. And there are lots of things in the community as well that people might be able to take part in. So, anyway, those would all be positives. There are lots of, tons of great work to do. There's no shortage of good work to do. What's missing often is the organisational apparatus to draw people in and do that good work and learn about leadership.

The other positive is simply that young people haven't yet committed themselves to a major work responsibility. They're in this learning mode. And I think leadership is about learning.

It's a good time to learn?

And they expect to learn.

Yeah. So I think that is a real positive. And often, they're not cynical. They haven't reached that point in life where they wonder "can I achieve?". And so, we hope at any rate that they haven't been in a society that's just catastrophic, and if they are not, I think they have more of a sense, often, of possibility and optimism than many middle-aged adults. So I think that's a real positive. They've got physical strength.

Your research is pretty clear that younger people are more optimistic than older people. So, optimism. They're also, they're typically in networks. Peer networks matter. And those can be helpful or not. But at least they're in. If you can get them networks, it can possibly help them. So, I think about when I was a boy – the networks I was in involved boys and girls who all wanted to do well in school, whose parents wanted them to do well in school, who wanted to learn about the world. So

scouting was really important to me. The people I was connected with just fell in to opportunities. And it was nice. I was very lucky. That doesn't happen for every child. Children can be in really awful networks which are very negative.

In developing the future leaders, do we need a long term or short term approach? What do you think?

Yes and yes.

I agree. It's difficult. A lot of this stuff just works from the bottom up and it should be just encouraged. It's very difficult to design something from a top-down level and not get it wrong. You can design things from the top down but there are more ways to get it wrong than there are probably to get it right. So the idea's simply to nurture families, networks, communities, schools. To simply provide opportunities for kids to do real work. That kind of direction would be helpful.

And I certainly think, in terms of longer range, the notion that you help individuals take on more and more depending on where they're at, some of it's age-related, and then also, kind of move... I don't have any experience of working directly with high school students other than having raised a couple. But at the college level, I work with freshmen onwards, and one of the things that we found was that freshmen, people who are about 18, 19 really need a focus on themselves. So they respond when you say "ok, here you are, you're a new university student, who are you? What do you want out of life? Let's focus on you." and then we all focus on your campus life, and "what might you do on the campus?". And then, the next course we offer is more "the community", so build on that attention to self and the campus and then the community. And finally, our capstone course is a bigger sense of "you and the world as a global citizen". Now, students still kind of struggle with that. But I would think that at high school level, there would be a bit of that same kind of thing. Gradually, you also get students to see themselves as part of a wider society. Maybe the focus initially is on "my school", but then you move out to see how, maybe in our school we are raising money for the Haiti Relief, but to kind of extend that and say "why is Haiti in such bad shape anyway?" and start... So here, I think we're starting to see a new need to integrate across academic curriculum, you know, the things students do

outside of that, and not have it detached. So, again, kind of a developmental approach for the longer term.

The other thing I think is worth thinking about is, again, I'm thinking back to my own high school career, some were sort of the "in crowd", people who were the presidents of the student council, captains of the football team and so on. There were also these kind of strange, wierd people, who had, in many ways they were just way ahead of their age, and were seeing things that others weren't seeing, and were in their own way "leaders from the margins", who were calling people to think about the world differently. Sometimes they were ostracised and marginalised and so on, but those people on the edges... Leadership is often about being on the margins at various times. Those people need to be nurtured and protected and listened to. Although, there are two although here: sometimes people really force their identity out of opposition. So that opposition of being self-expelled, self-excluded, is important to them in how they develop. And maybe they're on the margin because they're just sort of criminal. They're really dangerous. But it's important to... Leadership can develop in lots of ways and very unusual ways that people don't think of as being leadership. But lots of our great intellectual leaders, Einstein, for example – imagine if he'd flunked out of school. He would have been thought of as this horrible person. And yet, he changed the world. And so, I think we need to be very attentive to people on the edges, and not just write them off, because they could actually be the source of hope.

I guess the one other thing that I would add to this is that I think it's crucial to include opportunities for ethical judgement. Earlier we were talking about the importance of passion. You can be very passionate, but before you know it, you might get involved in hurting other people with that. You don't think about the unintended consequences and so forth, so offering opportunities that are age-appropriate for people to start to fine-tune their ethical sensitivity, the ability to make fairly wise ethical judgements, I think is important.

You talked about "criminal". I'd like to ask about gang leaders, youth gang leaders. What makes them? You see, streets make them. How do streets make them and how can we transfer this positively to schools? Schools can't make leaders, but streets make gang leaders.

It depends a little bit on the circumstances. In a place like, possible, Haiti, there are so, so few legitimate opportunities that someone's just going to make the world better for himself or herself and the family and the neighbourhood. Maybe what society defines as "criminal" is the only path forward, or in the case of political situations, so, the reason my father's ancestors went to the United States was that they were on the losing side of the revolt against the British. And a great-grandfather of mine was told either to leave the country or be hung. So he was a criminal, he was a traitor according to the British. According to my family, he was a patriot.

And I think, kind of along those lines, there are these gradations of gangs, and certainly there are gangs involving criminal behaviour, but there are many gangs that are groups of kids that hang out.

But the actual thing isn't criminal. It's about forging identity.

Or certainly low-level... And I think, on the criminal side, working with kids before they get into the really crummy stuff, so if it's graffiti, working in a positive way around something like that. Kids have submitted themselves to work on solutions. And so, I thought about those two little boys who apparently killed another child because they were bored. Let's not have people be bored.

At Edlington, these kids had no real work to do. They had no opportunities to do some work.

So in a general way, working with people who've moved into leadership roles in a gang makes sense, because clearly, they've got something not every one of those people, particularly if they've become very criminal, are going to respond. But again, I think about, we saw last... Just a few days ago, a special by BBC about a woman named Mo Mowlam. I don't know if you saw that. But she was a, she was the Secretary for Northern Ireland in the Blair Cabinet when the peace agreement was reached. And at one point, she went into The Maze, the big, horrible prison where so many of the IRA terrorists had been and the Protestant terrorists had been, and the Unionists. And she confronts some of those really tough guys and says basically "if you don't stand down, we're going to have a really hard time building up this peace process". And then later, after that agreement had been signed, she's out of government, she's written her autobiography, one of these guys comes up to her, he's out of prison, he has given up his terrorist links, and it's a very poignant moment. In

a way, he has become a leader of people saying "we're tired of this". And so, he was transformed from being somebody who had killed people to saying "now I'm committed to the peace". And it took terrible courage, because he knew his life was in danger from doing that. But I think it's just an example that because someone has been engaged in criminal activity, maybe even the worst kind of criminal activity, it doesn't mean that he or she can't convert some of that strength that enabled them to do terrible things to the good.

And if we talk about obstacles: what obstacles do you think affect youth leadership development, in families, for example?
Well, if the parents aren't functioning very well, that's an obstacle.
Well, it can be. It can actually lead, prompt, the children to become leaders. I mean, it depends. Here's a case where the individual matters a lot too.

Discouragement?
Well, yeah. If you're in a family where your parents tell you all the time that you can't do anything, that you're stupid, that you're always doing things wrong, that kind of talk and discouragement is a huge obstacle.
An obstacle would be related to simply not having any adult who believes in you. In one of the cases where we talk about this, it's called the African-American Men Project, in Minneapolis, which actually involved a fair number of ex-criminals, many of whom were in jail, who now become active helpers of their communities and young people. Anyway, there's a really significant number of young African-American men in the United States who have no, I mean no, positive male role model in their lives.
Not in their immediate lives.
Yeah. They have some sort of personal connection. That's one of the reasons there are gangs. It's like substitute parents, in a way. So simply not having a positive adult, particularly a male if you're a boy, not having a man who's a positive force in your life can make a huge difference. And similarly for girls, not having some positive adult. If I had to name one thing, that would probably be it.
But there is research about this.

So a lot of these men that are involved in this project, one of their contributions to the community is to simply kind of be a substitute father. And it makes a big difference, it really does. The testimonials from these boys who have one of these guys in their lives, they're heartbreaking. To think about the gift that this man has given. And you think "what would have happened to him otherwise? What if this guy hadn't done this? What would have happened to this boy?".

And obstacles in schools?

Well, we've mentioned some obstacles already, which are sometimes societal attitudes that youths really are, you know, "they should buckle down and do their work and we don't expect them to do much else", so, ignoring their resources, not investing in the kind of programmes you were involved with. So I don't think we have enough investment in the after-school work that students could be involved in, or we don't give them plenty of opportunities to contribute to the community. So some cities now have youth councils, where young people can actually be a mini city councillor or something like that. I think we need more of those things. So the obstacle is a lack of investment in the kinds of opportunities for young people beyond just sitting in a classroom. Or the attitudes of older people – "they simply don't know enough, don't have enough skill to really contribute to the larger society". I suppose, a lot of people these days put their finger too on the consumerist atmosphere of our entertainment world and the advertising world and so on, so I think that can be an obstacle. It's not something that's entirely new from the time we were children, so that's 50 years ago.

But the consumerism is a problem because leadership is more about what you give rather than what you consume. And just one more thing about Barbara, what Barbara was saying, so now, very large numbers of countries are facing this massive deficit right now. Those affect the schools. And the stuff's that getting cut out are things like sports, music, art. And what's being cut out is leadership development. That's actually what's being cut. And chances to flower and develop yourself. I'm the last person to argue against Maths and English, language instruction, but what people learn about leadership, they don't usually learn in a Maths class or a language class.

They might learn it around literature, but what I learnt about leadership was through after-school activities. How are we doing on your questions?

Great. I think what you have said is very valuable for me. Your experience, long experience with youth, in youth society. What do you think... To what extent is the motivation to become a leader important in this period?

I think motivation to see something different, to see something important about the world and be different, I think matters a lot. And I think, it goes back to what I was saying earlier, some people, they think they can just be better than everyone. They don't think of themselves as a leader. And they might even feel, go off and feel self-conscious about identifying themselves or being identified as a leader. But, you know, if you ask people about what they'd like to be different in the world, they'll usually give you a list, right? And some of those things that they might care enough about to do something about. So I think it's about seeing that something doesn't have to be the way it is and it's worth their time doing something about it. That's the kind of passion and caring that we were talking about earlier. **[Phone ringing]** This could be our other, our next appointment. So anyway, I think that's what matters the most. And that's where I think giving people opportunities for some kind of real work, something that's age-appropriate. Opportunities for real work are so important. People need to develop the habit of seeing that things don't have to be the way they are and that they can make a difference. So there needs to be a build-up of self-efficacy rather than fatalism, you know, "that's the way the world is, I can't do anything about it". That's not ideal. So this sense of personal efficacy and responsibility in the sense of "if I don't do it, who is? It starts with me". That matters as well. "It starts with me and whoever else I can involve".

I think that another important motivational piece is simply curiosity, a desire to learn, to create, so sometimes it's not that "I see everything that's wrong with the world" but "there's more to learn, there's more to build, there's things to explore", so I think that kind of motivation is helpful. And sometimes it's simply "I want to make things better for my family or my immediate group" but it expands then, particularly if you're mentored well, to broader concerns.

For youths, we have two ways. The first one is to focus on generic leadership in this period, and the second way is to go on more details. This is generic leadership and this focuses on too many details. What do you think? Which one is better for this period? Is it to focus on generic leadership or to focus on more details?

I don't know whether I would divide it like that. When I think of generic leadership, I think of some kind of an abstract, talking about the elements of leadership or something like that. And I think you've already understood that we have a sense that leadership development needs to be grounded in the context where people are, the lives they are leading, the skills they already have, the experiences they have, and I think while, as academics, we spend a lot of time thinking about frameworks of leadership and so on, I wouldn't start there with young people. I would start where they're at. I would introduce some of the... I like to talk about the debates of leadership. So the big debates, you've asked about some of them – are some people destined to become leaders and everybody else gets to be followers, those kinds of things – young people can have a discussion about that. But I would say, I don't know if I'm answering your question correctly, being more on the practical side rather than the theoretical or generic side, maybe, would be my tendency.

There's a programme that actually was begun at our institute, something called Public Achievement, so if you Googled "Public Achievement" – maybe you know about them, they work in Northern Ireland and in various parts of the world – they just basically have groups of young people pick something they want to change throughout the world. And it just left our institution. But for dozens and dozens and dozens of our students, they simply acted as mentors to these groups of young people at 12 years old.

And younger.

And younger. And a lot of our students say it was the most significant learning experience they had. So let me just tell you one little story that about this really struck me. There's an inter-city area, primarily African-American, Phillips, in Minneapolis, that has difficulties with crime, poverty. And there's a school there, where a group of, I think they were 12 year olds, were part of this Public Achievement project. So a group of girls, 12 year old girls, African-American girls, who in the broader society couldn't do anything. This group of girls decided they

wanted to save the Brazilian rainforest. How about your neighbourhood? So they did all kinds of research and they found a non-profit organisation, an NGO, that was buying land in the Brazilian rainforest to keep it as rainforest. So they decided "ok, we need money". These were poor kids. So they were asking "what about the money?". So there's a very big shopping centre in our metropolitan area called The Mall of America, it's the largest shopping mall in the world. It's got four floors, the equivalent of eight football fields. And it's on a bus line, a street bus line. So the girls go there, they decide "ok, we're just going to open up a table in the Mall of America, because that's where the money is, and people will just walk past and people will give us money and we'll make the world better". So they approach the manager of the Mall of America and he says "no. I don't want you bringing gang members" and all sorts of stuff. So then there was an incident involving some 16 year old African-American boys, and they were kind of harassed by the security guards. It became a big issue in the newspapers, "the Mall of America's racist", so the girls say "ok, this is a good time to call this manager again". These 12 year old girls. So they call him up, and they say "we can help, we can help your image here. You need some help, we can do it". So he says "ok". So they set up their shop there, their table in the Mall, and they're going to collect money and buy land in the Brazilian rainforest. 12 year old girls. Real work. They were coached, they had coaches to help them think about things, but they did it themselves. And, you know, these girls, they're 12, they've taken on the Mall of America and won. They've taken on global warming and they've won a small victory. Who knows what these girls are going to do?

I would like to talk about the framework. I'll explain it briefly and then I'd like to hear your response. The first triangle illustrates that if we want to develop a leader as an individual, it's important to... This leader needs various situations to practice his or her leadership within a cultural context. To guarantee this process, we need action science. Action science – it was originally in Europe and then American people developed it.

Chris Argyris.

Yeah. Then Argyris developed action science. Actually, action science, it is communities of inquiries in communities of social practice. It's transferring theories into practice. The second triangle illustrates that it's important to enhance leaders'

characteristics and a matrix of human intelligences. And I will explain that now. It's actually based on human needs. Every human being is made up of four overlapping things – mental, spiritual, physical and emotional – physical intelligence, emotional intelligence, mental intelligence and spiritual intelligence. These kinds of intelligences make the characteristics more balanced and the leader will be more adaptive with the future. To enhance characteristics and human intelligences, we need good environments. And to guarantee changes in a human being, we need time, a long term approach. Using Bandura's theory, I connected these two triangles to have a comprehensive framework. Sorry, I printed this page, but I forgot it. This comprehensive framework –I'd like to explain it – this comprehensive framework contains our four main elements – characteristics, human intelligences, situatedness and cultural context. To enhance characteristics, we need to enhance aptitudes, knowledge, skills and behaviours in each characteristic. In addition, human intelligences based on Maslow's theory and Cury in the US, that's actually... Intelligence was focussed more on mental intelligence, and then Gardner extended the intelligences. I mean, here, four intelligences. We can take them from humans needs. I am human, any human has mental intelligence, spirit, spiritual intelligence, physical and emotion. So we need to enhance emotional intelligence, mental intelligence, spiritual intelligence and physical intelligence, and that will make us more adaptive for the future. Also, the third dimension is situations. Situatedness means situations with context, massive situations with peers and followers, simulations, making some simulation groups as followers and practice leadership, innovative environments, open environments, and within these situations, we will discover their strengths and weaknesses. We want to enhance their strengths and try to solve their problems with their weaknesses. The fourth dimension is cultural context in the family, beliefs, values, ethics. This is to give leadership integrity. It's real leadership, not just to appear as a leader but not be a leader on the inside. That's the fourth dimension. And this is the strategy. We are talking about the strategy to enhance these dimensions. It's action science, it's communities of practice within a long-term approach. This is the condition. And then, we will have young youth leaders. This is based on the literature, and I'm trying to develop it

through interviews, and then I will validate it. Now, the main aim for me is to develop it, to change something, to cancel something, to delete all the framework.
Any time you work with frameworks, you're going to be tinkering with it up to the end.

Exactly. What's your initial response?
It's comprehensive, certainly, and I tend to agree with the long term orientation, the sense of inquiry, because that will provide a lot of double-loop learning and so forth, so I really agree with that. My only initial reaction to add to it would be that in addition to what you call "cultural context", I think that it's important to focus on the political context, the economic context, the technological context, and maybe, you'd say, ecological context. So it's going to be different. Here we are in a society, right in this place, a particular kind of climate, crawling out of recession, and yet, people aren't doing so badly. It might be different if we were in the Masai area in Kenya where global warming is hitting them so hard and so on. So I think those aspects of the climate or the context are just as important as culture. So that's my immediate reaction, to include some of that.

What's your initial response?
I agree with that. Where we're coming from, usually, leadership is trying to affect public policy, for example.
Very broadly defined.
Or networks of organisations and so on, so all of these contextual features, structural factors. And we also have been very strongly influenced by the structuration theory in our practice. So this broad context really matters a lot. And it helps defining what situatedness means. So it's not just about family and beliefs or values. You're embedded in broad cultural practices as well and structures that matter.

What are the weaknesses? If you take the main weaknesses in this framework, what are they? What do you think?
We've just said basically, I think that needs to be worked on, but other than that, it's fine. You've got something strong to work with.

What do you think are the weaknesses here? Do you agree?

Yeah. The embeddedness of culture is not so apparent. You'll get your dissertation done, right? You have the rest of your life to work on.

You'll keep working at this.

I think the other thing is that, well, actually, I probably wouldn't say anything more.

So what are the positives?

Well, the positives, I emphasised. Long term, the inquiry approach, so I think you've got a lot of positives to work with.

I think if you were going to try to use this to work with teachers, for example, you don't want to make it too complicated.

So, I think, we get it.

We usually tell people that there are two kinds of dissertations. There are great dissertations and done dissertations. Good dissertations and done dissertations. You want it to be done. You have the rest of your life to worry about.

Getting it done. Getting it perfect.

Case 5: Rob Goffee, managerial leadership expert

First of all, I would like to thank you very much, Professor Gofee, from London Business School. Actually, my first question is an open question. In your opinion, what makes youths become future leaders? I'm focussing on youths between 12 and 18. What makes youths become future leaders?

I don't think that question is easily answered. My background is sociology, not psychology. I think that experience is always very important. So, one of the things that people say in the business world is early, rich, different experiences are developmental of leadership. And I think that's true. Early, rich, different experiences, I think, are developmental of leadership. I think there's research out there which will support that view. What those experiences might look like between the ages of 12 and 18, I'm not quite so sure, although I think that probably you can see clues at that age with individuals who take on bigger responsibilities, become

captain of the football team, or the chairman of some other social activity, the head prefect at school. There's clues, I think, that you can see where people take on positions of responsibility early on. But I would be reluctant to look only at that period as the period when leadership can or cannot start.

To what extent is leadership learnable for youths?

For youths? I think the problem in this interview is that my experience in youth leadership development is extremely limited.

I think, for me, that's positive, because I'd like to investigate that from various perspectives.

A broader angle.

Yeah.

Well, I think, broadly, leadership is learnable, or at least, large parts of it are. So in our book, we talk about the skill of "situation sensing", to understand the difference between one context and another. I think that's learnable. We've said in our book that, for example, sales activity is a way of sensitising people to situations. It incentifies people to get better. If you serve in a restaurant and you want to get a tip, you need to be good at situation sensing, and you can get better at it. We also talk about "social closeness" and "social distance". I think there are techniques for practicing being close to people and techniques for practicing distance. I think there are... We talk about revelation of your personal differences, revelation of your weaknesses. For adults, 360 feedback is a way of developing sensitivity to one's strengths and weaknesses. And any kind of feedback. And I guess, feedback when you're 12, 13, 15 or16 may help sensitise you to your strengths and weaknesses. So those are key areas. And we also talk about communication skills. All of those areas are trainable, I think. What's not trainable, I don't think, is having people really care about what they do. So I always say to executives that I can help them with situation sensing, or closeness and distance, or strengths and weaknesses. What I can't help them so much with is understanding what they care about, and having them care so much about something that they are prepared to do all the difficult, tiring, risky things which are involved in leadership. And to do that, you must really want to do it. And I don't think you can teach that sort of volition, if you see what I mean.

Do you mean that they will help themselves?

Will they help themselves? I guess this goes back to early, rich, different experiences. I think what you can do is create conditions, maybe, under which people discover what they care about. And that's what the fashionable thing about exposing executives to experiences outside their comfort zone, that's the jargon, and I think that's a way of exposing to experiences which might wake them up, to what it is they really value, or what it is they really care about. Maybe you can create conditions which help individuals to discover what they care about, but in the end, they must make that decision.

What responsibilities or opportunities would be helpful for youths to become leaders? Let's talk in the family. What do you think? What are the responsibilities or opportunities?

That's a good question. I think the more you can encourage your children to take some responsibility or take decisions for simple things, like getting the shopping from the supermarket, or deciding the agenda for a day on holiday. I think there are simple things where parents can delegate to children. It seems a strange word, but they can certainly coach them. That's what good parents should do, and ask them to take on responsibility maybe a little earlier. The issue is to nevertheless give them support in terms of what they do, because they'll make mistakes. They will fall over trying things, so parents need to, I think, probably combine opportunity for responsibility with support or protection when they make mistakes, which will be inevitable. But I think the more that can be encouraged earlier on, probably, the better, otherwise you get children who are obviously too dependent.

What about at school?

At school? That's interesting. You see, in our work, we say that leadership is non hierarchical, contextual and relational. And on the relational thing, what we say is that you can't be a leader without followers. It is a relationship, therefore it is inevitably about teams. And schools are not very good at teams. That's a huge generalisation, but I think they're too heavily oriented towards individual achievement and they don't really look at teams. In fact, they punish. If you get help from a colleague, another school student, you typically are punished instead of rewarded. The only place they do teams is in sport, I guess, and I think that's where a

lot of young people learn leadership. It's in sport or leisure activity of one kind or another, but they very rarely learn it in their academic studies.

Why do you think this is? Do you think it's because it's a free community, free situation or free activities?

Sport?

Yeah, in leisure and sport.

Well, I think in some leadership activities, we say leadership's non-hierarchical, so you don't need to appoint a leader. Leaders emerge. So, give children an interesting task to do and around it, leadership will emerge. Ask them to solve something on a walk in terms of navigation and the leader will appear. It's exactly the same with executives. We give them an outdoor activity in a non-hierarchical setting, and in that setting, leaders emerge. So, an informal hierarchy emerges. So I think that probably schools could get much better at giving children the opportunity to experience activity collectively around which leaders emerge to structure the activity. The issue is then to always help the ones who tend not to emerge under that free-for-all. You need some sort of gentle encouragement so that everyone gets a turn.

What about the wide circle, in the community?

The wider circle and the community in terms of leadership development?

Yes, responsibilities and opportunities.

Well, I think that "yes" is the answer, so clearly if you can do stuff at school, you can do stuff in a sporting activity around the school, you can do stuff in the community. I think what I'd say about that, I'm speaking slightly pessimistically, is yes that there are community opportunities in terms of leadership positions, but communities are under threat, I think. So there is quite a lot of depressing evidence, at least in Europe and North America, that our old notions of community are, that they don't exist so much anymore, which is because of new technology, mobility, unemployment, many things which can undermine a community. And if a community is undermined, then I think those opportunities that you're alluding to are diminished. I think you can develop leadership in a youth club, but I'm not sure that you can do it on Facebook, if you see what I mean.

What do you believe are the significant core characteristics which make youths future leaders? If we would like to enhance these core characteristics, what are they?

Well, this goes back to what I said earlier on, I'm a sociologist, not a psychologist. I'm quite sceptical of some of the attempts to draw up psychological attributes or characteristics in an excessively deterministic kind of way. I think, having said that, there clearly are some people who are more prepared to take risks. There are some people who are more prepared to try, in a way, to have energy, to be optimistic, really. And I think that leadership does require optimism, energy and resilience. And I guess, whether or not this is hard-wired or genetic, or whether or not it's developed, I don't think any of us really know, but I do think that optimism, energy and resilience are very important.

In your interesting book, Why Should Anyone Be Led By You?, you examine how to be an authentic leader, and you have mentioned four essential qualities for leadership. What would you say about youths and these four qualities?

What would I say? I think it's possible if you look at situation sensing. I think if you put young people to work in a bar, hotel or restaurant, even at the age of, let's say, 14, 15 or 16, I suspect that they will, with encouragement, begin to learn how to get tips. So I think that's learnable, even at that age, I think. If you interview entrepreneurs, many of them start making money at the age of 7 or 8, which also I'm sure has something to do with situation sensing and spotting opportunities. As far as closeness and distance is concerned, that's also something which you should experience and you do experience as children in your family. So there's always a moment where your parents should be very close to you, but also a moment where your parents back away and discipline you and create distance. So they should have at least experienced this as children, and possibly have learnt from it. Revelation of difference and weakness, strength and weakness, I think that's a harder one. I often feel that that's something which comes with adulthood. So I do think, wherever that happens, I do think becoming an adult has something to do with developing a realistic self-image of who you are, which of course is never fixed. And through your adult life, this will develop. But I do think a kind of mature idea of who you are, a

psychologist would be able to answer this better than me, but I do suspect that this is something that comes towards the end of your age range and maybe even after that.

But about weaknesses, don't you think that they will define behaviour from early ages easier than later on?

Maybe. Probably, if you're going to the extremes of when you're in your 50s, 60s or 70s, maybe that's true. I suppose what I'm saying is that when I was 12, 16 or 18, I was still working out who I was, so to sort of suggest that one was making deliberate changes in order to prove oneself, that is an assumption. I think what you may have been doing, or what I may have been doing is simply working out "who the hell am I?". And only then, I think, can you take a mature view as to what you can use and what you can't use. Because our argument is not about "what have you got?", it's "how you use it", and I think you have to have a certain level of maturity to understand how you can use it. I'm not suggesting that you can't have a brilliant, soccer is one of my passions, and you can see a brilliant soccer captain at the age of 18, and you can see a player who has no leadership abilities whatsoever at the age of 32. So I'm not suggesting that it's always correlated with more experience. You can develop at an early age, but it's unusual.

One of the interesting points that you mentioned is to practice these four qualities. What do you think? What happens if we practice these from an early age, like from 12 to 18?

Well, the simple point that I'd like to make is that if you ever do play sport, you will tend to get better if you practice. If you play a musical instrument, you will tend to get better if you practice. Pretty much anything, if you practice, you'll get better. Very few people seem to consciously or deliberately apply this to leadership skills. But we are absolutely of the view that practice will improve. I guess what I'm saying to you is that I'm not sure how knowledgeable the practice will be at early ages. I think it probably requires quite a lot of guidance at that age for people to get the most benefit. Guidance and support, I think.

What does it take to be an authentic leader? Would you add something for youths for this question?

Well, what we say is "don't try to be someone else". And I think that's probably a lesson that's learnable at an early age. But I do think that when you're young, you'll

look at some of your friends as the heroes, and some of your friends will be the really popular ones who have all the friends, and I think there's a huge temptation at that age to try and be like them. Now, I think it's kind of forgivable at that young age, but at an older age, it's absolutely a disaster, which is what we say. And too many of the leadership books are celebrations of individuals, and they imply that if we copy these people, we will become great leaders, which I think is a terrible mistake. But I think it's quite difficult at an early age to separate. Clearly, you can learn things from other people without copying them. But I think at an early age, the temptation is to copy rather than to learn.

Do you think that youths' leadership development differs from adults', adult leadership development?

Yes, I suspect it does, but I don't know how. I need to do a psychology degree in youth development and then I'll know the answer. You'll have a better answer to that than me.

Let's go to the gang culture. We always observe that youths become gang leaders rather than leaders in schools and in good communities. And unfortunately it is in a bad leadership. How can we simulate the real-life model of leadership development which already exists within the gang culture of today? They use some tools and strategies to develop their leadership. Do you think it's possible to see what these tools or strategies are which they use in their leadership development and use them in a good way for other people?

Yeah. Clearly, as we said in our book, leadership is non-hierarchical. It emerges around tasks whether we like it or not, and gangs are a place in which leadership emerges. This is a very interesting question for your research, because gangs are of course often youth gangs or adolescent youth gangs. They are not always, there are adult gangs and there are children's gangs, but the ones that take all the attention tend to be the naughty adolescent kind of gangs. So there are lessons there, but I would say, generally speaking, leadership does develop informally around tasks, whether it's robbing a bank, dealing drugs or bullying other young children. Leadership emerges around tasks, and in one respect, there's nothing unique to that. In this country, we used to call them "shop stewards" at work, the informal work

leaders who weren't even necessarily trade union leaders, but became the informal leaders of shop floor workers. So some of the processes are absolutely the same, I think, whatever informal social context you are looking at. And there is a big sociology on this. Read William Whyte's *Street Corner Society*, I think it's the 1950s in the USA. So there's a long history. I think the thing you should dig into a little bit more is what it means in an adolescent gang, a young gang. What's the difference about a young gang and how can that be channelled in a positive way? I don't have the answer to that. There is a charity, by the way, and I've forgotten the name of it, I think it's London-based, which has as its mission turning gangs into teams. So they obviously do stuff with gangs that tries to turn them into decent teams. And I don't know what it is, but there is a charity which has that as its aim.

Do you think one of the main strategies in this culture is practicing? They're always practicing their leadership, compared with schools or some good communities.

It's hard enough teaching leadership to experienced executives in a formal classroom setting, but with young people, I think it's almost impossible, so I do think that this is all about experience, facilitation of that experience and reflection of that experience. Absolutely, yes.

For the growth and development of youths as the leaders of tomorrow, in your opinion, do we need a short or long term approach?

Well, one is tempted always to say "long term", but I think it probably needs more research. I would say that for some people, leadership emerges in a day, or their skills can emerge in a day. This is not a youth example, but I'm thinking of Rudy Giuliani, the Mayor of New York on 9/11. Giuliani was a deeply unpopular Mayor of New York until that day, and then he became a hero at the age of whatever he was, in his fifties, and now he does the leadership circuit and lectures on leadership. His fortunes as a leader turned on one day.

That's situational.

Yes, it's situational. I suspect that that happens in different ways for different people at different points in their lives, including earlier life. So, yes, it's easy to say "long term", but maybe it's about spotting moments which are truly transformational and then working with them.

For youths, which is better: focussing on generic leadership or focussing on a wide range of details?

I don't understand the question. Generic or –

Generic leadership or focussing on a wide range of details for this period of age?

Well, "generic" in my mind means "a wide range", so I don't understand the difference.

For example, if we are talking about behaviours, skills or characteristics, do you think at this age it's better to focus on the core characteristics, core skills or core behaviours or a wide range of details?

I think we should probably be broad. I'm not saying that we really know what "core" is, so I think we should probably have as open-minded a view as possible and give people a very wide range of opportunities and areas in which they may find themselves. But I'm not so convinced that we're so confident about what the leadership body of knowledge is that we can be as precise to say "these are the core". We're not that advanced. I don't think we're like a natural science yet.

Why do you think that? Now the research is more than one or two years. Do we have a clear picture?

Social sciences is a field of weak correlations, and the cores and connections are very indeterminate, often, so we're most of the time dealing in correlations. We still don't really understand. Where does confidence come from to be a leader? Is it here, or does it come from the experience of being a leader, the context? It's almost certainly a kind of circular process. So I think we need to be modest, really, in what it is we claim that we know, and we need to keep giving people opportunities. My worry is to say "we'll just focus on this one period". I think it's a useful period to focus on, but I think people have got to be given opportunities throughout their lives.

For youths, which is better (I think you have talked about it, I'd like more information if you don't mind): formal leadership development or informal leadership development?

Informal, I think.

Why? Could you please elaborate?

Well, I guess what I really mean is "organised informal", and in my mind, "formal" might equate to books, courses, lessons. And I think that's probably... So it's all

about experience and it's all about what emerges from experience, and that suggests to me "informal, but organised informal", where people are exposed yet supported in a variety of experiences.

Let's talk about some correlations. To what extent is there a correlation between youth leadership development and enhancing leader characteristics?

Youth leadership development and enhancing leadership characteristics? I think there is a connection. In terms of research evidence, I don't know whether you've read the book by Warren Bennis, *Geeks and Geezers*?

They've changed its name now.

They have changed its name, you're right. Young and old. But I think the book still talks about these crucibles of experience. So yeah, I think youth development, good youth development, should be a good foundation for later leadership.

And youth leadership development and situatedness?

What do you mean by situatedness?

It's situations, involving them in various situations. It's situations within context.

Yes.

And youth leadership development and a matrix of intelligences or multi intelligences? I focus on four kinds of human intelligences. Some scholars talk about human beings being made up of four things – mind, emotion, spirit and physical. And we talk about intelligences that support these parts or needs – physical intelligence, mental intelligence, emotional intelligence and spiritual intelligence.

Yes, I think all of that is relevant. The excessive emphasis upon rationality and analysis and intellectual IQ understandings of intelligence are clearly not sufficient. So the fashion of emotional intelligence but also the other kinds of intelligence that you've been alluding to, the work of Howard Gardner and others, yes, I think early education and development is rather narrowly focussed, at least in some cultures. Maybe it's better in your original culture or some other Asian cultures. They have a better balance, maybe. But Western industrial, rational education and development has sometimes lost some of those other areas, probably.

And youth leadership development and cultural contexts?

I'm sure that cultural context is a significant variable and that, for example, families are bound to be an extremely important, I'm sure. And the meaning of the family in various cultures and societies is different. The strength of the family in various societies and cultures is different. So clearly, that's going to have an impact on it.

About the obstacles: what obstacles do you consider to affect youth leadership development in the family, at school and in the community?

Well, not enough opportunity. Too intellectual, and not broader, in the terms that we've just said. I don't think it's really explicitly thought through in educational terms, because we're too interested in individual academic achievement. And in families, I would say that it's kind of pot luck. You may be lucky and grow up in a family where you have opportunities, and in other families, it's not going to happen. Communities, as I said earlier, in some societies, I think there is a breakdown of community, and therefore a lack of opportunity.

To what extent is the motivation to become a leader important at an early age? Is it important if a 12 to 18 year old thinks he or she will become a leader?

Well, I think one of the things that you might get interested in, if you aren't already, is the difference between age and generation. Arguably, there is a generation emerging which is so interested in doing its own thing that it doesn't want to be led by anyone else. They don't want to lead anyone else and they don't want to be led by anyone else. Our latest book is called *Clever*, and it's about talented people, some of whom are bright, young, talented people who just want to do their own thing. So I think values may be changing, and in some respects, this is described as a loss of faith or belief in hierarchy. But I would say that it might be a loss of faith or belief in leadership, not just hierarchy, and a loss of trust in leadership, not just hierarchy. So I think that's an issue. I'm afraid we're almost running out of time, I have to go soon. But if you haven't finished –

I would just like to explain my framework and then have your opinion about it. I'll explain these two triangles. First of all, to develop individuals as leaders, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Action science, actually, it focuses on actions in the community, and it is about understanding and producing action to incorporate theories into practice. It is communities of practice. For leadership

development, youth leadership development, it is essential to enhance leaders' characteristics. In order to make leaders more balanced and flexible towards future changes, there is a need to develop this matrix of intelligences – mental intelligence, emotional intelligence, et cetera – characteristics and human intelligences enhanced within an environment that's open and innovative. To make sufficient human change, a long term approach is an essential condition.

Fine. I just have two observations. Arguably, you could say that human intelligences are characteristics, so I'm not quite sure what the distinction is between these two.

Actually, human intelligence is one of the characteristics, but because it is a matrix, I focus more on the intelligences.

Understood. And all I would say on this one is bear in mind, even if you have a long term horizon, there are very significant moments, maybe, where one day is a bit different from the next, if you see what I mean.

Using Bandura's theory, which connects between the individual and the environment, and contingency theories between the leader and situation, I try to connect between these two triangles to have a comprehensive approach to developing youths as future leaders. Actually, in the interviews with leaders and experts, I try to develop this framework, and then I'll try to assist it using a questionnaire.

Very good.

These are the four dimensions. We should enhance for each characteristic aptitudes, knowledge, skills and behaviours. And these are the four human intelligences. These four human intelligences should make people balanced and flexible with future changes. Situations with peers, followers – whether they're real or simulated – in an innovative, open environment, rather, as you said, hierarchical. Within these situations, we will discover strengths and weaknesses for those youths, any of them, and we will enhance his or her strengths and try to solve or reduce their weaknesses. Cultural contexts with their family, beliefs, values, ethics – that will make their leadership real and authentic rather than just skilled leadership. And this is the condition – a long term approach, and this is the strategy – action science. Action learning originated in Europe and this is the new one by Argyris, action science. Some scholars say that it is more associated with a long term phenomenon and

associated with a more complex phenomenon. So for many reasons, I chose action science rather than action learning, communities of practice or situated learning. What is your initial response to this framework?

It's big. It's fairly comprehensive. The challenge for you, I would say, in a piece of doctoral research is being able to, depending on the nature of your data, being able to maybe focus a little, because this is very big, it's general. In a way, this is a life's work. If you were lecturing on this or teaching on this, this is a nice picture to show, because everyone becomes aware of what's involved. So I think with doctoral research, sometimes the challenge is to try and focus. I don't want to drive you too narrow, but to think in detail about maybe the connection of one of these issues to another rather than everything. This may be a nice reference in your opening chapter or your closing chapter, but the middle chapters may need to be more focussed down. Do you see what I mean?

Yeah.

For example, cultural context, I think is very important, but it changes. We live in a mobile world, so some people, some of the MBA students here, they grew up in one country for three years and they lived in another country, then they married someone from a different faith, and then they leave their home country, which may have been in the Middle East, and go and work in New York. And all of this, I'm not going to say "gets scrambled up", but we do live in a world where this is not simple anymore. We allude to this a little bit in our book, how you connect where you are now with where you started, and often there's a very big gap between the two.

Do you think its main weakness is that it's broad? It's general rather than it's focussed?

Yeah. I don't really want to say "weakness", but what I would say is that this is a good picture to use if you are teaching people about all of the sort of interesting stuff that's kind of connected. But what I would say is with PhDs, sometimes the issue is driving down in a particular area, either quantitatively or qualitatively, to illustrate the some of the complexity of a set of connections. I'm afraid I have to be somewhere else.

Thank you so much.

That's ok, and good luck.

Case 6: John Adair, managerial leadership expert

In your opinion, what makes young people as future leaders?

This question is not clear to me. By definition future leaders --the leaders of tomorrow -- are among the youth of today.

The generic qualities that we are looking for in tomorrow's leaders are: Enthusiasm, Integrity, Toughness or demandingness with Fairness, Warmth or humanity, and Humility [lack of arrogance]. To this should be added professional or technical competence, knowledge of human nature and skills in the core functions of leadership.

Strategically I think it would be worthwhile to invest much more resource into developing young people as leaders and relatively less on mature and more or less fully formed adults --much harder to change.

Some positive qualities are always going to be important if a person is going to truly fulfill the generic role of leader. I have listed the most essential universal ones above, but this set is to be taken as only indicative.

Leadership is always situational or context bound as well as being generic. It is the characteristic working situation which determines the form that leadership takes

in a given set of circumstances. Leaders tend to be as intelligent or more so --not less--than the group that they are leading. What we are looking for here, however, is not academic intelligence as such, cleverness or brightness, but practical intelligence: the ability to think clearly and make sound decisions based on good judgement .At the higher strategic level of leadership this should blossom into practical wisdom. That is a product of intelligence, experience and goodness; the seeds of it are sown in the home , the school and the community .

To what extent is leadership learnable for young people?

You are not born a leader you become one. But as in music people's potential for leadership varies considerably. It is those with real potential who benefit most from leadership training .Team leadership can be both taught and learnt but it has to be done based upon our body of knowledge about leadership and on sound training principles   .

To what extent is the motivation to become a leader important in becoming one?

Motivation to become a leader and aspire to be a 'good leader and a leader for good is always important and young people should be encouraged to aspire to it in their vocational field.

What responsibilities/opportunities help young people to become leaders in the family?

Any opportunities for taking responsibility of responsibility early on. Anything that develops self-esteem and self-confidence, for these are the foundations of leadership. Later, in school and in such organisations as the Scouts and Guides, being put in charge of a small group with a task to do ' such as putting up a tent or preparing a meal.
.
What responsibilities/opportunities help young people to become leaders at school?

Schools tend to give natural leaders such jobs as being prefects or monitors, captains of sports teams or being in charge of school societies. But these kinds of appointments
should be used to develop the less good leaders.

What obstacles affect leadership development for young people in the family/ at school/ in the community?

Lack of a positive and encouraging atmosphere, lack of really good role models, and lack of properly designed opportunities to learn effective leadership. Families, schools

and communities that do not VALUE good leadership and thus encourage it in the young.

For young people, which is better: focusing on generic leadership or focusing on a wide range of details?

Always start with the generic role of leader. Start with the simple and move on to the more complex later.

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

There are short term things to be done --course, conferences and practical responsibilities -- but growing leaders is like growing trees, it takes a long time.

Case 7: Keith Grint, managerial leadership expert

What makes youth as future leaders (the leaders of tomorrow)?
They have less experience of the world and thus do not know what cannot be achieved – that optimism is critical

To what extent leadership is learnable for youth?
Aristotle argued that the lack of experience is a problem for the young, though he mainly considered the issue not in terms of biological age than of experiences. I think leadership is something lots of people engage in at all periods in their lives so some very young people have already led more than many older people. If leadership is something you can learn primarily from leading then it isn't how old you are it's what you've been doing with your life that matters.

What responsibilities/ opportunities would be helpful for the youth in order to become a leader?

In his/her family? In his/her school? In his/her community?

All of these have the same answer, you need to broaden your mind and undertake experiences beyond your comfort zone

What do you believe are the significant core characteristics making youth as future leaders?

I'm not sure there are any core characteristics; many successful leaders seem markedly different rather than similar

What obstacles do you consider effect to YLD?

In his/her family?

In his/her school?

In his/her community?

Again, all three are potential blocks; it isn't where you are that matters it's what you do with the opportunities available.

To what extent the motivation to become a leader is important in this period?
Motivation is important irrespective of the period

For growing and developing youth as the leaders of tomorrow, in your opinion, do we need: short-term or long-term? Could you please justify your answer?
Short term what? Do you mean development opportunities? In which case it always has to be long term if you think leadership is related to lifelong learning

For youth, which better: focusing on the generic leadership or focusing on too many details? Could you please justify your answer?
I don't think there is a generic leadership

To what extent there is a relationship between youth leadership development and:
Characteristics
Situatedness

Human intelligences which support the essential human needs (physical intelligence, mental intelligence, emotional intelligence, and spiritual intelligence)

Cultural context

An impossible question to answer – it's critical to all of them

For youth, which better: formal leadership development or informal leadership development? Could you please justify your answer?

Both

Case 8: Steve Kelman, managerial leadership expert

My research focuses on youth leadership development. And one of my main aims is to find out what makes youths future leaders. I'd like to create or develop a comprehensive framework for developing youths as future leaders. Let me first of all ask you an open question. What makes youths future leaders?

I think what potentially can make anyone a leader I think is first of all a sense, a vision of some way that a person... Is this, by the way, in a public sector context, or a public context, or for a business context?

No. I mean youth. We would like to make a fundamental leadership development for youth between 12 and 18. And then after that, they can choose what they want, you see. Then maybe they can specialise in the public sector, private sector or anything else. But I mean the fundamental development.

Because I think there are differences in terms of what makes a leader in a public context versus a, let's say, business context. I guess if you're taking it and generalising it, I think to first of all make somebody a strong performer in general – not necessarily a leader, but just strong at something – you need motivation to succeed in the ages. Not just in these young ages that we're talking about. Learning information, studying, developing skills, dealing with people and interacting with people. And influencing people. And focus. An ability to not divide up your energies among many different projects, but to focus on a few. I also think in both, in all contexts, in the public and the private context, we need the ability to speak well, to

understand other people. I think those are very important. And some of those things are almost easier to develop for younger people before they get powerful, because there's a lot of evidence that once people do become leaders and become powerful, they don't listen as much. So learning early on how to listen to other people, understand other people and understand what other people are thinking – I think that's a good skill to develop early on before it's too late.

For youth people, for secondary students, to what extent do you think leadership is learnable in this period?

I don't think we know. I can speculate. I don't think we have good research evidence to answer that question. I don't think we have good scholarship to answer that question. So any answer that anybody could give you is speculative. I think that the skills that... Well, I guess I would say a few things. The first is that the part that's most learnable is the part that involves studying facts and learning about the world around you – the things that people learn in schools. That's definitely learnable. And that is, I think, part of learning to be a leader. So that's learnable. That's clearly learnable. I think that speaking skills and communication skills – I think we have good reason to believe they are learnable to some extent. You can definitely see situations where people over time become more effective communicators. And some of the skills are quite learnable – just involving perhaps listening skills, or even the pace at which you speak, public speaking skills. I think some of that is learnable. I think the harder ones to think about whether they're learnable are the ability to inspire others, the ability to listen to others. Those – I don't know, and I don't think anybody knows for sure how learnable they are. There's a fair amount of evidence that many of the kinds of biases that people have and errors people make in judgements are very difficult to change. There is some evidence of that. I don't think we know enough about to what extent these skills are learnable.

If we focus as well on students in secondary schools, what experiences or intentions increase youths' choices to become a leader in this period?

I think several things. I think that first of all, just an impression they get from the broader culture and society how much leadership is valued and what kind of leadership is valued. In some societies, it's not valued to be different from others, to stick out or to be too different from others, which could be interpreted as being something that discourages leadership, that everybody should just be like everybody else. In other societies, leadership is encouraged; heroes are encouraged and so forth. So I think the general culture of society sends a signal to people. And I think to some extent what they're seeing in society at the specific time they're growing up – do they see great leaders around them or poor leaders? What kinds of great leaders? So when people in the 1980s and 1990s in the US saw many heroic business leaders, it encouraged them more to want to become a business leader. So I think it's what people see in society around them.

What about experiences in their families?
Yes, clearly. I think that some families encourage people, young people, to excel, to try and to try to do a great job. And other families encourage that much less.

And what do you believe are the key characteristics for youths to become leaders?
Well, I think I answered that. I answered that already in the first question.

And do you think we need a short time or long time to make youths into leaders? Do we need a short term approach or a long term approach?
I think that development of leadership skills and the motivation to become a leader... I think sometimes the motivation – the desire of "I want to try to be a leader" – may come very suddenly. But development the skills will always take a long amount of time.

Why?
Because the skills are difficult. In some cases, they require a lot of practice or a lot of study. Either practice or study, or both. And I think even people with natural skills – let's say, to inspire people and so forth – they're going to need practice to develop

those skills. So I think the motivation to say "I think I want to go along this path" may come very suddenly, but development of the skills will take a long time.

I'd like to ask about obstacles. What obstacles do you consider affect youth leadership development in the home, family, school or society? What prevents them from becoming a leader?

Well, I think a lot of things in both the overall society and their families. If the general culture or their families don't encourage people, don't motivate people to excel, to try to do a very, very good job, that's going to discourage them from wanting to become a leader as it requires unusual achievement. If their group of friends is a group that's discouraging them from studying or trying hard or whatever, that's going to discourage them from becoming a leader.

As well, if we are focussing on secondary school students, to what extent is the motivation to become a leader important in this period?

Well, that's a very interesting question. Again, I don't think we have enough research to know the answer to this. This is just a guess. I don't think we know the answers to this question. My guess is that many of the people who end up becoming leaders don't start – in a grammatic way – on that path while they're in secondary school. Some do. I think the thing that probably they do the most in secondary school is learn and get a sort of intellectual or cognitive foundation for leadership. Now, it's true in the US especially in secondary school that we put a lot of emphasis on it. We have Student Leaders, Student Government, different clubs with leaders and so forth. And in addition, universities in the US often look at – particularly in the past, they used to – so-called leadership skills in choosing which candidates to accept. I don't know. Again, I'm speculating here. We don't have good academic research for this. But I don't know if all of that emphasis in secondary school – here in the US, where it's emphasised a lot, probably more than in other countries – actually produces that much of a motivation on the part of students to become leaders. I think they've heard this word – leadership in society, leadership in high schools. But I'm not sure if that actually encourages them when they grow up to become a leader. My inclination is to believe that at the secondary 12 to 18 stage, the thing that people do the most to

prepare for leadership is just learning – academic learning – and getting practice in listening and influencing people and so forth, rather than being the leader, being the Chairman of a club, being the President of a student body or something like that. But I don't think we know the answer to that.

I have some quick questions. Do you think there is a relationship between developing youth as future leaders – if we try to focus on youth in this period to develop them as future leaders – and getting more leaders in the future? Do you think there is a relationship?

Well, that really depends on the answers to the earlier questions. I think the short answer is "we don't know". We don't have good academic research for that, so any answer is speculative. I gave some speculations before, and really the answers to those speculations will determine my answer to this question.

Maybe we need empirical studies to prove that?

Yeah. Well, or there would almost have to be some sort of natural experiments or some experiments with some kinds of interventions that then would be logical to them. And those would take a long time. It's difficult. I think there's a good reason we don't know enough – these are difficult things to study.

For youth in this period, which is better: focussing on generic leadership characteristics or focussing on details, more details in this period?

When you say "more details", what do you mean?

For example, if we would like to develop youth in this period, one way they say is it's better to focus on key characteristics, key competencies, take a main route, main approach. And the other way – they say we need to focus on more details which we can measure, for example, small skills, small details. For example, if we are talking about speaking or listening. And that way there's more characteristics, more communications. They're open-minded to have a vision like that. *Should we take a main route or small one?*

Yes, I see. I understand. To answer your question, again, I don't think we don't know the answer to that. But my speculation would be that 12 to 18 year old kids are not going to think so broadly about some very, very broad things. It probably makes more sense to try to develop specific skills – speaking skills, listening skills, cognitive skills. That would be my guess. But I don't think we know the answer to that.

Do you think if we focus on many details, that will force them to choose their way? Will we force them to choose their way if we give them more details? But if we give them a main approach, maybe we will give them a fundamental basis for leadership development and they will choose their way.

I'm not sure if 12 to 18 year olds by and large are mature enough or far enough along in their lives to do that. The overall approach to leadership sounds more like an adult thing. I think it's just difficult to get 12 to 18 year olds to focus on. I think it's easier to help them develop some skills that later can be helpful for leadership.

What about the relationship between youth leadership development and characteristics, personality characteristics?

Well, personality characteristics are the things that are probably the hardest to influence, the hardest to teach and the hardest to change. So depending on what you mean by "personality characteristics", my inclination would be not to try to deal with them, because I think it's very hard to do. I think that, again, the younger the child is – it a little bit depends on what you mean by "personality characteristics" – I think it's easier to try to develop skills for listening, empathy, consideration and so forth.

Than characteristics.

Well, I'm saying maybe those are personality characteristics. Those may be defined as personality characteristics. It a little bit depends on what you mean by "personality characteristics".

I mean, for example, to be open-minded.

That's a personality characteristic.

This is an example.

Yeah, ok. I think that things like that can be cultivated. That's probably better to be cultivated at a younger age, at 12, or even earlier than 12.

And do you think it's easier to change that for young people rather than adults?
Yes, probably.

And maybe they have a long time to change themselves?
No. I guess the way I would be inclined to think about it is they develop that approach early on in life and then use it later on. It's not so much developing it. It's just applying it, I guess.

And situations? The relationship between youth leadership development and trying to enhance them by massive situations?

Say that again? What kind of situations?
Situations.
What do you mean by that? Tell me what you mean?

I mean trying to give them many situations to practice their leadership development ability.

I see. Again, I want to emphasise I don't think we know the answers to many of those questions, so what I'm saying is speculation. My inclination is to believe that these younger people will not see a connection between these situations and larger things of becoming a leader. I'm not sure how many people between 12 and 18 think about or would even use the word "leadership". They would use it – especially in the United States – because they'd sort of heard it, but really don't have a personal idea of "I'm going to be a leader". I'm personally sceptical that very many young people think in those ways.

If you had to revise your youth –

Say that again? If you had to –

If you had to revise your youth –

Revise your youth?

Revise. I mean, to go back again.

Oh, revisit my youth. Ok.

What kind of opportunities, activities or programmes would you participate in to become a leader?

That's a good question. Some people would say – it's a very common view, particularly in the US – that team athletics is a good way. Being involved in a team – in team sports such as football, basketball, baseball or whatever, particularly football and basketball, which really are team sports – is a good way to develop leadership skills. And I'm not sure what evidence we have to prove that is actually true, but it's certainly a common view, particularly in the US. I'm not sure we know to what extent the conventional leadership sort of activities in secondary schools in the US, such as Student Government, student clubs and so forth, actually develop leadership skills. Maybe they do. I just don't know. I'm slightly sceptical. If I had to revisit my own youth, I would have liked some more training or development in things like listening skills. Listening skills, empathy skills – that's what I think I would have liked more of.

And now I'd like to show you my framework.

At this point I only have about five more minutes.

Ok, yeah. This is my framework. I'd like to just start here. This triangle illustrates that to develop youth individuals to become leaders, we need to encourage them to practice their leadership in massive situations within cultural contexts. To do that, we need communities of practice – action science or action learning. Also to enhance or encourage their ability to show their characteristics or to develop their characteristics and human intelligences – and I will talk about that – we need an environment. To make sure that they develop that, we need a long term approach. Using Bandura's theory in social science, which connects between the individual and the environment, I tried to connect between these two triangles to create this comprehensive

framework for developing youths as future leaders. The framework has four dimensions: characteristics, human intelligences – I mean by that from Maslow's theory, and Steven Covey said that a human being is made up of four overlapping parts – mental, spiritual, physical and emotional. If we enhance these intelligences, that will make a deep change. It will make the leader more balanced and more adaptable to the future. Also, we need massive situations – that's from situational theory in leadership; they say situations is the most eminent element in leadership, in situational theory – and cultural context. These are the four dimensions with one condition – a long term approach – and one main strategy – action science, which is about transforming theories into practice. It's communities of practice where youth can practice their leadership. That will give us leaders, or youth leaders. I'd like now to develop this framework and then validate it using a questionnaire. In the interviews, I have a chance to develop this, to delete it, to adapt it. *What do you think? What's your initial response to this framework?*

Some of this seems to overlap. The mental intelligence relates to knowledge and skills.

Here, I mean, for example, if we would like to enhance open-mindedness, it's not enough to enhance only skills. We need to enhance aptitudes, knowledge, skills and behaviours to make a deep change.

I see. These are really dispositions or personality traits.

Yeah. To make a deep change, we need to change the individual in all these parts for any characteristic or any competencies. I chose characteristics rather than competencies because maybe competencies focuses more on skills. *What do you think? What changes do you suggest to develop this framework?*

Situatedness usually means "where you are placed in something". *What do you mean by this?*

I mean to give youth... This is a dimension to enhance youth with massive situations.

So do you mean practice?

Yeah, practice. Maybe with peers or followers. To be a leader with a team, just for practice, within an open and innovative environment. We should enhance their strengths within every situation. We should see what their strengths are and enhance them, and their weaknesses to treat them.

I might call this "practice" rather than "situatedness".

Practice. Maybe this is a practice? You know, I deal with this as a dimension. And here is the communities of practice. Here is where they do.

But are you saying these young people need to do?

Yeah. Peers affect them, and so do followers and the open environment.

Are these places where they're supposed to be getting practice or something with their peers? This is just a strange word. "Situatedness" normally means –

They use that in the UK. Maybe it's "situations". We can say "situations", from situational theory. But in the UK, they use that as a philosophical word, with "-ness". They use it in learning – situated learning. For example, situated learning theory. It's learning which is based on situations.

Practice. The situations you are put in. One thing I don't see here is "values". What about peoples' values? It's here, but that's "cultural". How about the individual values, what the individual believes in?

Can we make it here, with characteristics, "values"?

Yeah, sure.

And what is your initial response to this framework?

It looks fine. It's hard for me to give a strong response. Personally, this isn't really my area. But it looks ok.

I don't want you to say "ok", but I'd like to develop that or to change something. Maybe I'll validate that through questionnaires in the future, but now, I would like to develop it, to change something or maybe delete something. For example, here – if we eliminate characteristics, what will happen? Or if we eliminate human intelligences?

Well, I think you'd be losing some things. I guess I have another question about this cultural context. This is doesn't seem to be the same type. These are things that the young person needs to develop. This seems different from these three. The young person doesn't develop a cultural context, but you want them to develop all these things. This is just a part of what's going on in that person's environment. So this doesn't seem the same kind of dimension as the other three.

We have reached the end of our interview. Would you like to say anything about youth leadership development? How can we develop youths as future leaders? Would you like to say anything else?

I guess one thing I would say is that – and I've repeated this already – I don't think we know. There's not good research evidence to answer many of the questions you're asking right now. Unless it's evidence that I'm not familiar with, maybe there is evidence that I'm not familiar with. When you're interviewing people who are more expert in this area that I am, I think I would always ask – if they present to you some idea they seem very confident of and that they characterise as more than a speculation – "what is the research behind this?". Because my guess is that frequently you'll find that there's not good research evidence behind many things. Even if it's just a fundamental development like "what is made, what can be taught and what is born?" – I think it's a good question, but I don't think we have a good answer.

I'm doing my interviews with leadership experts and existing leaders. With existing leaders, I always ask them about their youth life – what made them become a leader. Sometimes you can find some answers to what made them become a leader. But really, it's an important question – "what makes youths future leaders?" – as well as being a difficult question to prove it. Would you suggest any methodology?

Well, yes, actually. You know what I think you should do? I do suggest a methodology. I would try to find, to go back – you're in the UK, so I'm not sure; I would assume for the moment the data's available – to data 20 years ago, or 25 years ago. Graduates of Oxford or Cambridge – of leading universities – who showed signs of leadership while they were in university and who now – 25 years later – are not

leaders. And talk to them about what happened with their lives. If you just talk to people who are leaders, it may turn out that the people who are not leaders did the same thing as the people who are leaders. So I think you want to contrast people who looked as if they were on a sort of path to leadership and did not become leaders. Compare them with those who did become leaders. That would be my advice.

Could you please just in brief introduce yourself?

Yes, sure. I'm Steve Kaleman –K A L E M A N – and I'm a Professor of Public Management at the Harvard Kennedy School of Government.

Thank you so much.

Good luck on your research.

Thank you so much.

Case 9: Beverly Alimo-Metcalfe, managerial leadership expert

Today, I'm interviewing Professor Beverly. First of all, thank you very much for giving me this chance. Your response is greatly appreciated. I always start with a very wide question. What makes young people become future leaders? What do you think?

Wow. That's an incredibly big question. I think that, for me, one of the most important influences, I think, in terms of young people choosing to be leaders or emerging as leaders is influenced by their early socialisation in the family, and the fact that they have confidence. In my experience, the best leaders are people who have a confidence in themselves and a very strong belief in other people, and that they are forgiving of themselves. That means they're much more open, then, to other people and humanity, being different. If they've been socialised in a family or experiences at school to have a belief in themselves and other people and to value other people, and to feel a sense of responsibility for the way we behave and how that has impact on others, to have that responsibility, I think that that is a great foundation for people who then grow up to become leaders. And they ought to have a very values-driven early socialisation. It depends, I suppose, because there are different types of leaders. Some young people will grow up to be, I suppose, sort of commercial, ambitious or entrepreneurial leaders. Or there will be others who are

more in leading others in a way which I suppose is similar to our notions of leadership, which is about a servant leadership – that they want to enable people to give of their best. And I think if that's the case, then the chances are they have been influenced by early years in terms of how to evaluate yourself and how you evaluate and value other people. But the belief and self-confidence I think are absolutely critical. And the expectations of significant others, I think, has a powerful impact on young people. In my career, I really wanted to be a teacher. I wanted to work with children who had behavioural problems, children who had problems relating to other people or themselves because of the way they'd been brought up or abused in some way. And I became a teacher for a while and worked in some pretty tough schools in some tough areas. And for me, the most important thing I could do for those children was give them unconditional belief in themselves, but a respect for others and have positive expectations of what they can achieve. I think young people who grow in a family where they have positive expectations of them and that internalises belief in themselves can become terrific leaders. But you can also have young people who become leaders who might be very self-centred, egocentric, who have also been influenced by the family background of "go out there and prove yourself to other people". And if that is also combined with a lack of respect for other people, but a sense of you to be out there to almost dominate others, then that can also breed a sense of leadership because people believe that they're better than others. They might have a great deal of ambition and drive. That has some benefits, I think, in terms of the commercial world, but at the end of the day, they don't make good leaders of people. So I think it's early experiences.

To what extent is leadership learnable for young people between 12 and 18?

Oh, I think it's absolutely learnable. And I think the school environment is critical – the power of the influence of teachers that I referred to before, about expectations, but also the way that teachers create an environment for young people where they learn how to negotiate, learn how to see the views of other people, learn how to listen to other people, learn to realise and appreciate difference in others. All of those things are absolutely critical for leadership, and I know because I've seen it happening working either with young people who are challenging in their behaviours or young people who are very well adjusted. You can create the sorts of support for

them in developing the interpersonal skills of leadership and the personal values of leadership. So I think it's absolutely critical – the influence of early years and what's done at school as well as in the family. So you can certainly develop leadership. Absolutely.

From your experience in leadership development with adults, of course you are focussing on some characteristics, competencies, et cetera. What happens if we start from an early age, like between 12 and 18? What happens if we start then instead of starting with adults?

Starting in terms of developing leadership?

Yeah, in developing leadership. What happens?

I think you've got to start from... For me, it's the basis of what I think is the best kind of leadership, which is about a leadership in which you strengthen and value the leadership of others rather than wanting to dominate other people – that's old-fashioned, dangerous and destructive leadership. But the leadership we think is critical, particularly for the modern world, which is so interconnected, that we refer to as "engaging leadership". I think you help people to develop that by having discussions and exercises where one takes the role of the other, for example, where one has an exercise where you have a discussion around a particular topic which might be quite controversial for children or young people, and you say "We're going to listen to each other. We're each going to state what our point of view is, what we think is the right thing to do or the way we see things, but then we're going to pass on to the next person, and I want you to listen to that, because at any point in time I will ask you 'Can you please summarise what that person said and why do you think they said it?'". So what you're trying to do is you're trying to teach them to respect other people, to listen, to try to see the world through the eyes of other people, and then you could say "Build on that person's suggestion" or "What do you see in common with your point of view and that person's point of view?", "What is it that surprises you?", "What have you learned from this person today, this week, or in this relationship?". So you can do loads of things in discussion or in exercise. Or you can do group work together, or group activities, which might be physical activities, or they might be problem-solving, but you get young people to work on a specific project and you might give them different roles or they decide to take on the different

roles, and then say then "what you're going to do is"... But most importantly is how you debrief what happened and get their views and give each other feedback. But you teach them to give each other feedback – because feedback is critical for leadership –in a respectful way, so young people can learn about the importance of feedback, but also the fact that what you do will have an impact on the team and you can't do it alone. So there are tonnes that you can do.

In your opinion, what are the difficult things to learn? Which characteristics, competencies or skills are difficult to learn in this period in terms of leadership development?

I think it's very difficult for some children to learn and develop – if you want – their emotional intelligence if they have been brought up in a family where it's not ok or appropriate for you to express your emotions, if you've never been encouraged to think of the impact of what you do on other people, or if you're taught that you're too soft if you display your emotions or show feelings for other people and respect them. I think those can be very difficult things to learn, because my experience of working with some adults is the product of that kind of socialisation – those are the things which for people who have got really difficult, challenging behaviours in their leadership role. And I'm working with them on development, and I'll actually be coming on to that. What I keep going back to is "What kind of messages have they internalised in the early years about how to treat people, how to value people and whether it's ok to show emotions and bring the emotional part to work as well?". So I think it can be tough to have the opportunity to work with somebody. And those can be the difficult things to learn. But I think you've got a much better chance in many ways of helping young people to learn it's ok to show emotions and appreciate, then yet they've got to be tough enough to crack when they become adults. Because often those people who have been not allowed to show their emotion or not allowed to – they've always got a dominator, or are criticised, or win by beating other people, they kind of create that interpersonal style which then gets reinforced. And other people behave towards them in a way which reinforces that. So it becomes difficult when they're adults to say "Actually, the style you have learned is to survive", really, because we all develop our relationships and our beliefs as a result of trying to survive. It can be very, very difficult for those people to start to crack the facade that

they have about them. It's risky. So I think, going back to your question, the more difficult things to do are the valuing others, the values stuff of leadership, and feeling comfortable about showing emotion and feeling comfortable about responding to the emotions of others.

What responsibilities or opportunities would be helpful for young people in order to become leaders? Let's talk in the small circle, in the family, between 12 and 18. What do you think are the responsibilities or opportunities?

Well, I think doing things like – it depends what other siblings are in the family – coaching or supporting one's younger brothers or sisters in their reading or their homework, or taking them out and watching over them when they're playing, playing games with them. Discussion around the family table about different views, different issues. I think a family can create an environment where you can develop the intrapersonal values stuff, but also the interpersonal, so that they learn about supporting other people who are younger or are different from them in their family. But you can also help them to develop the intellectual skills and in dealing with problems, because as a result of discussing issues together rather than as parents giving an answer, you say "Well, what are the different alternatives?". So in the family, you can do all sorts. In the family – that's where I learned to debate and analyse, because I had two brothers who were brought up by Jesuits. And Jesuits are very good at teaching young men to analyse problems and stuff. So for me, that was one of the best experiences I had that's helped me to be more effective as a leader, I think. That you've really got to come up with a good argument and good analysis. And that's very important for leadership.

When was that for you?

Well, my brothers were four and five years older than me. Do you mean how old was I when this happened?

Yeah.

All my life, really. But the particularly crucial stages, I think, were probably between the ages of 12 and – I'm trying to think of when my brother went to medical school, because one of my brothers who a surgeon now used to be a very eloquent, very sharp, very analytical thinker – it must have been up to the age of 16. 12 to 16, I would think were critical.

Could you explain more about how that affects your leadership?

Well, one thing it taught me was that it's amazing how three children can be brought up in the same family with parents who have the same values but behave differently have very different personalities. So there certainly is the personality issue. Certainly, hereditary must play an influence. But of course, it's never the same environment for each of the children, because he was the oldest child. It was very different for the oldest child, because we were brought up in India. We were born in India where we had servants. And suddenly, my parents came to England with three young children and he's no longer the kingpin. So all of those kinds of influences. I was very young at that time. But what I learned from him was a) you have got to try to stay calm when you're convincing somebody of an idea with which they are passionate but they are being very intellectual. And I think you've got to learn good analytical skills. But I think you've also got to be sensitive to the fact that you mustn't argue in a way which demeans them and destroys their self-confidence. So it's kind of got to be done in a respectful way. So I think that's what he taught me. And what he also taught me was what anger can do when it's inside you. I think he was a very frustrated, angry person. He had anger inside him. And it taught me the damage of when people don't have a strong belief in themselves. I think it was to do with his lack of self-belief. So that taught me the really critical importance of convincing. Leadership is very much about love, I happen to think. It's about love. It's about an unconditional respect for the other person and a true belief that they might be behaving in a strange way, but for them it's sensible. So it helped me to try to understand "Why is he saying that?", but I had to understand the way he saw the world. So that's what it also taught me about leadership, too. So those are some of the things.

Let's talk about the wider circle, at school. Opportunities and responsibilities for young people.

By the way, what I didn't say about the other thing that was a very important influence on my life as a child, was the very high expectations of my parents of my academic achievement and my brothers', particularly Ethan, the surgeon. Because I wanted to be a nurse, to help people, and he said "You can't be a nurse, you must be

a doctor". But it was a very strong academic achievement. Apart from the values, of course, which were wonderful, and the unconditional love from my parents. Sorry, so going back to your –

Again, going back to responsibilities and opportunities. At school. What helps people in order to become future leaders?

Working with children of other ages, I think it's really valuable having – like some schools have – older children coaching younger children, or mentoring. For other children, I think sports activities can be enormously valuable in terms of understanding the nature of team behaviour. I think – particularly if the school is very diverse in terms of its cultural, socioeconomic status, with people of different generations, with people who've lived in different cultures with different generations influencing them – schools can help to really exploit the fact that they have got a mini world there. And to use that for children from very different cultures to talk about their culture, talk about why they behave in the way they do, what is most important in their culture, what their festivals are, what they think of the way other people behave and why it upsets them or what they appreciate. I think you've got marvellous opportunities to do that. But I think also children can be given responsibilities like in my days, we had Prefects – people who had senior positions or were given roles and responsibilities, or projects where children are – I mean, I've never seen this happen, but I think there's an opportunity for schools to take children (perhaps this does happen) out to a particular area or locality and say "Let's just walk around this area and say 'What do you think it would be like living here?'. Go and interview some of the people". And in fact, this does happen, even in primary schools. They interview their grannies and grandpas and find out what it was like with them. But I think we could take children out to the communities around them and go in groups of children from multiple different cultures, and to form and come back with a news story, like setting up a newspaper in the school. Or children putting on little events, seminars or activities. Or debates. Having debates is very important in schools as well.

You have talked about the wide circle, the community. What else would you add in terms of opportunities and responsibilities in the community?

In the community? Well, in the community, they can go and visit. I think they should visit different organisations. I mean, a whole range of organisations – voluntary sector organisations. For example – I suspect it isn't a major problem in Saudi Arabia – but drugs are a major problem in schools in the UK. And if we could get children to see what it's like when people are teenagers and on drugs, or visit people who are disadvantaged, people with physical handicaps or mental handicaps, and just going out there and learning to see that the world is made up of a whole pile of different people, and then to come back and share their ideas and their thoughts about it, and what they've learned from that. So putting them in as many different and varied situations and contexts as possible, but as groups of children so they learn to come back and talk about "Actually, I thought that was a great idea" and another person would say "No, I thought that was stupid" and so they start to talk about experiences and how they perceive things very, very differently. But what you're also doing, and I think what we should be doing much more, is giving people, young people, expectations of different occupations or different types of organisations you could choose to broaden their career horizons. I think trips abroad are a brilliant idea for children – that they learn about another culture, too, and they go and live there for a while. But I think what can be useful is that if you give them certain activities that they'll do whilst they are abroad, to view some of the people there, to talk about how things have changed, what do they think of the British, and use that as a real exploratory, almost like a laboratory, really.

What do you believe are the significant core characteristics which make young people future leaders?

I've kind of said some of this already. But I think in terms of my ideas of the best kinds of leaders who are respectful and want to grow leadership in others, the core characteristics are honesty and integrity. Those must be the beginning of it. About valuing other people. About the characteristic of kind of being able to – I've said it before – take a matter of perspective, and this is going to become even more important in the world, to be able to see the world from a variety of different perspectives. Emotional intelligence – if you want to call it that – is absolutely critical. Clearly intellectual capacity in terms of... I don't just mean the traditional notions of IQ. I think the core characteristics of the new generation of leadership is

going to be about thinking innovatively, creatively, out of the box, questioning and challenging, and having intellectual flexibility. So it's the emotional and it's the intellectual. And it's the social and it's the interpersonal – the characteristics of good communication skills. But communication skills is also about listening and being able to hear what the other person is saying. Energy. A passion for or a drive for something. Values must be the final determinant of one's behaviours, so a very strong values base is very, very important as well.

In terms of these core characteristics, if we start from an early age such as between 12 and 18, what sorts of methods or tools of learning are more suitable for enhancing these skills in depth? What do you think?

For enhancing these skills in depth? Well, I think it's almost any of the activities and all the activities we've talked about. If you want to strengthen children's ability to really maximise their intellectual capacity, then I think you have to create opportunities for them to deal with issues and problems, and encourage them to think "How can we solve this problem?", but "In order to do that, what I want you to do is to generate as many different possible solutions and alternatives as possible". So I think we've got to give children exercises in dealing with complex problems, but encouraging them to think creatively and think of as many varieties and alternatives as possible, and then thinking through evaluating each of those alternatives. I think activities – whether it's through debate, whether it's through group problem-solving projects, whether it's going to a particular organisation, situation or community, or working with children in another school – are about encouraging them to generate as many ideas as possible – so, to think sort of divergently, but also then to evaluate "What are the consequences of each of those?" and analyse it. You're back to more convergent thinking and analytical thinking. So those kinds of opportunities, whether it's debates or whether it's working together as a group on a particular problem – those activities are critical. The kinds of activities of learning to work with people in a group, which is absolutely critical for leadership because you need to appreciate the strengths of different people and be able to give each person responsibility which matches what their aspirations are, which matches what their motives are and what their strengths are, or to create opportunities for development – I think outdoors activities can be particularly helpful. Or it could be a project on which we're working

and trying to build something and we've got a certain deadline, and "You're going to be responsible for this team or this group of people, although we're going to pass leadership to different people. One week it's going to be so and so, the next week it's going to be somebody else and so on". Those kinds of activities help to strengthen in a very powerful and immediate way the interpersonal skills of leadership and the team-working skills of leadership. For the emotional stuff, I think activities of talking about and listening to each other. So setting up listening exercises. But also using the fun of sports or other fun activities, like "I want each person to say something positive about the next person" or "I'm going to give you random numbers and you're going to go and talk to that person and give them some feedback and tell them how much you've appreciated them or what you've valued about where you've worked together", "What strengths have you seen in them?", "Why have they been important for us in the team?". So doing activities like that helps children I think to develop some of the emotional capabilities that are really critical for leadership.

In your interesting paper, Leadership – Time for a New Direction, you have mentioned the meaning of leadership in the 21st Century and you emphasised that it's time for a new direction for leadership development. What would you say or emphasise in terms of leadership development for young people? Would you say the same? What do you think? Is it time for a new direction for leadership development for young people and why?

I think there's a wonderful opportunity. Our argument around it – it's time for a new direction – is because of our concern about the heroic models of leadership, the American models of leadership, the ones that are based on the CEOs of large multinational companies, and how dangerous this kind of sense of putting all your reliance on the leadership of one person at the top is. Apart from the fact that we think the methodologies are very strange, and we criticise them heavily. We live in a very different world, of connectedness, now. I think it's going to be even more important for young people to really treasure and value the connectedness and the relationships that they have. And I think we've got to impress on young people that being a leader is not this notion of what you sometimes see on telly, of the person who comes in and saves the day. It tends to be a man, by the way. And that leadership is actually for everybody and that it's about "How do I, how do we work

in cooperation rather than in dominance, respectfully?". And so what we have to do is to... Because the young people, of course, have been growing up with parents who perhaps have a different generation, so they might have been influenced to think of leadership or what I would refer to as "sex role stereotypes". And of course, there are cultural influences on that as well. Because the world is so connected, and we've learned how interconnected we are – thank God – people are starting to... One of the awful tragedies of the economic crisis, because it's taking money out of hospitals and education and so on, is we've learned that what happens in China influences in other parts of the world, and what happens in South America... We are interconnected. We've got global warming. So this has to be reflected in young people's attitudes towards leadership. It's no longer... And we've also got to do something about destroying the world around us. It's about tolerance. It's about respect. It's about a collective, collaborative process where somebody does have responsibility, ultimately, for saying "This is the vision", but the new world for young people is about "How do we build a shared vision?", not "In my culture, in my religion, my country, my perspective, West, East or wherever". But we've got to learn this is our world together, and we've got to work on it, because we are absolutely interconnected. So it's a critical time for our young people.

And in the other paper, Leadership Development in UK Companies, you have investigated whether leadership development programmes are for top executives or all levels. In terms of young people, students between 12 and 18, what do you think? Is it better for them to give leadership development programmes for all the students or selected students?

No. Definitely for all students. Because there's leadership which is about developing human capital – people who are in the formal roles of leaders, who have the responsibility of a leader, a manager, a Chief Executive, a senior student. We need to develop them as leaders in terms of some of the specific competences that are required, like setting objectives, like creating plans, like making decisions for what they're responsible. But we also have to develop leadership as social capital, which is the way we trust each other, communicate to each other, the relationships across the organisation. We need to strengthen what is sometimes referred to as "distributed leadership" throughout the organisation, which is not "Who you are" or "Who I am";

it's "What we do together", "How we support each other", "How we stimulate ideas", "How I come to you and say 'Have you got any experience with this problem or challenge; what do you think of it?' and you help me". It's "How we connect". And we cannot just focus on the human capital development of those in leadership roles. We've got to exploit all the leadership potential because we've got to build a leadership capacity and see it as a social process. It's not "Who you are" or "Who I am"; it's "What we do together" and this notion of "distributed leadership". It's critical. But I would add that most of my work is with very senior boards in organisations. When we're trying to work on transforming the culture, when they invite us in to kind of embed leadership, I have to focus on the most senior managers because I have to say to them "You are the most powerful influence on the culture of this organisation; it's actually in your hands. So if you don't role-model these behaviours, then you don't create a culture of support, of values, of learning, of collaboration". Then we can do lots of work with middle managers and people at lower levels. But actually, they'll get more frustrated, because they'll say "Well, we do this, but it's the people up there – they suffocate us". So in terms of young people, we have to focus on right across the ages and groups. And everybody has to accept, has to learn about their leadership potential. We've got to release it. It's in everybody. It's in every person.

Do you believe that there is shared leadership among various aspects of leaders? I mean, if we say that during the young period, there is a leadership foundation, and then after that everyone has his own direction – this is an educational leader, this is a business leader, a social leader, a political leader, et cetera. To what extent do you think there is a shared leadership or a leadership foundation among these?

Before they go off into the specialist areas? I think the greatest aspect that most leadership development should be focussing on is leadership from a foundation, which is what I've been talking about in developing the emotional, intellectual, social, interpersonal capacity. That's the most powerful basis for people to be able to realise "Actually, what direction do I want to go in and why do I want to?", because it encourages young people to think of the different choices. Remember when we talked earlier about some of the experiences we should be giving these young people? It's opening their world to them. And some young people are socialised in

the families to have very closed views of what they can't do and what their choices are. I think education is about actually expanding them and being honest about their capacity and giving them beliefs that they can be an astronaut, you know, everybody can be an astronaut. But it's about creating opportunities for them to consider a whole range of different perspectives. So this is the solid basis. Everything that I've discussed, whatever form of leadership you then take, then what you have to do is develop specific competences for each of these. So there would be different political leaders as with social enterprise leaders. Some of the competencies will be in common. There will be some specific. But what we're doing here is maximising the opportunity to liberate the human potential. That's what the leadership foundation is all about.

To what extent is the motivation to become a leader important in this period?

In 12 to 18? I think it can change. I think it's very important, but some people do not believe in themselves. I never believed. I was very bad at school. I was rubbish at school.

That's the same as many of the existing leaders I have met.

Really? That's interesting, isn't it? I couldn't stand studying. I was bored out of my mind and I wanted to play, and anyway, I'm not very good at learning things by rote. PhDs are easy. It's the A Levels at school that are tough. So I didn't have that. So, in terms of motivation, motivation will change over time. I'm relating it to the fact that if children... It's important. Motivation is absolutely critical, but there can be certain events that happen in your life or conversations that people have with you or a teacher says to you, that you might say "My goodness, this is something that really excites me and I had never considered. And I want to do something, and yes, I believe I can". So I believe that motivation is something which is dynamic, that can change. And I also think that we have got to discredit this notion that leaders are loud, extrovert, very confident people. Some of the best leaders – whether you think of Ghandi or whoever; there are a variety of different role models there – were people who had deep humility. They didn't believe for a moment that they were going to change the world, necessarily, but because they came to have a belief in themselves and their eyes were opened up, or they were encouraged to be more open-minded to see the things out there, young people can develop a sense of

responsibility. People are changing as they're growing up. They might not have been so motivated, because how many young people have got very little motivation because nobody's given them any opportunity to get excited about things? So that young child, after experiences with a particular teacher that might really excite them, might suddenly decide they want to be a physicist, or they want to be a doctor, or they want to work in social work. So motivation can change. It is important for leadership, but it's changing all the time, and it changes over people's lives. People when they've retired sometimes become passionate and take up things, don't they? So it's not a fixed thing.

Let's talk about the obstacles. What obstacles do you consider to affect youth leadership development for young people in the family?

In the family? The expectations of parents, without a doubt.

Do you mean high?

Yes. Or low expectations. Or parents having no expectations of their children. Or they compare one child with another child, and they actually say things like "I wish you were like your brother, he was always so smart. Oh, never mind darling, you go off and do such and such; you find that difficult". It's small things like that that signal to children about low expectations. So they may internalise a very low self-concept, self-esteem. But also parents who are living their ambition through their children, who push them so much, and they might have very high expectations of them, but they also might divert them into certain things like academic excellence, but in fact the child's gifts may be in a different direction, or what they don't allow the child to appreciate is they're good at whatever they want to do. But they can destroy the self-confidence of a child by having too high expectations. But other things are not listening to the child, not giving the child positive, unconditional love. Because if they don't have that sense – that's the only way you can develop a healthy sense – if they sense that "the only love I get is after I pass an examination or I do something well, then I might also then find it very difficult to accept unconditional love later on in life". And leadership in many ways is actually about unconditional love. So it's the way parents treat them, and expectations. Because you were talking about the home, weren't you? Bigotry. Close-mindedness in the family. Lack of

discussions. A lack of opportunities for children to explore their ideas. A lack of encouraging children to articulate things. A lack of showing appreciation or encouraging the children to show appreciation of others. The way that parents talk about things, other people or issues – whether it's politics, religion, whatever. That can prejudice children in terms of their views of life. On the other hand, parents who are respectful and encourage their children to value other ideas, other people, people who are different, awaken this kind of open-mindedness, I think, in that case.

What about girls? I've read some articles, and they are interesting, about gender. What about girls? What obstacles do girls face that affect their leadership development?

Have you read our stuff about gender? You've read the papers that I've written? Right. So you know some of the stuff. Well, the sex role expectations of parents in terms of what boys should do and what girls should do has a massive impact on children's self-concept or the girl's self-concept or their expectations. Now, in some families, it might be that if they think that if the attention is on the boy as being the achiever, the girl shouldn't be as educated or have such high ambition, or should have expectations of just being a mother, a wife and all that kind of stuff. That can be very, very career-limiting for a child, because they internalise "That's the truth about me". On the other hand, some children can be very rebellious about that and say "I'm going to prove", but it's too dangerous to take the risk. So parents' expectations and the way they treat boys and girls differently will have a very powerful impact. But it will also have an impact on that young boy in terms of how he treats women later on. But it can have a very crushing impact on the girl in terms of her self-concept and her aspirations. And the kinds of responsibilities they give their children might be different. They might be caring ones for the girl and the boy does the interesting, exciting stuff and goes off with Dad and does stuff, or the girl looks after the little ones and the boy doesn't. So that influences children's career choices, beliefs about themselves, their role in relationships. Schools also, of course, have a very powerful impact. I went to an all-girls school. Actually, all-girls schools, in terms of the UK, girls achieve much better in all-girls schools. I happened to go to a religious school with nuns. And the great thing is that they did have high expectations of us going to university in Oxford and stuff, but if you didn't, you only had another choice, which

was to marry someone who's got lots of money, who's a doctor or something. So you're either very bright and you go to university, or you become a secretary and you marry somebody. But the wonderful thing about it was that they still did have very high academic standards. But also the hypocrisy of it, for me, really drove me. One of the reasons I have a passion for leadership is because of my experiences at the convent school, because I can't stand hypocrisy, and I could not believe they were talking about God and love, but the way they were such snobs. The nuns were terrible, terrible snobs. And it made me just so angry about prejudice and the power... And I used to come last every fortnight – you were called forward by your class, and those people who got the highest A's got clapped and the people who got the A-stand in front of them, and they get clapped. Then you have B+ and they don't get clapped. Every fortnight, every two weeks, I would be the last person coming out. Myself or Denise, a girl called Denise. We were the two last with very low marks. If you had that public exposure every fortnight, every two weeks, it internalised "I'm pretty thick, I'm not very bright". And that had a very powerful impact on me. I was thinking "How can you do that damage? You must know that this is going to affect these young people". Even when I was 13 and 14, I realised that this was so damaging. I was lucky. I mean, I felt awful, but I had a confidence in myself. That's why I'm working in leadership – because I was so passionate about how people were treated.

What about obstacles in the wide area, in the community?

Oh, there are major obstacles in the community. In organisations, for example, we've written a lot about the obstacles that notions of leadership tend to be based on men, observations of men. There are criticisms of American research. And women have not been included in research on leadership. And it might be interesting, and perhaps you've done this. The sorts of things I've said about leadership might be very different from what men would say about characteristics in leadership. Because from our research, we have found that in general, women go through leadership differently from men. But the organisations, in order to get through an organisation, you've got to go through the hurdles which are set by men, and the assessors are men the higher you go. So women continue to... I probably see more prejudice in organisations than they might have in their family. But also the community can have expectations. It

depends on what kind of community you're a member in – whether it's urban, rural, or what culture you're in. Communities can certainly influence, but not as much, I don't think, as schools or organisations. Origin of course also has a major influence.

Let's say we have three stages for any person – childhood, adolescence and adulthood. I'd like to focus more on the middle stage. In your opinion, are there any characteristics of adolescents which make them more receptive to enhancing leadership development more than children or adults?

Yes. Well, I think this wonderful sense of rebelliousness and anarchy, that energy, often protestations against the restrictions around you, this sense of wanting to be independent, but having these limitations of money, or the rules and regulations of one's parents, or "The world out there – it just doesn't allow me to do things because things are expensive, or I've got to travel somewhere. Or I want to go something and it's expensive, and I don't have that kind of money". It's just a general testing out of one's ideas and one's identity. And of course, you're forming relationships. You're now moving into the maleness or femaleness of the world. And it's a kind of wonderfully alive and dynamic stage. It's critical, an absolutely critical stage, which is why I think we've got to be very cautious about whether we listen to and respect the views of young people at this stage. We've had young people staying with us who've been thrown out by their parents. And it's happened on a couple of occasions – where we've had young friends of my daughter's coming and living with us. A) I'm staggered that their parents could throw out their 15 year olds. I'm just outraged. But what you learn is that in one context they are angry and apparently not respectful of their parents, but when they come and live in our context, if we just listen to them, they are very vulnerable. Because you've got this balance between this vulnerability and this lack of belief in yourself, but at the same time, some sort of anger as well, sometimes. Or ambition, or excitement. So that becomes much more tempered when you're older.

Do you think they are more open than adults?

I think they can be. I think that they can be very narrow-minded, too, very prejudiced. It's very interesting. And it's partly because of the pressure on young people in terms of the images around them, which are actually towards conformity, which is very strange and bizarre, I suppose, ironic. It depends. I mean, if you talk to

young people about who they respect, some of them will talk about some teachers who have had a very powerful impact on them. And I think what they're saying is that this teacher "has helped me to believe in myself differently, believe in what I can do, and perhaps see the world differently". So that suggests to me that although you can observe adolescents and they want to be like each other, they want to be like whatever image is in the media, in actual fact, teachers can have a powerful impact which can last the rest of their lives. So I think there is an openness there, but I think it's partly because of the vulnerability of this "not-quite-one-or-the-other" stuff. So it's a great opportunity to exploit.

If we talk about young people in the gang culture, sometimes we observe that they grow their leadership development more quickly than students in school. I'm not talking now about changing them. This is not my point. But how can we simulate the real-life model of leadership development which already exists within the gang culture of today? How can we simulate it? What are the lessons from this culture which we can use in schools and in good communities in terms of leadership development?

Well, I think you can give young people a sense of a teamness, that "We are a team and we have an identity", because they can work on projects or activities where they do develop some product, or they work on a particular activity, they have responsibility for something or other, and they've got to develop a logo they've got to develop a sense of "Who we are", they've got to nominate a teacher, it's a sense of "We've got to find an identity here". And they can create their own rules and regulations about "What's the contract?", "How are we going to work together?", and they will determine "What are the right, ok behaviours and not-ok behaviours?". And they can select their own leaders, as well. I don't know enough about gang culture, so my perceptions of gang culture is only what I see or what I read about. But the sense of identity within a team and a sense of belonging, and there's something which brings them together which they all believe in. The only thing they've got to be cautious about is that that doesn't make them intolerant of other groups and teams. But kids want boundaries and identity, don't they? And they want to feel "We belong". But they also want to feel at times "We're better than the other group", which could be ok at times.

What do you think are the differences between adolescents and adults in terms of leadership development? Are there any differences?

In terms of the types of development? Well, apart from the complexity of some of the issues that adults have to deal with, and the immediacy of having to deal with things like issues, challenges and problems that they've got to really deal with in a real time scale. And the consequences are very serious if you don't get it right. So that kind of responsibility and complexity that comes with adult development is different from the development, I think, for adolescents or young people. But I've been thinking this actually right throughout this question – what's very important for adult development is 360 degree feedback, offering that. Now, I think I would be very cautious about offering that. That's very powerful for adult development, because people have a much more robust – generally speaking – kind of emotional and sense of self that they can take on board the feedback and not perhaps internalise it too much as personalised or "me". "No, they're just talking about my behaviour". Whereas for an adolescent or young people, I would be very wary. I wouldn't use 360 feedback. I think I would use discussions in groups about how we value each other, so get some feedback in that way for young people. But given that 360 is such a powerful – in my experience – way of basis for forming a plan with an individual adult on their leadership development, and the way that you can challenge sometimes the fact that some people who are very senior leaders who don't believe, necessarily – "Oh, I don't believe that they said". Let me show you. I don't know if you've seen out 360. This isn't a good example, but I don't know if you've seen 360 feedback. Sometimes people can rate themselves very highly. That's a self-rating. And they put others much lower. So depending on where the person is in the organisation, if I'm working with very senior managers like Directors, Executive Boards or a senior manager, I still will be very sensitive to this person and in terms of trying to kind of gauge how they're dealing with this feedback. Because it might be the very first time that they've had this feedback in their life, of how they have an impact on others. But I also believe I have a responsibility to challenge them if they say "Well, they would say that" and they're denying it. The problem is that it's not good for them if they deny it, because they need to wake up to the fact they have asked these people, they've told them if they don't change, their subordinates, their staff or peers are

going to be very angry. It's going to make it worse for them. So I can be more challenging. You can be more challenging and use 360.

If we are talking about 360 degrees, what happens? How does that affect leadership development for young people? What happens? What you have said is interesting about adults. What happens if we start 360 degrees from an early age, from adolescence? What do you think?

I think we need to be very careful about "What's the nature of the feedback you give those people?". And I think I'd be much, much more cautious about them being vulnerable to feedback. Say, somebody who is obviously unpopular – you know they're going to have a very bad 360 feedback. I would be very careful about how I handled that. I would not want to expose somebody who obviously is not liked by their peers and people around them to 360 feedback. I just wouldn't do that. But also, I would choose different ways of phrasing the questions and statements. I would choose different things to give feedback on. I think I wouldn't use 360, actually. The more I think about it, the more I wouldn't use it. There are some people for whom it could be very valuable, but they've got to be very confident. I think it's too dangerous for young people.

In your paper, Leadership Development in the UK, you have mentioned that there are many companies that use leadership development in short term programmes, and then you said that's not enough. You emphasised that's not enough. In your opinion, what do you think are the outcomes of short programmes in terms of leadership development? What are the outcomes?

The outcomes are people might have new ideas. They might have been challenged to think of new ways of approaching their leadership style. They might have got some feedback in terms of how effective they were at particular exercises, analysing case studies, working on a team activity or for their 360. But unless they are reminded regularly of the kinds of themes that emerged, say, in their 360, the chances are they will be pulled back to or default to what's been their customary behaviour because it's taken a long time to get that. You might get some changes in the short term. One of the problems is if you put them back in their work group, they might start to behave differently, but people might just get a bit suspicious of it, and they won't be resilient enough to continue those new behaviours.

In your opinion, is that enough for leadership development? A short term programme?

No.

Why?

Well, it depends on what you mean by a "programme". I think you can do some specific interventions in the short term, for example, giving people some 360 feedback, do some input on a particular model. Are we talking about adults or adolescents? Or just in general?

No, I'm talking about in general now about adults.

Ok. So you can give them... We're running a programme at the moment for very senior clinical leaders. There's not much time, so we can just get them for 24 hours. So we get them for dinner, have a guest speaker on a topic, then we have a module on the next day, then they go and they come back again maybe one or two months later and they have the next module. What we certainly can get is that they are challenged on some of their beliefs. They learn some new theory about change, leadership or effective teams. But what we try to do is to get them to do some action learning sets or a project which links the different modules. So you have to connect that activity to the workplace. And in fact, because most of the research shows that 360 can fail – certainly, it can be very negative to people if they're having a bad experience; but it can be positive – but some use of 360 has just been a waste of time – nothing's different, nothing's changed. One of the reasons is because people have only focussed on 360 or a module of leadership development which focuses on their leadership style, but it doesn't alter. So we think you should have "What am I going to get out of it in terms of people learning 'What can I do different to people being a more effective leader?". But we think they should also have three other objectives – "What one thing am I going to do to strengthen the leadership of my team in my job?", "What one thing could I do to influence the culture of the organisation, the team or where I work?" and "What one thing can I do that's going to help me be more effective in delivering the services, whatever products or services we do?". Now, you need an activity or project which we think is themed, and you have a personal development plan. But then it's some real improvement project in the workplace which you might discuss in your action learning sets when you come back

again. That way you can continue and make some very significant change, because people are testing out the ideas they've picked out in the module and they've gone back and related it to the job. But they've got to come back and have a review of it.

Let's talk about long term programmes. Could you please mention examples of leadership development programmes which continue for the long term? What is the longest programme you have heard of? For how many years, or how many months?

I think the longest programme I've ever directed was one – I can't remember if it was 12 months or 18 months – for senior managers. And it was based on coming together for modules of two or three days. It was two days three months apart. And we kind of did something similar to what I was saying. Do you want me to stop for a moment?

No, it's ok.

Is that ok? Where we had some input, but there were also some action learning sets and discussions whilst they were together. But they also reviewed the theme or project that they were going to do, an improvement project. They had 360, they had personal development plans, and they had to review the next time they had a coaching session. We also had coaching, of course. So they had coaching sessions where they would review and bring evidence of what they had done on each of their personal development objectives. And those objectives related to individual, team, culture and service delivery. And that was because it was centrally funded. It was funded by the Department of Health in the Government. We planned in things, like we gave them a budget of several thousands of pounds. We gave it to the programme of 20 aspiring top managers. And we said "It's up to you to determine as a team, as 20 delegates, how you're going to spend that most effectively. And we want you to know that part of what you do has to generate more income". They constantly were reviewing the programme and the interventions and suggesting the next stages – what would be most useful intervention for the next module or in two modules' time. And they had choices, also, as to whether they could have a personal budget and go abroad or on a visit, but they had to bring the learning back to the other delegates as well, whatever they did. So that went on for about 18 months I think.

And what were the main outcomes in terms of leadership development?

Well, some of them got promoted. But the outcomes were, I think, individual, team, culture and improvement projects, because it was so engrained in it that when they re-did the 360 a year or 18 months later, we saw a significant increase in the ratings that others gave them. But also what we did was we had focus groups with their peers and staff to ask them "What changes had they seen in these people, their bosses?" and we also asked their stakeholders in terms of the improvement projects they were working on. And so we got feedback. We got kind of 360 feedback from focus groups, but also from the projects, and they'd made real changes in their projects, in the improvement projects. But also their staff said "This person now chairs a meeting in a totally different way – they ask for our ideas" or "We meet casually for lunch and talk about our challenges. It's ok now to say that I'm anxious about this problem". My colleague and I used heads of research, because we evaluated our projects. So there is evidence of changes apart from the 360 scores.

Is this the longest programme you have heard of? Not in your company, in the world, for leadership development or growing leaders.

Well, there are two year programmes for graduate trainees, so there are several companies that run two year programmes, where they get what's called a "cook's tour". Do you know the cook's tour? Like in the Health Service. It's an incredibly popular programme. There's an enormous number of applicants and they go through very rigorous assessment centres to be selected. But it's two years. And you are an attachment in various different aspects of healthcare. So you might work with a mental health team for one project for six months, be an attached to another one where you'll work with a hospital team and so on. And that programme goes on for two years. Now, I think there are other private companies like Mars, Ford, IBM, ICI, BP and Shell who have quite long graduate programmes. My sense is that people are moving away from "in the classroom" type programmes to where it should be – "out there". And most of our work is about trying to convince – it depends what the programme is about – our work is mainly about transforming organisational culture. But we say to the senior managers that they need to get out and go and work alongside a colleague who's at the first level, work in the reception for a day, go out into the council estate and see what it's like delivering services out there, or go and spend a day with your colleague in another agency, social services. It's about going

out. The emphasis now is about going out and doing real projects out there in the world.

And if we are talking again about young people, I think you said we need a long term approach also for young people. Why do we need a long term approach for young people to grow them as future leaders? Would you add something?

When I say a long term approach, I mean it should not be an initiative that we're going to do over one day, two days or a week and then abandon it. This is why I think it's so important to create a culture in the organisation, the school or wherever. The culture is "This is the way we are going to do things in a collaborative way, in a way which respects other people, in a way which you have got to argue your point, but you've also got to listen to the other person's point of view", "This is going to be the way we behave". So we think it's about transforming the culture around you so it's constantly supporting these behaviours. So I don't think it's a good idea to have a long programme as a programme, because it's about doing things differently in everyday life. In terms of being against short term programmes, it's the old-fashioned stuff that's really a bit out-dated now, because many organisations are moving away from the short term programmes because you can't just abandon people after giving them some ideas and say "Right, you're on your own now. There's no more coaching, no more action learning sets, no more discussion. We're not going to explore ideas". So I think we've got to aim – I think this is a really important point – at embedding whatever leadership behaviours you want for young people. Embed that in the environment around them. The school, certainly. And I don't think you should start a programme until you have got the absolute commitment of all the teachers to those behaviours so they know exactly what's happening. Because if you're encouraging young people to become leaders who want to explore new ideas, to question "Why do we do this?", but also come up with a solution – "Here's my suggestion as to what we can do differently" – then you cannot have some teachers who are close-minded. Well, you will. But I think somebody needs to have a conversation with those people, the head teacher, to say "Well", and you've got to change your selection criteria for teachers.

What you have said now about the negatives is interesting. Let's suppose an idea and I'd like to suppose the negatives or dangerous issues in this idea. If we start from between 12 and 18 an intensive programme which contains two parts – an educational programme for those students and leadership development – within these six years, what are the negatives, do you think? To build the foundation, or leadership foundation, within these six years, what are the negatives or dangerous issues?

Right. I think that's exactly what you should do, because I think people should not see leadership as different from education. That's what education's about. It's about developing potential, isn't it? So they should be inextricably linked. You should not be able to see the difference, almost, between the education and the leadership. The dangers are if you have teachers who separate those out or who don't role model the behaviours of leadership that you're talking about, or the school has policies on the environment or the community, but has policies or practices which are at variants from what they are teaching, of supporting in terms of development, or what they're espousing and articulating. And I think the most serious thing is if it's a school, for example, it's getting the head teacher and most senior teachers. You've got to get them living this and breathing these leadership behaviours. But what worries me deeply – and we have major concerns – the reason why when we work in an organisation we start at the top is because I say to those top managers "If we don't start with you, so we now work with some of your middle managers, and they get all excited about 'this is what it should be like'" and then we see this thing there. The major problem for me is what you're doing is increasing the stress and frustration of those middle managers. You expect the good ones to lead, because they will. So it is even more important in a school. That has major implications for you recruitment selection and your appraisal process – how the teachers are appraised – "What are they appraised on?", "What have you done over the last six months to create a collaborative environment?", "How do you know that your children have developed this sense of this?", "How did you evaluate it?", "What's the evidence?", "What behavioural changes have you seen?", "Who have been the most difficult kids?", "How did you tackle that child who is close-minded?", "How did you approach it?", "Have you attempted to involve their parents?", "What are the considerations given

those kids' role in their gang or whatever?". So we've got to focus in a very different way on what we want from our teachers and how they should be led.

And for young people, which is better: formal leadership development or informal?

Well, it depends on what you mean by "formal" and "informal". I think you need to have certain activities or interventions. But it's informal in the sense that when we're talking about a particular subject – whether it's physics, art or whatever – what we're going to do is we're going to break people into different groups and say "Ok, we're going to give you different issues, challenges, or a project to work on, now sort it out. You've got such and such a time to do that". Now, that's leadership development as well as it's education. I don't know whether you'd call that formal or informal.

Maybe it's informal. It's not direct.

No. I think it's much better if it's something that we see as part of the everyday way of being in school and being educated. But there may be certain activities we might have where we're going to go out together and we're going to go out exploring or something outdoors, or go to visit, or do different projects. It's "horses for courses". It's "What activity is most appropriate for this group of young people at this time?".

I have a quick question about the relationship or correlation between leadership development for young people and some factors or some dimensions which are related to leadership development in adults. But I'd like to ask about what the relationships are between them for young people. To what extent is there a correlation between leadership development for young people and enhancing leadership characteristics?

In them?

Yeah, in them.

So is the question about how effective they are, the leadership development is?

Yeah.

I should think it would be extremely effective for the reasons that I've said. I think there is opportunity to work with young blood on new ideas and so on. So I would have thought that there's a very strong correlation. But it also depends on how effective that leadership development is. And it's important to work on the kind of... You have to be a very skilled teacher, often, with young people to be able to cope

with – I don't know what it's like in Saudi Arabia, but in the UK, children will challenge you. And you can get some pretty aggressive children who speak their mind. You've got to gain their respect first of all. The critical ingredient is the skill of the teacher. If the teacher is going to gain the respect of the children, he or she can have a very profound impact on those personal characteristics of those children in terms of their self-confidence, their self-esteem, their openness. You can deal with bigotry and prejudice. I dealt with that with very aggressive young people who were 15 or 16. Particularly young women, actually, interestingly enough. But it was very tough. You have to be really skilled and confident to do that.

And the correlation between leadership development for young people and involving them in various situations?

I think there's a very strong correlation. Do you mean how is that different –

I mean, we find a strong correlation between adults. Do you think for young people it is the same?

I think there's a potential to. Yes. It depends on what the activity is and what you're trying to teach. Some things will maybe be more difficult than others. But adults can be pretty challenging as well, too, really.

And the correlation between leadership development for young people and cultural contexts?

The organisational cultural context? I think it's very powerful for both.

This is for the organisation. If we talk about young people in schools. If we talk about the culture of their town, city or country.

It can have a very powerful impact on them, do you mean? I'm not sure I get the question. Repeat the question?

To what extent is there a correlation between leadership development for young people and making it within their cultural context?

How important is it to –

Yeah.

I think it's very important to be in line with one's cultural context. But there are some aspects of the cultural context which might be not beneficial to leadership. Some of the kids might be in a very tough estate where the cultural context is one of narrow-mindedness, one of lack of respect, of violence. That has an absolutely

critical impact on children. But I think you can support those children with leadership development, but you've got to be very aware – as you have in adults – of the cultural contexts, because people don't exist and avoid. So it's equally important. And in a way, the culture in the home place for children, the environment they're in, at least in a job you can move out of the organisation and you can choose to move, if you can, sometimes choose how to move job or organisation. Kids can't change their environment. They haven't got the same way or the same choice.

Now I'd like to describe my framework. This is the framework, but I'll try to explain it very briefly. The first triangle illustrates that to develop individuals as young leaders, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Action science is actually communities of practice. Research here in Europe always starts with action learning, and this is the work by Argyris and Schon in the US – action science. It's about incorporating theories into practice. It means understanding and doing their action. It means learning by doing inside the programme rather than after the programme; within the programme rather than after the programme. And the second triangle illustrates that for youth leadership development, it is essential to enhance leaders' characteristics. And in order to make leaders more balanced and flexible with future changes, there is a need to develop a matrix of human intelligences. And I'll talk about what I mean by human intelligences. Characteristics and human intelligences are enhanced within an open environment. To make sufficient human change, a long term approach is an essential condition. Using Bandura's theory in sociology and contingency theory in leadership, I connected between these two triangles to create a comprehensive framework for developing youths as future leaders. This framework consists of four main dimensions. The first dimension is characteristics, which includes developing aptitudes, knowledge, skills and behaviours for each characteristic. For example, if we would like to enhance open-mindedness as a leadership characteristic, there is a need to enhance the aptitude to be open-minded, knowledge, skills and behaviours to make a deep change rather than just a short training course. And it's the same for the other characteristics. The second dimension is human intelligences, which consists of intelligences that emerge from human needs. Eastern and Western philosophers emphasise that any human

being is made up of four overlapping parts –mind, heart, body and spirit. So, there is a need to enhance or develop these intelligences which emerge from human needs, from our inside – mental intelligence, emotional intelligence, spiritual intelligence and physical intelligence. If we enhance these intelligences, the leaders' characteristics will be more balanced and the leader will be more flexible with future changes. The third dimension is situatedness, or situations within context, which involves the young people within various situations with their peers and followers – whether they're real followers in projects or simulated – within an open environment. These situations will demonstrate the youths' weaknesses and strengths. Then we will enhance these strengths and we will tackle their weaknesses from an early age, rather than waiting for them to become adults and it's difficult to change their weaknesses or to enhance their strengths. The fourth dimension is cultural context, which is gained from the family, beliefs, values and ethics. And that promotes integrity and honest, authentic leadership, rather than enhancing leadership and it will be in a bad way. But if we try to enhance this dimension, it will be authentic leadership. There is integrity. There is honesty. The four dimensions will work further via the action science strategy and a long term approach. This is a strategy, a way, and this is a condition. My aim in the interviews is to develop this framework, to change it, to delete it, to cancel it, so please feel free to make suggestions. I have some quick questions. First of all, what's your initial response to this framework?

I think it's very, very interesting. I suppose the one thing I'm still struggling with is this notion of – in adults – action science. For me, that's kind of an American thing, I suppose. And I'm having a problem with my prejudices towards American approaches. So I think that it's critically important and all of my experience is saying that actually there are times when it is appropriate to take people away from their work context and their environment, just to give them a space and a distance, physical distance, and to give them a risk-free environment to talk about things and share ideas. But most of the development must happen in situ, in context, in their organisation or wherever they're working in, in the community or wherever. So I have some problems with that, certainly.

Would you add more problems?

I suppose I would think of the – in terms of the individual, inevitably, as a psychologist I'd be thinking of... And I think it might relate in part to this one as well – intrapersonal factors or variables, the interpersonal variables and then the inter-group variables, too. And I think that, for me, is missing somewhere here.

Can we say this is in leadership characteristics?

Actually I think it's in this. And it's in this as well. And actually, it's part of that, because it's the inter-group stuff. And the intrapersonal will also be here in terms of leadership of course. It's because it's relationships between and roles between different people. I'm a different person when I'm a daughter – I'm thinking of a young person, for example, or as an adult, or as a wife, a mother, or as a daughter. I think that for both adults and young people – that those different roles that we have in the facades that we present and that kind of separatedness. There's an opportunity, I think, with young people to talk about authenticity almost in any context, but for adults, they start to portion things out. And for me, there's some limitation there, but I'm not quite sure.

What changes would you make to improve this framework or would you add?

I think I'd put the intrapersonal. I would have intrapersonal and interpersonal. I think the intrapersonal thing, for me, isn't quite expressed by that, and it isn't expressed by that. But it's part of it. Self-knowledge. It's part of emotional intelligence – being aware of the impact on others. But things like my self-confidence, my self-esteem and my attitudes towards others, the self-concept – all those factors for me... It's a bit... It's missing that richness and deep-embodied aspect. I'm delighted to see the spiritual there and human intelligences, but a lot of the problems happen in adolescents and in adults because of the intrapersonal factors.

Here, I didn't indicate characteristics, actually, here, because of the huge debate about "What are the characteristics?". But I indicate the way to enhance each of the characteristics – to enhance the aptitude for this characteristic, the knowledge, skills and behaviours for each characteristic. But I didn't indicate the characteristics because of the huge debate about it. But if we eliminate these four, for example, the way to enhance the characteristics, what would you add here?

Intrapersonal characteristics. And personal predispositions. Part of it's personality. Values as well. Values, you've put down here, but there's also the values that are

very broad attitudes. Values. Self-belief, all that kind of stuff. It's the intrapersonal which then has an impact on the interpersonal. So this, for me, I suppose, I find these as blocks in separate sections and there's something that... I suppose I'm more into circles. I don't know whether the characteristics could be intra-, if you could have the kind of intrapersonal, then the interpersonal. And then you could have the kind of group, team, or roles one has and the expectations of one. It's that kind of human thing that, for me, isn't encapsulated here. But it isn't just to do with the word "intelligences", too. I suppose I have a problem with that. But it's the "me-beingness", my identity. And it isn't reflected in those things there – aptitudes, knowledge and skills. Those are like competencies – the skills and behaviours. No, it's something much more subtle and complex than that. So I think I'd put that. Because I'm just thinking of when I'm talking to people about –

If you don't mind.

Draw it on there? I don't know if this is going to have any relevance at all, but when I'm talking to people about developing a personal development plan, what you want to do, what your ambition is in terms of a leader, that you get feedback from your knowledge, skills and abilities, competencies and stuff through like 360. But you also need to think about your motivations, values, aspirations and stuff like that. But then there's also your self-concept. And this, by the way, also would include the feedback on my impact. Interpersonal skills. Then there's my self-belief, my self-concept, my self-esteem, that I can get feedback from this and some development on there. We can have some discussion around motivation and values. But another thing that's going to affect my personal development, my PDP – my personal development plan – or my ambitions – it's going to have all those things, because I might have a self-belief that nobody's going to listen to me, or I'm not actually confident that I could take on this new role, or I'm feeling anxious, or I just can't see myself as a leader. There's stuff here that we often leave out, I think, when we're doing leadership development. We might spend time on motivation, values, attitudes, competencies, skills and engaging behaviours, but it's this kind of stuff here. The intrapersonal, I suppose it is.

Let's ask questions in another way. What happens if we eliminate leadership characteristics in terms of developing leadership for young people?

Depending on how you interpret or define leadership characteristics, you get automontants. You get people who are functioning in terms of the competencies, I suppose, of the job. If I understand the question, leadership for me is so about the way that every day we relate to other people, value, listen and support. It's the way we see the world. Then if you take that away, then all you've got is my ability to analyse data or perform a particular activity.

What happens if we eliminate human intelligences?

Well, you won't get the richness of my variety of the ways in which the human potential expresses itself in terms of intellectually, socially or emotionally. And that you will have... Well, anyway, I don't think you could separate this from that, the leadership stuff. So I don't think you could have it, really. It just depends on what your definition is. And what you put here would be the emotional and physical. But you'd miss out on the intrapersonal stuff. I want that there. It's difficult to separate it out, because so much of this is in there, actually. Because the spiritual stuff would be my values and beliefs, and my emotional views would be thinking about sensitivity, thinking about impact – the awareness of that is there as well. So it depends on how one defines each of those, I suppose.

And what happens if we eliminate situatedness?

I'm not quite sure if I've understood what this is.

Involving young people in various situations.

Thinking of situations and relationships? I think perhaps you'll get them to be too self-absorbed, possibly, because it has to be about connecting, and it has to be with the reality out there and about the world around me and the stimulus. It would be very boring too, possibly. But they won't get the self-knowledge unless you situate it.

And what happens if we eliminate cultural context?

I think that would be devastating, because you can do all the good work on that, but you will get them to be dysfunctional in relation to the environment in which they need to operate. And neither will they have an appreciation of how what they do needs to be considered within the cultural context. So this is also going to support and sustain much of that. Also, the intrapersonal, the confidence, the resilience that

people bring will be a source of strength. But you can't keep bashing against what's happening in the environment and in the culture around it and if it's working against you. I think it'll have a negative impact.

And what happens if we eliminate action science?

Well, I think lots of good things could happen. I don't know. I think that's the least important thing in there, because I think – perhaps it depends on how one interprets Argyris and stuff – but I think we need to situate issues and challenges, if I understand your situatedness, within the reality of being. I think there is a time and space for action learning or discussion, but then I would... I think that's useful. Or creating some space for that to happen. But I think we're moving towards the situatedness and within the cultural context, the real cultural context.

Do you suggest instead of action science, which is appropriate to young people? It is communities of practice. Maybe if we say "communities of practice"?

I think "communities of practice" would be much better, yes.

And more clear?

I think that would be more clear, yes.

And what happens if that was short term rather than long term?

Depending on what the purpose is for particular activities –

The purpose is growing future leaders.

Oh, growing future leaders. Well, I don't think you could do much on the short term. I think you would be very cautious about what you could do in the short term. It's difficult to say, really, because I can think of a particular model that I found – the path of transactional analysis. Do you know TA, or transactional analysis?

Yeah.

About "you're ok, I'm ok". Now, in my experience of having a couple of hours or three hours input on it is very insightful for people now, or a one-day workshop can be very insightful. So if that is short term leadership development, then people can take that model if that model, if that short term thing is of relevance, that they can apply and have the opportunity to relate that to the bigger, longer term context, then I think it can be useful. That's fine. That's absolutely appropriate. Almost any learning experiences that are situated within an event, possibly.

In your opinion, what makes this framework more practical?

What makes it more practical? I think the fact that you're talking about it's got to be situated within relationships and an environment situated within the cultural context. That makes it a practical thing, because this is about talking about how the way things are. I think this could either be more esoteric or theoretical, but this is how you apply capacity and potential to dealing with issues and situations. So this is the kind of stuff you don't see other than by proxy, how it expresses itself through behaviour. So that's a difficult one for me, really.

Actually, we have reached the end of our interview. Is there anything you would like to add in terms of developing young people as future leaders?

I don't know. I think it's been exhaustive in terms of the questions that you've asked. You've asked some superb questions; really, really great questions. I don't really think so. Because you mentioned Saudi Arabia and because I'm very aware of the sexual stereotypes and all that kind of stuff, we haven't talked about that. Now, that for me is part of tolerance and exploiting potential, not because of people's sex, gender, age, ethnic group or whatever. And that for me – it is one of the most important celebrations of youth. I think what we haven't done is perhaps to also talk about the celebration of being a young person – the pride, possibility and all that excitement. I think it's been very, very good. It's very good work; excellent work.

Thank you so much indeed.

Not at all.

You are so kind and so creative.

Good luck on analysing it. I don't know about that. It's very good. But I gave very long answers.

Case 10: Andrew Kakabadse, managerial leadership expert

First of all, thank you so much, Professor Andrew. Firstly I'd like to ask a wide question. In your opinion, what makes youths become future leaders?

Well, that's a very interesting question. A few years ago, quite a few years ago, I was involved in psychiatry, so I'm not from business schools, I'm actually from medicine. And one of my jobs was looking after disturbed children and disturbed youths. So I had rather a number of youth groups in South Manchester and also in

Liverpool where there were many sorts of problems. And it was interesting to see that there wasn't a direct relationship between youth and leadership. I did a study of looking at performance at school, university and what happened afterwards. And some of the house performers in the school, only 80% of them did well at university, sorry, only 20% of them did well at university. 80% disappeared. Then we looked at those that did well at university. And about 20% of them went on to PhD and did well. 80% disappeared. Then we looked at people who went on to take on doctorates and also just Bachelor degrees to see what they did outside. So we took the first class honours, 2:1, all the outstanding ones. Less than 20% did well afterwards. So all the time, there were certain bridging points in a young person's development, and it was interesting to see at each bridging point that what you did well at in the past had no guarantee that you were going to do well in the future. So the link between someone who was at the age of 16 showing potential, and then showing leadership realisation by the age of 30, was less than 2%. So what you've got is no direct relationship between potential at youth and then potential in later life. What we did find were two factors. The brightest, intellectually smartest, was no guarantee of success. The number one factor was sheer determination. In fact, many of the individuals who were, in earlier life, shall we say, not too intellectually blessed, actually did well later. So, drive and determination. And the second was an attitude of learning. And those who have an attitude to learn, reflect and relearn, but not learn, in a sense, intellectually or skills, but learn how they've conducted themselves in life. They did well. So, those were the only two factors that I came up with in terms of the relationship between potential at youth and realisation of that potential at later points in life in terms of leadership. But the interesting statistic was that about 2 to 3% of those individuals that showed capacity when they were youths did well later. And it was interesting to see that ones who showed no particular potential, in fact, showed that they were going to fail when they were youths, they did well later. Those are the two factors. Determination, drive, resilience – one. And always willing to learn and reflect – two. Those were the only two factors that emerged.

People or young people who you said that we thought would fail do well. Do you think that our criteria is not...

They're poor. They're very poor. There is an assumption, I mean, particularly in the West, which has a very rationalist culture, that because you're competent when you're younger, the same competency skills translate into later life. And it's evident they don't. How has that attitude emerged? Well, part of it was, particularly in the UK and certain European countries, wealth was created and controlled by few. So if you go back to the early part of the 20th Century or 19th Century, those who had money were able to send their children to the best universities – Oxford, Cambridge – and because of that social networking, they then went into the military or public service or into commerce. But it was the network that carried them, it was not ability. So for a good period of 150, 180 years, it looked as if the best at school went to Oxford and Cambridge, and the best in Oxford and Cambridge were the ones who were in school, and they were the ones that got the best job, and they were the ones that became the permanent secretary or the top civil servant. And actually, it was networking. Because what was not looked at were all the ones that had the ability but were not part of the network, were not favoured. Now that these networks and these concentrations of wealth are being slowly eroded and attacked, you're beginning to see very different people coming through who didn't have any particular privilege and they are getting to senior positions. And they're getting to senior positions through strange routes. You don't have to now go, for example, in the civil service, from Oxford or Cambridge. You can go to any other university or no university, and you could have been head of a public service body at local government level. You could have been head of the city of Birmingham. And in fact, one of the guys that was head of a public authority, Sir Michael Bichard, is now going to be appointed to the House of Lords. And if you look at his background, there's no privilege whatsoever. So when you break down the concentrations and control of wealth in those networks and you expose society to really using its talent, what in fact you have are very different criteria for skill and ability at different points in life. And it's important to understand what these criteria are, and in reality we don't.

To what extent do you think leadership is learnable for youths, I mean, in the youth period?

That's the 101 question. In 1967, there was a very interesting debate in the UK at government level about the formation of business schools. And it was headed by a

guy called Franks, and the committee was called the Franks Committee. And what the Franks Committee did was that it looked at America, and they particularly looked at Harvard Business School and how that was created. And the debate was not whether we should have a business school or not. The debate was whether the business school should be attached to a university, or should it be a completely separate institution that would not be constrained by universities. And the vote on the Committee was very tight. And on ballots, it went on "link it to a university". And I felt that was a great mistake. And I think we now see the mistake is evident. Now, why was the debate taking place? Well, the debate was you can actually help people and teach them leadership, but that would also involve skills of strategy and finance. The whole component of leadership at a relatively young age, and that would be the platform them to be leaders. The alternative view was "yes, you can teach people skills, like finance skills, but does that make them a good leader?" and the answer is "no". Even if you helped teach somebody or help them think through what is their approach to leadership, what's their philosophy of leadership, does that help them become a good leader, and again, the alternative view was "no". If you want to be a good leader, you have to have maturity and you have to have experience of life. And especially, you can't say that you're "a good leader", what you can say is "I'm a good leader in this company. But when I move from this company, I actually may fail in this company." So what you have there is the contextual consideration, or the situational consideration. So these two philosophies stood together – that you can train and develop leadership at a particular point in life and the other is you can't, you have to have an attitude of continuous learning, knowing that there are going to be certain contexts where previous skills are not going to work. And I'm in the contextualist school. So what can you do with youth? Well, you can help build people's confidence. You can help build people's resilience. You can help them understand how they operate. You can give them opportunities for teamwork and personal development, feedback, coaching, counselling, mentoring. Does that make them good leaders? I don't know. My statistics say they'll probably be good managers. But leadership would be something else, because that would be partly good fortune, which happens in the context, partly a willingness to take on responsibility. And I found that many people are actually in fact not willing to take

on greater responsibility. It's too much for them. And if you want to look at somebody's capacity to accept accountability, you may have to look almost into their social background. So if your social background was you were born into a very particular community, you like that community. You like community, and you feel comfortable that way. Well, already you have tremendous social learning that constrains you to live in a box. But as long as you recognise that and like it, for you, it's not a box. For you, it's your way of life. But you don't know how to break down barriers. You don't know how to take the unpleasant decision. You don't know what it means to live with being unpopular. You're too constrained by what other people feel. So if at least you help people at a youth level, understand what makes them tick, and help them understand what leadership could be like and give them the confidence to, if they wanted to, exercise those skills of leadership, I think you've done all you can. Now, whether they will then become good leaders, I think, is a completely different story.

If we... I'd like to talk about responsibilities and opportunities. What responsibilities and opportunities would be helpful for youths in order to become leaders? Let's talk about the small circle, in their families. What kind of responsibilities and opportunities?

There's, I'm sure you've come across it, there's a very interesting book by the American, Warren Bennis, is it, *Geeks and Geezers*? It's a bit of a popular book, but at least it showed one thing – that the ones who were older attributed a lot of their leadership to hardship and to being stretched. And for the older ones, there were two stretching experiences. The first was poverty, and the second was military action, warfare, which the younger generation had never experienced. Now, there is some learning in that, in that if you really want to learn, you have to be given responsibility and you have to be left on your own to do it. "I can help you, I can mentor you, but I can't protect you". So, in family circumstances, that type of early exposure to the real challenge of leadership, especially if the family is more privileged or if it has already a certain amount of wealth, and it exposes the youth to responsibility, there's also a protection around that. So my experience is that what families tend to do is they give you a warm, loving environment, and if that's the case, it's excellent. But it could

actually be harmful to leadership. It can make you confident in yourself. It can make you appreciate relationships. It can make you sensitive to relationships. But that is not sufficient for leadership. The Chinese tend to be tough with their children, and especially, I work with a number of Chinese entrepreneurs. The Russians are very similar. They expose their children to some really harsh decisions and conditions and let them fail, which is very deep in confusionist philosophy, on the basis that if you don't learn what it means to take responsibility, it's not going to work. I don't find that so much in the UK. I don't find that so much in America. And to be honest with you, I work a lot in the Middle East, and I don't find that in the Middle East either. I find the care and concern, but I don't find the exposure to responsibility. Certainly, if you take Warren Bennis, or we conducted a survey of American chief executives, exposure to real responsibility early is a very powerful experience. The question is "how do you create that?".

What about at school?

Again, I mean, if you have within the school environment true responsibility at an early age, that's fantastic. The question is "is it true responsibility?". If you take some of the English public schools, the Etons, the Harrows, the other schools, they were there to teach you to be tough. Gordonstoun, where Prince Charles was, most people could not survive that regime. And there, you are exposed to considerable responsibility and if you're privileged or not, you're treated just like anybody else. Many of those schools, if you go to them now, they say they do that. I mean, I know from my own children, because I sent one of my children to one of them. They give you social skills, they protect you, they try and help you feel better if you don't do too well in your exams, they don't give you harsh feedback and part of the reasoning for that is those schools very much depend on parents paying fees. And with so much choice on the marketplace, if one parent feels insulted, they'll take that child and put them into another place. So the resilience that you could get from that experience is not there. If you then take many of the deprived communities, where unfortunately you do have now in the UK and the US, also in France, it's beginning to take place, you also have criminality. You do have drug taking, you do have physical and verbal abuse. The complete irony is, in that mess there are certain kids that really do

become leaders. The problem is their leadership is antisocial. So if you go and look at some of the gangs that operate in London or Manchester or Liverpool, and you almost forgot that this is antisocial behaviour, but you just looked at "here's a person with no resources". And they're so resourceful in being able to do X, Y and Z, their leadership skills are actually very good. It's just unfortunate that it's in a bad way. So if you look at some of the resourcefulness of 16 or 17 year olds in the way they purchase drugs, in the way they distribute drugs, you actually have there, if you just looked at it and forgot the ethical concerns, you actually have one of the best marketing skills you can imagine. Distribution. How can a 17 year old distribute so well and get so much money at the age of just 17 or 18? Why can't we help that person apply those skills in a different area? So, ironically, in that deprivation, you do get certain individuals coming through who combine, if you like, street intellect with social skills. And there's also a toughness about them, a clear focus. It's just a shame that it's in a poverty circumstance. And instead of creating good leaders, we create criminality with good leadership skills. That's the unfortunate consequence.

What you have said about gangs is interesting. What do you think, I mean, how can we simulate the real-life model of leadership development which already exists in gang culture? How can we simulate it to apply it in a positive way? Streets made leaders. They become a leader by the streets.
Yes. By streets, absolutely.

But schools and other communities can't do leaders. How can we simulate the real-life leadership development from this community to the good communities?
I think, here, you are asking a very fundamental question which has nothing to do with leadership. All it is to do with the political and financial structure of the state. And my view is you're not asking a question of leadership, you're asking a question of the political and social structure of the state. In my view, you can't until you start putting real resources into schools, communities and hospitals. The world we live in right now is based on an imbalance between financial capital and productive capital. Our markets are mature. They're not growing very fast. We live in a very short-term shareholder value world where you make money almost by inflating money. So

where do these massive investment funds invest? In futures markets. In markets where, basically, you're going to predict the price of oil in 25 years, 30 years, 15 years. And what you've got is a sophisticated form of betting. Now, when you get such concentrations of wealth and you don't know how to invest in the community, you're only investing in short-term gain, you create a sub-class of criminality. You reduce the middle class. You increase those that are rich. And by far you increase those that are poor. So, to try and say under those circumstances that you can now all of a sudden transpose the skills of leadership to something more positive when the whole financial structure is against you is impossible. Well, actually, if I was a deprived kid in a poor area of Birmingham listening to somebody who's telling me to use my skills better to earn £30,000 a year and it takes me 10 years to do it, when I can earn £3,5000 a year as a 17 year old kid selling drugs – it doesn't make sense to me. So you do have to change the social structures and one of the major things that we have to concern ourselves with is whether we need to socialise capital. We need to reduce the influence of investment banks, we need to split investment banks and retail banks, we need to have much more stability, but then, you need to take the massive capital funds and put them into major social projects, like our drainage. It's awful in this country. We have flooding. You're quite right – think of all the deprived schools. And what is the reality of living in those schools and living in those communities? From Newcastle, Birmingham, the East End of London, Middlesbrough – it's awful. In parts of Glasgow, even the estates are appalling. And then in those communities where you really have mass investment, you don't have people making fancy bonuses. You have a 25 to 30 year project. And it really is an investment. Now you have the basis for transferring the leadership that was criminalised to a leadership that is now socialised. So I think that a change of social structure is needed to answer your question. There are certain people who wouldn't agree with me, and they'll show that in fact certain kids use their leadership skills and have adjusted, and I have to say that is true. The question is "have you looked at the number of kids who took those leadership skills and haven't adjusted?", and you'll probably find that the ratio is not far off 5% have, 95% haven't. So I think we have there a massive political problem, which in this country, we're not willing to face.

That's interesting. What do you think the strategies or tools are which make gang leaders? How do they become leaders over a short time, maybe in a few years and you will see some of them at 16 or 17 and they're leaders. We have them as well in Saudi Arabia. Maybe he is 19 and he is a gang leader in the capital, for example. What are the strategies, the tools they have which help them to enhance their leadership?

In many ways, this goes back to the distinction between "what's a manager and what's a leader?". The manager is someone who lives within constraints or parameters. The leader is someone who breaks them. What makes that? It is basically resources. You think whether you're dealing with Mumbai, some of the slums in Mumbai or whether we're dealing with some of the worst aspects of the North East of England – what makes a kid resourceful there? That kid got a hold of the set of resources, repositioned them in a way that was unique, and made best use of them because they could see a market, they could see an opportunity, they had the social skills to influence. They may also have had the bullying skills or the nastiness to push, which, funnily enough, some leaders do need to have. They need to have command and presence. But the key factor was that they could take a resource and use it in another way. Now, in business, tell me, what does a leader basically do? A chief executive sees an opportunity and redesigns the organisation. Who's going to guide that individual, him or her, that this was the right design? It was their innovation. Their mental smartness. A chairman redesigns the whole board. Why this way? Well, again, their mental smartness. And so, in a sense, you must have a resource base for that individual to take, reshape, reposition and then convince and communicate with other people that what they're seeing is the best way forward. Now, if you deprive communities, what you do is you take those skills, and you ultimately criminalise them. If you invest in those communities, you can take exactly the same skills and invest in them in terms of how you would help deprived sections of community. I mean, when I was a kid, being brought up here, the investment in communities was very high. So at the age of 12, I was actually running mental health workshops for families who were having to deal with mental health children, tremendously under strain. I mean, if you have a child who has mental health

problems, the whole family, in a sense, is deprived of a social life. And you create working groups, you create different community centres, you create self-help groups. I took resources at the age of 12 and did that. And I noticed that one or two other the kids did exactly the same. And you see the skills, they took exactly the same resources, very limited, and put them to good use and people benefited. And so you got a feedback group which showed that you can actually take responsibility, do something new, it works, do it again. But that was in an environment of investment. So it is giving someone a chance with resources, to rethink how to better use those resources and then giving them the chance to influence and communicate and also be given feedback.

What do you believe are the significant core characteristics which make youths future leaders?

I think it goes back to that. I don't think there are people who are born with leadership. I know that assumption does exist, but I've not found it. And certainly, from all the tests and studies that we've conducted, we've not been able to find any sort of psychological profile or character profile that shows "this means you're going to be more successful, whatever successful means, than any other". It still goes back to early exposure to responsibility. It goes back to understanding and an insight, reflection, a willingness to learn. And it goes back to a desire to take charge. Those are the critical components. All are very developable. And the only thing you can't do is if somebody ultimately makes a conscious choice, well, I mean, to make a conscious choice that they do not want to expose themselves to those influences, there's nothing you can do. But if they make a conscious choice, at least they've thought about it. At least they have a view on what sort of life they'd like. And in that sense, I'm content because that person at least has made some sort of thoughtful approach to the conduct of their life. Even if the answer is "I don't want to be a leader, I would much rather have a structured and steady income stream and a job and that's it" – fine, excellent, you're a contributing member of the community. No problem.

In your interesting book, essential of Leadership, you've mentioned the capabilities of great leaders. What would you say about youths? Would you change the seven capabilities?

Yeah, you would have to, because those are meant for people who are looking after mass resources. So, the visioning process, it's very difficult in a youth. But certainly all the learning elements, the use of resources, the communication skills, the ability to take feedback, the ability to help the group cope with difficult challenges and support the group. Those very personal experiences you can definitely apply to a youth who then is looking for leadership. Even the visioning, you could sort of apply. Because if you're asking somebody to do something interesting and take on responsibility, they need to have a view as to why they are taking this resource and using it differently to the way it's traditionally been used. So there has to be some sort of visioning exposure or discussion in this person's mind, so partly, you can take that, but in reality, you can't take the big vision or strategy because they're not exposed to that. But the personal qualities of leadership and how you develop them, yes, you can manufacture that.

Let's talk about the obstacles. What obstacles do you consider to affect leadership development?

The biggest obstacle is social background. I'm going to take the words "youth leadership development" to be a positive thing, in other words, it's not a criminalised activity, but it is a youth leadership for the benefit of the youth, the people around them, the community, all that. I still have to come up with the, I know it's a very sort of Marxist view, but it is social background and deprivation of positive reinforcement, deprivation of resources, overexposure to an adverse, destructive experience. So, that, for me, is the biggest hurdle. It's not as if someone in themselves can't develop an attitude of learning and so on. I've not found that. I've found overcoming your social background is a big, big hurdle.

Would you add some obstacles in their family?

Absolutely. Absolutely, yeah. I mean, I would see families and communities to be both the support and the obstacle. If you've been brought up in a violent family, if

you've been brought up to expect criminality, if you've been brought up with parental figures who do not show trust, who deprive you of trust, who deprive you of all sorts of positive experiences, and you keep that going for the first ten years of your life, in one sense, what chance has that kid got? So, it is important to look at the reality of what constrains you within the family and the community.

Would you add some obstacles in school?

Schools, again, I would more put it at resources rather than that. My experience of most school teachers is they genuinely do try hard. Schools do try hard. They have the combined task of skills training with having to pass certain staging posts like exams, because you just need to publically show that you have a skill with the personal development of the particular child or the individual. But if that school has deprivation of resources, if it has not the best teachers, it has windows that are broken, and you find many of these schools have, if you have classrooms that are too big, if you have violence in those schools... My sister used to be a school teacher and she did try and deal with those situations and she had to take on certain gangs. What happened? The gangs were waiting for her at the end of school. So she needed a police escort. Now, she had to have that to make sure that she wasn't killed, actually. But can you imagine if other kids looked at that and the teacher that they got to like needs a police escort to go from there to her car to go home, do you think they'll ever relate to that teacher? So, the schools, I think, is a resource issue. Communities and families is a much more social development, social messaging, fundamental giving of values issue.

If we talk about motivation, to what extent is the motivation to become a leader important in this period?

Very, yeah, yeah, very. And part of that motivation does again come from your family community, and possibly the school.

What will happen if any youth has this motivation? How will that help him? With what?

Well, I think the first thing about that motivation is that it just gives you the confidence to take on a challenge. That's number one. If what you have in motivation is a constant undermining of your motivation to take on a new challenge, you'll fail. It's not your place to do so. All managers can't be trusted. Whatever happens, you know, make sure that you are not held to account for what happens. Then you do have a child that's fundamentally fearful, lacking in confidence. So, the motivation to just take on responsibility, you could say it's partly inherent in certain individuals, but my experience is whatever's inherent in you, the development of that is on your social upbringing. And that has a very powerful effect on confidence building. It has a very powerful effect on values development. It has a very powerful effect on responsibility and sharing responsibility. So those social training mechanisms for confidence and values and how you deal with responsibility, I think are vital.

Let's say we have three stages of life: childhood, adolescence (between 12 to 18, which I'm focussing on) and adulthood. I'd like to focus on the middle stage. In your opinion, are there any characteristics of adolescents which make them more receptive to enhancing leadership development?

I have only found one, funnily enough, I mean, assuming that we have a more positive environment within home, within the community and so on. Assuming you have that, the one characteristic is somebody took an interest in you – it could be a school teacher, it could be a youth leader, it could be a neighbour, it could be that you're on a particular project, it could be a policeman, I don't know. But somebody took an interest in you and developed you. And funnily enough, I found that mentoring to be very relevant later in life as well. So many of the people that you would call successful, so they hold a position of success, a CEO, a chairman, a general manager, a top civil servant, so many times you'll find that they had a significant person in their background who gave them confidence, who gave them new insights, who gave them alternative ways of learning. But basically helped build a new paradigm. And quite a few of those individuals go back to their youth, and not surprisingly, who were they exposed to most? Either their family, or the school. And for many, it was a schoolteacher. And that person stays in your mind for so many

years of your life. You're 60 and you still remember this person as if they were there with you yesterday. So, yes, that mentorship is important. And I suspect, the more deprived certain communities are, the more that mentorship responsibility is a very important one for either people who are concerned with youth development, or school teachers, or social workers, or policemen. Now, how many of those individuals really do exercise that mentorship responsibility? My experience from having worked in that field is minimal. And to a certain extent, I understand why. They themselves are fed up. Imagine yourself, working 30 years in a deprived community. Just imagine what your own attitude becomes. It's not good. So, yes, that figure, that champion figure that helped you rethink how you were doing things and gave you the confidence to do that, is very important.

For youths, which is better: focussing on generic leadership, or focussing on a wide range of details?

For me, funnily enough, it's both. By and large, what I have seen is that you focus more on the individual and what they can do. So, in a sense, that attacks the view of generic leadership. But helping you focus on what you can do does mean that you have to look at detail. So, you're leading a team, you're doing X, Y and Z. If you don't attend to detail, you're not going to be a leader. I know many of the leadership development models now are much more in the generic box. I don't find them helpful. I find you understanding in this context what you're going to do and how you're going to do it well, is important, which means that you must attend to detail. So it's contextualisation with detail. That's my experience.

Again, for youths, which is better: formal leadership development or informal leadership development?

Funnily enough, for youths or for adults, that was one of the major debates in 1967 with the Franks Committee. They came up with the view that formal leadership development was better, so we put business schools in universities. I think it was wrong. You do need some formal leadership development, there's no doubt about it. You do need to take people away from their current experiences, put them into something different, help them think things through differently, which will be partly

the sessions, and partly also the people you mix with. It's a completely different group of people that you mix with normally, you'll probably never see them again, but they help you think differently now. Whereas the view will carry you forward for many years to come. So I cannot deny that formal leadership development has its benefits. But really, the engagement, the acceptance of wanting to do something different is informal. But we haven't sufficiently built in how to take informality, and if you like, formalise that. That is the challenge we've got. So, I personally would start with informal processes which you may have to formalise to a certain extent, but for me to get engaged, I need to feel something. And if you go into the various traditions, if you go into the philosophical traditions, if you go into the religious traditions, that informality, that passion, is very important. And it is important for all of them – Islam, Judaism, Christianity. The ancient Greeks talked about that. Socratic thinking around what makes the leader. Socrates never wrote. Plato wrote Socrates. And Plato's School of Government, which actually was meant for the youth of Athens to be trained into becoming a governor of a state, a governor of a city or a governor of a district, a lot of the development of those youths was informal – discussion, personal feedback, exposure, debate, challenge. They used to in a circle, somebody would bring up an issue and you'd have to discuss it out. And what would you do? And somebody gives you feedback, why you did it well, they'd say "why did you do this?". And that was the original development that influenced, if you like, a lot of the Western world. It was sitting in a circle and talking things through. And in that talking, not only do you develop your mind, but you get feedback on what you're like.

Let's talk about correlations between youth leadership development and some dimensions. To what extent is there a correlation between youth leadership development and enhancing leader characteristics? What do you think?
I have found that, unfortunately, to be tenuous. I think you can give people the skills to handle themselves better as leaders. Then, to then say "is there a relationship, a statistical readership between youth leadership development and leadership success or leadership realisation at a later stage?", it's tenuous. If leadership development at a later stage is me having the confidence to do this, this and this – then yes, the

correlational relationship between me being developed as a youth to my adulthood is fine. But if you're basically saying that exposing me to youth leadership development and exercising a leadership role at a later stage, I think that's very small.

To what extent is there a correlation between youth leadership development and situatedness?

That's more. That's more it. So, if you are more confident, more able, more reflective, more understanding, more willing to learn from one situation to the next, and you are personally able to lead your way through different challenges, but you could still be a manager, you could be a supervisor, but you personally have the confidence to handle those circumstances, I think that's where youth leadership development has a great deal to offer. It's how you handle yourself in multiple contexts, or situatedness, as you put it. That's where the real value is.

Between youth leadership development and intelligences, multi-intelligences?

Like emotional intelligence, spiritual intelligence as well as intellect?

Yeah.

Again, very much so. If you can create those dimensions of resilience, trust, reflection, self-reflection, learning, respect for other people, personal values, funnily enough, even then, with IQ, the traditional intelligence, that can help because you have a platform for at least listening. A platform for at least taking a concept and empirically working though it to see if you're going to stay within the same paradigm of understanding. If you then take the other intelligences, such as emotional and spiritual intelligence, yes, of course.

Youth leadership development and cultural contexts?

Again, very much so. And if you take cultural contexts in the sense of "we live in a multi-cultural world" and having just the basic understanding and skill to appreciate how different people in different contexts and cultural contexts need to be treated, need to be understood, that's very important. A big one. I mean, today, being an

adult and dealing with kids I do a lot of work in the Middle East, in Dubai and Abu Dhabi. What's one of the big things if you're dealing with English, German, French, American managers? One of them is to admit to a failing. We sit here, we counsel, how did we get on? Part of that is almost a confession – "I'm going to talk through, I didn't do so well on this". Now, try and do that in Abu Dhabi, in Bahrain. It's a completely different culture. It's not a confessional-based culture. It's a shame culture, you don't do that. If you take one of the big issues with Islamic training, there are certain things to follow, certain procedures to follow. If you follow those procedures, are you a good man, a bad man? Have you achieved your target? How easily do you sit in front of somebody and admit you've made a failing so that you can be counselled forward? Now, many of my colleagues who are adults who work in a completely different cultural environment can't understand why sometimes counselling doesn't work. So, leave aside youth. Adults haven't quite appreciated the depth of tradition and philosophy and reinforcement that different peoples in the world go through. Now, at a youth level, if you can just begin to introduce the range of approaches and thinking that people have, that's going to be really valuable for life.

If you don't mind I'll start with the framework. I'd like to explain the framework and for you to offer your valuable opinions. First of all, this triangle illustrates that to develop individuals as leaders, there is a need to involve them in situations, in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on actions in the community. It was in Europe that it originated, and there is a new version in the USA by Argyris. It's about understanding and producing action. It's about incorporating theories into practice. For leadership development, it's essential to enhance leader characteristics in order to make leaders balanced and flexible with the future. There is a need to develop human intelligences. And this is what I mean by human intelligences. This is a matrix of intelligences. Actually, any human being is made up of four parts – mental and emotion, mind, emotion and spirit and physique – physical. We need to enhance these intelligences – mental intelligence, emotional intelligence, spiritual intelligence and physical intelligence. That would make characteristics more

balanced and any human being would be more flexible with future changes. Characteristics and human intelligences developed within an environment to make a surface-apparent human change. A long term approach is an essential condition. Using Bandura's theory and sociology and contingency theory in leadership theories, I connected these two triangles to develop a comprehensive framework for developing youths as future leaders. These are the four dimensions, characteristics. Each characteristic should enhance, I mean, we should enhance the aptitude to each characteristic, knowledge, skills, behaviour to each characteristic. Also human intelligences, the matrix of intelligences. Massive situations with peers with an innovative, open environment. Within these situations, we will discover some strengths and weaknesses for any of those youths and try to enhance the strengths and try to solve the weaknesses from an early age, rather than wait until he or she becomes older and it's really difficult to change his or her weaknesses. Also, the cultural contexts in his or her family, beliefs, values, ethics that provide integrity to his or her leadership. Four dimensions and one conditional long term approach – this is the effective strategy of action science that would help us make youths future leaders. First of all, I have some questions about this framework. What's your initial response to this framework?

It's got to be a matter of definition, because if you can show as much from the literature and your distinction, the critique will be that cultural context and situatedness are one and the same. They're just different aspects of the one thing. So, as long as you can draw a distinction between what is a situatedness circumstance and what is a cultural context circumstance, by all means, please go ahead. But you will also find that Bandura, for example, does almost talk about these things as one and the same thing. So just be careful on definition, and you can make this tight. The second thing is I... Really, to make action science the essence of what you're doing, look into the whole history of action learning, and look at how learning through action really started and where it started from so you can come up with different schools of action science, so when somebody says to you "do you mean this element of action science or action learning or another element?", you're totally ok with that language. You'll find that a lot of the action science thinking began in Switzerland in the 12th Century. And it goes into different clusters – collaborative enquiry,

individual enquiry and so on and so on, all of which are part of the action science thinking. And to be honest with you, Chris Argyris only took one point of view, and he never said it in his references, but he was based on a British person and he should really have referenced him. And that was a guy in Manchester, and he didn't reference who was the original actual action learning king. He was a Russian, in 1918, 1920, 1921, and it started with communism. In that the only way to learn in new communities that were being developed was through action. So, you have... And I'm just trying to think of the Russian's name. And he was actually seen as too radical, even for the communists, because he was so concerned with the communities. He began the action learning as we know it today, philosophy, which was then taken up in the British coal mines. And only Chris Argyris in the Seventies took it up that British coal miners were using action learning or action science to develop their people in the mid-1950s. So look at the history of that. Make sure that you're watertight there. And look at the definition that you're brining to here to make them different.

What do you think are the weaknesses here in this framework?
It's here. Just make sure that you can actually show that you know there is a difference between this and this as separate influences and that you can talk sensibly about what aspect of action science or learning you are going to utilise. And that really does require you to go into the history of things.

What are the strengths, the main strengths?
Well, the fact that you brought... One of the discussions that we were having before was about bringing resources into certain communities, but it's also time. You do need considerable investment in communities and in individuals in order to create the environment for those leadership characteristics and the bedding down of those leadership characteristics in individuals. So, the model, I don't have a particular problem with. But the definitions of why you're using which, and the details of the definition, I think, are going to be a problem.

Do you think one of the weaknesses is that it's general? Do you think that?

Well, all models are general first of all. So if that's a weakness, it's a weakness for every model. The strength of the model is whether you can take each of the elements and show that they are entirely different components. And then you can show that in terms of the arrows, for a PhD in particular, that you can prove that this is a relationship going this way, and this is a relationship going this way. A relationship going this way and this way. So here, it's very important to show in detail why your arrows go one way or the other way. And if your arrows are going in opposite directions at exactly the same time, how can you explain that paradox? So with most models, it's not the model that's the issue. It is the sharpness of definition of the elements of the model and the clarity of the relationship between different parts of the model. And if you look at your model, you have all of these together. You have these two together, but you don't have any arrows that go this way. And my question to you is, perhaps there isn't an arrow, but if there is, what should it be? How can you prove to me that there is no arrow going this way? How can you prove to me that you can have an arrow that goes from here to here at exactly the same time? So, you remember we were talking about details? Well, here, it's details. That's what makes models. It's not the model itself. It's the clarity of definition and the details of the dynamism that you can explain.

Let's ask questions another way. What happens if we eliminate characteristics?
Well, you've just taken. If you take out characteristics, you've just taken the personal bit out.

And what happens if we eliminate human intelligences?
You've taken out the whole component of values, the fundamental platform for existence.

What happens if we eliminate situatedness?
This is where you have to be very careful with your definition, because if you take that out, you might take this out as well. And this is where you have to prove to yourself, and to the external examiner, that this is different from that. If cultural context here is your immediate cultural context, like family and community, I

understand it. If situatedness is the broader situation in which you are in, I understand that. If, however, the words "situatedness" and "cultural context" are used in the way that you use them here, they're one and the same, because you don't emphasise here "immediacy" and you don't emphasise here "generic". But if you do mean them as generic and immediate, if you take that out, it's like trying to ask somebody born in the East End of London if the East End had no influence on them. Of course it does. It has an influence on expectations. And if you take this out, you have just taken out the influence of social learning. Powerful social learning.

And what happens if it's short term and not long term?
Well, there's no learning. Short term basically is survival. It's a bit like from bankers to kids. Of course, you can do very well with short term. It is sustainable. Can you make a lot of money and look after yourself selling drugs? Of course you can. How long do you think you're going to live? So, if you take out the length of time, you immediately eradicate sustainability.

Now we have reached the end of our interview. Is there anything you would like to add?
I would just add here: just be careful on your definitions. And I would also add here: be very, very clear that you are totally familiar with the whole literature of action learning and action science and that you can go back and really go into it. And, I don't know, you might have already done a lot of work in this area, but I'll give you just one article that may be of value. I don't know if I've got any left. There are so many different interpretations of action learning, and everybody is trying to give their own view. In fact, given the history of it and seeing right all the way through it, is so important. Let me just have a look and see if I can see it. Nope, it's not here. I'm sure it's here. I don't seem to have it. Nope, I can't seem to find it anywhere. Could this be it here? I've got one left, and it might be of help. Can I just get this copied?

Yeah, that's great. Would you suggest another way of thinking, another state of action science?

I think you need to go through them.

I mean, if we said "communities of practice" or "situated learning"
All of that, in my view, is that any one of those can work. It really depends on what you're using and why. I have no problem with them all. It gets down to the definitional aspects of why you're using one versus the other. And this is where so many of these projects go wrong. There hasn't been sufficient attention given to why you're using this approach versus that approach. So I would go back and say it's so important for you to have that clarity of definition. I can't think of anything else while you're here. But I wouldn't suggest one or the other. What I would suggest is that you're clear as to why you're using it. See if that helps.
Thank you.
It's definitional.

Yeah. Have you heard about organisations or communities that develop youths for the long term? Have you heard of any in the world?
I haven't. But only because I'm not in that area any more.

What about adults, to develop them in the long term, promoting growth of leadership?
Well, you have all sorts of places that tell you they do that. Here, all the business schools will tell you that. You have now so many coaching organisations that say they do that, long term development. In a lot of nice structures, people get together so many years afterwards. In the British civil service, the top management programme, the TNP, driven by the Cabinet Office, which is bringing together the top civil servants with the top managers of the future. You attend the programme, but then they try to get you together every year. There's been no getting people together for the last 25 years. So reinforcement, bringing people together, making them parts of networks, coaching them, updating them, creating discussion forums... There are many. There are many.
Thank you so much. I appreciate your valuable time and valuable opinions.
Good luck with your project. It was my pleasure.

Thank you so much indeed.

Case 11: Stephen Prosser, managerial leadership expert

Can we just look at this from an ethical perspective? Because I'm also the Business School ethics champion. Just because I'm aware that obviously I'm being recorded, is this just for your use?
It's just for a transcript only. I'm recording it but it's only for a transcript.

That's fine. And what I'm saying is: is that going to be attributed or non-attributed?
No. Actually, what you are saying, I will analyse. I will analyse these interviews, and of course, it will not be published or printed. It's just difficult to write everything.
Of course, of course.
That's the only reason.
That's fine.
First of all, thank you so much, Professor Stephen, for your acceptance. I know your time is valuable, but I know you believe in helping research students. First of all, I'd like to ask a general question. *In your opinion, what makes youths become future leaders?*
Gosh, that really is a profound question. I think, first of all, I would want to start by having something of a clear understanding of what we mean by "leader", that we are not talking only about the top person in an organisation. We are talking about leadership throughout the organisation at different levels and in different forms. So that, for shorthand, takes you into the whole area of distributed leadership and all of that. So when I think about young people who may become leaders, then I think about leadership in many different forms at many different levels of the organisation. I think in terms of what makes them, there's been a lot of literature in terms of the argument about nurture and nature, or nature and nurture, if I put it that way around. And I think there must be evidence, well, there is evidence, that some people seem to have a natural advantage. You only have to look at children playing in a playground at 3, 4 and 5. I know from the evidence of my own family and whatever. Some seem to have an element of the nature aspect. But I think as well there is the whole area of

nurture. Some people find themselves put into those areas, they are given particular training, they are given opportunities, they are coached or mentored or whatever, and they grow into it. So you have the nature and the nurture. I love what one writer said – that there are three types of leader. He said there are "nature, nurture and never". And I don't subscribe to the view that some people put forward that everyone can be a leader, or everyone is a leader, all of that. I think one of the other things – if you've looked me up on the Web, then you will know that I've done a lot of work with the concept of servant leadership. And the grit saying, the grit phrase that characterises much of Robert Greenleaf's work, he says – I'm going from memory here – "the servant leader is a servant first". It begins with a natural feeling that one wants to serve. And then he says "conscious choice brings one to aspire to lead". And I think that, for me, is a very, very interesting way of looking at leadership, and that's most of the work that I've been doing. But there are some people – and here we're thinking about young people in people – there are some people who truly want to serve. And although they may not articulate it in the way that I have just done through servant leadership, they will actually say "now, I can serve by organising things or making sure this happens, or making the arrangements for this, or encouraging people, or training people, or whatever". And they are – through that act of service – exercising sometimes that in-built leadership capacity, and at other times they are growing into a leadership role. So that's a long way round, I think, of actually saying that there are a number of issues.

What you have said is interesting. Do you think that a servant youth who wants to serve is one of the criteria for selecting leaders if we would like to select youths for leadership programmes? Is this maybe one of the criteria, one of the factors?

Well, it could be. I think throughout history and all sorts of traditions – whether religious traditions, philosophical, humanitarian, or whatever – that act of service has always been a very, very important dimension. Now, I'm not saying that we should say to people "you must be a servant" if they haven't come across the whole literature and the ethos that underpins that. So I'm not saying that. But I think what I am saying is that if there are people who are trying to be leaders for the sake of the glory, the prominence, the kudos, or whatever, then I would be concerned, because

you look at leadership in many, many different dimensions and there is an element of saying "I want to be the leader, not for what I get out of it, but for what I think I can contribute to others". And I'm sure you are familiar with, say, not just the Jim Collins work, this whole area of authenticity. People like Bill George and a number of others, Kouzes and Posner, and people like that, but I'll use the Collins example. That Collins example of when things are going well, looking out the window and saying "they did it", and when things are going bad, looking in the mirror and saying "I did it". And I know that that can be somewhat sentimental. That's very simplistic at one level. But I think at another level, it is. It's that passion that some people have to see others perform, to see others grow, to see others develop, to bring out the best in other people, and you see that amongst young people as well. I don't have that much experience with young people, but I can remember – I think it was about four years ago – being asked to go and deliver a speech at the end of a young people's leadership programme. And I was astonished – in terms of being so impressed – here were young people aged between 14 and 18, or something like that, who had been through this leadership development programme, and just seemed to be so, on the one hand, mature, but also having teenage fun. They were teenagers, they were having fun, but they were also beginning to understand that they had this contribution to make.

And that they want to do something.
Yeah.

This is a good point. To what extent is leadership learnable for this period, between 12 and 18? What do you think?
Oh, I think, without a doubt, that it's learnable. I always use the example of playing tennis – that in my youth, I played a lot of tennis, but I became very, very much aware that I was not going to be Roger Federer, he's a current one, or Andy Murray, Nadal, or people like that. In my day it was other people. Because I knew I didn't have that athletic ability. And the example I use is that if I had a professional coach, then my serve would have been better, my forehand would have been better, and my backhand would have been better. And I think that it's very much the same, that

there are qualities – I'm deliberately not using the word "competences" – but there are qualities about leadership which you can work with people on, which you can train them in the "do's" and the "don'ts" and help them to be able to reflect and help them to consider other people.

Do you think that the word "qualities" has a deeper meaning than "competences"?
No. It's just that I'm trying not to go down the pathway that somehow boils down leadership into about 15 NVQ-type competences. Oh gosh, I shouldn't have said that. I'm just trying to say that it's far more complicated. The issue is far much wider. For the sake of the record, I think NVQs are really good.

What responsibilities or opportunities would be helpful for youths to become leaders? Let's talk in the family.
In the family?
Yeah. What responsibilities and opportunities?
Well, I think within the family it starts very, very much earlier. At lunchtime, I saw one of my colleagues; she brought in her two-week old baby in her arms. And I'm not saying that it starts at two weeks, but I think it starts very, very early. And I would say that the starting point is about values. Last night I was listening to three religious faith speakers talking about ethics in business – one was an imam, one was a rabai and one was a vicar – and from whichever perspective they were talking, they were talking about the importance of values and how those values shape an individual, their impact on the family, on wider society and employment and all of that. And I think within the family that it's a case of trying your very best to give a sense of values, of then allowing the child as they grow more and more personal responsibility. Sometimes they make a mistake, and if you've got a right relationship, you can actually talk about that mistake and say "oh, that was perhaps not the best way to do it". So I think it starts with values and I think it involves training, I think it involves more and more responsibilities, and then seeing the child grow into a young man or young woman and become a leader in different ways. I know, I have got three sons who are 27, 25 and 20 and were brought up very much in the same way, and yet their personalities are very different. And the way that you respond to the

three has to be very different, because they are very different individuals, and so it take a mentor, coach or parent to be sensitive enough to those differences, really. And that brings me back to why it's very difficult to have that fixed set of competences, because you have to apply things to real people in real situations.

And what about at school – what responsibilities and opportunities would help youths?

Well, again, I'm talking second-hand here because my wife works partly for the local authority in education and partly within the school. I think there it is far more complicated by a whole set of factors. You have children coming from different families, you have children coming from different backgrounds, you have different schools in different parts of the country. And, for example, I know my sister works in another school, and that school is more of an inner-city school. It's very difficult. It's very, very tough. So I would be reluctant to actually say that there is one approach to people from different backgrounds, different personalities, different settings, different walks of life and all of that. But again, I think I would come back to saying it's to a large extent about inculcating values, it's about training, trust, and allowing people sometimes to fail, but learning from that failure and also about celebrating success.

What about the wide circle, in the community? What responsibilities and opportunities would be helpful for youths in order to become future leaders?

Within the wider community. Well, obviously, there are – let me think about the community to which I belong – I think there are examples: there are youth clubs, there are sporting clubs – rugby, football and cricket, there's an active church. There are also some very active pubs. There seem to be a lot of people. I think it's partly about probably about providing opportunities; it's hopefully having some father or mother figure that can inspire the young people. I think that teenagers tend to – well, it certainly starts further back than that – I think the worst thing we can do with teenagers is to assume that they are just a younger version of "me". I know. I was born in the Fifties, my children were born in the Eighties. That 30 years is an enormous difference. They see things differently, they have different ideas about

right and wrong, what's important, what's not important. It's very, very different, and I'm very close to my three children. So I think it's important to have leaders, mentors, coaches – whatever we call them – of young people who understand that they are very, very different. They come from a very different way of looking at the world. And therefore people who can give them inspiration, who can be role models, who can provide opportunities, who can keep them busy – I think being kept busy is also very important. And again, I come back to that sense of values, of not forcing one's values on them, but helping them to develop a set of values which they think is meaningful, really.

Does that mean that if we would like to design a programme, it is important to share with youths in designing this programme? That they share with the adults to design their programme?

Yes. I'm not sure if you're familiar with the concept of action learning. And I think – I have to say, I'm now thinking aloud, this is not something I've articulated previously – but I know, for example, some of the work that we do here in the university with some of our middle and senior managers has been based on the action learning model, and also, when I was in the health service, that there is no action without learning and no learning without action, to quote Reg Revans, the father of action learning, and I think that may be appropriate for young people, that rather in some ways trying to replicate school or college, or producing a set curriculum, that somehow you're actually engaging in what used to be called "on-the-job learning". But action learning is far more about recognising "why did we do this?", "why did we do it that way?", "how could we have done it better?" and sharing with one another in a way which encourages trust, which encourages mutual support, which helps people to relate theory to practice and practice to theory.

What do you believe are the significant core characteristics which make youths future leaders? If we know those core characteristics, we will try to enhance them in terms of leadership development. What are these core characteristics?

Well, I think first of all I would want to know far more about "what youths?", "where are these youths?", "where are they operating?" and "where have they" –

when I say "where have they come from?" I don't mean nationality or social standing, but I mean "what's the journey they've been on?" and all of that. I'm aware that along the border we have those Kouzes and Posners' five steps: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. An academic is encouraged to pull that to pieces, but what it does is to give you some sort of framework. Alongside it is – well, I won't mention the organisation, but you can see it. And you look at that and it's so complicated and convoluted, and you think "no wonder they find it difficult to make things happen". And that one there comes from a private sector IT company; the Managing Director drew this out for me. But that's their customer service strategy – 10 out of 10. That's their people strategy – happy, contented people. And that's their resource strategy – no waste. And I put those there quite deliberately to show those extremes. And I think the point is to say that you have to have some framework, and you have to have some framework that works for you, that you feel comfortable with, and you have to recognise that what works in one place may not work in another place. And therefore you have to have enough understanding and enough maturity to tweak it, to change it, to fit it to the circumstances.

In your interesting book, Effective People, you mentioned the attitudes and disciplines which make people more effective. What would you say about youths? Would you say the same thing or would you change it?

Well, first of all, thank you that you've looked at the book or read the book. I think the first thing I'd say that that book was very much sector-specific, so that *Effective People* book was written for the health service. Not for the NHS, but for the health service. And in fact, in May, I'm going to Innsbruck to speak to masters, European masters in health management, so it's something that applies throughout the health sector. I think the second thing to say is that it was written to a large degree from the perspective of the patient who also has been an NHS senior manager and also a academic. And what I was trying to do there was to write on two levels. I was writing on the level of saying "you do need certain attitudes and you do need certain disciplines", but it is also far too easy to be superficial about all of these, and you really need to be in a position where really you can drill down deep in order to make

a change. So I would not want to say what is healthcare-specific is also automatically specific for young people. But I think what I would say is that there are certainly attitudes which perhaps we could say are synonymous with values, there are attitudes that need to be identified and encouraged, and there are also certain disciplines which one would want to identify and perhaps train people, develop people so that they become better at doing it, because there are – in just about any leadership setting – certain do's and don'ts. There are certain skills that one needs to acquire. And there certainly are attitudes that one wants. I know, drawing on my days when I was in heavy industry, it was extraordinary when we used to – sometimes we'd send our managers away for four weeks at a time, and I was part of that team helping to develop them – and it was astonishing month after month after month how you would see people who wanted to become the leader, because they wanted to be in the spotlight. They wanted people to look up to them. And usually – not always – but usually, the group then rejected them and chose somebody else to be a leader. And I think, certainly with young people, it's a case of saying "yes, there are things we can show them, there are those attitudes, there are those disciplines", but we have to in conjunction with them, with the young people, we have to identify those very carefully.

Let's talk about obstacles. What obstacles do you consider to affect youth leadership development? Let's talk in the family. What obstacles do you think affect youth leadership development?
Within the family? Within the family, first?
Yes.

Well, I think youth can see insincerity a mile off, that if parents say one thing and do another, they can see that. And they may not say anything, but they can spot that insincerity. I think sometimes they can be given responsibility – told they're responsible for something – without being given the corresponding authority to make that happen. Also, borrowing from the world of transactional analysis, there are times when the parent says "now I'm going to treat you as an adult", but actually, they carry on treating them as a child, or that their response is disapproving and becomes critical in the wrong sense of the word. So, I think most of those are negatives. If you

turn those around, you can also make positives out of them, and I think the positives are to recognise the emerging adult. Also recognising, sometimes, that that emerging adult can revert to childhood rapidly, even when they're 20 or whatever. But also, I think, trying to be open. Trying to be sincere, trying to talk issues through, trying to lay down some guiding principles, some ground rules, and then celebrating the emerging leader in the family.

What about at school – obstacles at school which affect youth leadership development?

Well, again, I preface my remarks by saying that I'm very much talking second-hand. Obstacles, I would say are perhaps sometimes that teachers are very busy. I think sometimes school can be a very tough environment, where the law of the jungle can operate. I think that there is certainly not sufficient recognition of the different personalities of children. My wife is an expert on speech and language needs, on communication, and often not recognising those different requirements, not recognising children whose intelligence – sorry, in my mind I'm thinking about Howard Gardner and all of that – but whose intelligence lies outside of the more traditional academic GCSE pathway. But conversely, I see vast improvements. Again, drawing on my days when I went off to a traditional grammar school, there was one model of education, there was one model of attainment, and one model of success. And many, many people didn't fit that model, and I think these days, there's a far, far greater recognition that people have different things to offer. So there are obstacles, but I also believe that there are many, many splendid teachers who recognise the potential in young people and give them those opportunities. And again, I think of one of my sons, who had all sorts of opportunities in terms of the academic field, the sporting field, the musical field, participating in courtroom experiments that took him eventually to the Old Bailey, where he was role playing a lawyer in front of a real judge. You just think of massive, massive opportunities that exist.

He's lucky. What about obstacles in the communities, in the wide area?

Yes, well, again, I come back to – I'm beginning to sound like a CD that's going round and round and round, this broken gramophone record, as they say – but I think you have to identify the community. I have lived long enough, I have travelled far enough to say that from where we are sitting, if I took you 10 miles in one direction and 10 miles in a different direction, we would be in completely different communities, completely different communities.

It's only 10 miles

Well, 20 miles apart, sometimes less than that. I could take you - we're within 10 miles or so of Cardiff – I could take you into a dozen different communities, probably two dozen different communities in Cardiff. So I think it's a case of saying "what community?". There are some communities where I know from personal experience that there are massive obstacles, absolutely massive obstacles, and it is a wonder that anyone emerges unharmed from those experiences. I could think of other communities where there seems to be every advantage going and you're hard pressed to think of an obstacle. So there are massive obstacles in some and hardly any obstacles in another.

To what extent do you think the motivation to become a leader is important in this period? Is it important in this period – the motivation to become a leader?

For most young people within these different communities? Yes, I think it is. I think without a doubt it is, because if you don't have that drive and that ambition to be a leader of some sort – again, I'm not saying that you're a Chief Executive, a Head of this or a Head of that, leaders throughout – I think unless you have some drive, some sense of wanting to better yourself, wanting to serve other people, wanting to make a contribution, it can become very, very difficult – and I underline the word "can" – and it can become sometimes a lack of motivation, a self-fulfilling prophecy, a slight victim mentality, some sense of "we're caught in this, we're caught within these obstacles, we're caught within our difficult environment, there is nothing we can do".

Now, let me emphasise what I said earlier. When you see the circumstances and the obstacles that some people have to face, it is a miracle that they can overcome those. So I'm talking in about a general principle, irrespective of the community. So, I think, as a general principle, people need that. They need that "get up and go", that sense, perhaps sort of realising "well, I'm not going to be a leader, but I'm going to be a very good follower". I don't know if you know Barbara Tellerman from Harvard – her work on followership, which is actually saying "well, I'll be a very good follower". And of course, a very good follower sometimes has to challenge the leadership and sometimes has to call it into question for the right motives. But I think that really is very, very important.

In your opinion, are there any characteristics of adolescents which make them more receptive to enhancing leadership development?

Sorry, say that again? Are there any characteristics –

I would like to compare between childhood and adulthood and, in the middle, adolescents. Are there any characteristics of adolescents which make them more receptive to leadership development? Are there any characteristics for them, advantages, that differentiate them from childhood or adulthood which encourage us to do leadership development for them? Is it the same? Is childhood or adulthood better? Are those periods better than adolescents? What do you think?

Well, I think that I'm going to become terribly anecdotal here. I think I could put forward almost an argument to prove both sides of that particular point, because I can think of people who, in terms of their childhood and those teenage years, seem to have everything going for them, seemed to be – and I am being anecdotal – seemed to be very well adjusted, and 10, 15 or 20 years later you think to yourself "gosh, their life seems to have turned out in a way that I never would have imagined". Conversely, I can think of – well, into my mind now comes a person who was a student here – he is now an academic in another institution in Wales, who seemed to have every disadvantage life could have thrown at him when he was 8, 9 and 10, he

had a difficult adolescence, and is now making a fine contribution. Similarly, I can think of people I know who had a very good first 8, 9 or 10 years of their life, had a dreadful next 10 years to their life, where every teenage angst seemed to afflict them, and then, that seemed to make them tougher – mentally, emotionally. It seemed to forge their character. And as a result, yes, they have become leaders in the sense of people looking to them for sound advice, guidance, knowing that their experience has been tempered in the realities of life, really. So I think if you drew a diagram of that, you would have a lot of lines going all over the place. I don't think there is a straight progression anywhere, because you judge people in different ways, and I think one of the dreadful things that can happen is that people of 15, 16 and 17 years of age , it's almost that the rest of their life is then pre-determined for them or judged for them, when actually that can be – sometimes – it can be a good sign. I can think of – in fact – friends of ours, we had a meal with them recently, and I hadn't met their daughter for many, many years, but you could see that this very confident, self-assured, charming teenager had grown up into a similar self-assured, competent, charming adult. But the opposite is also the case, and I think all you can hope for is that you have given a good grounding to people.

For the growth and development of youths as the leaders of tomorrow, in your opinion, do we need a short or long term approach?
Oh, long term, without a doubt.

Could you please elaborate?
Oh, well, for a whole host of reasons. If you are talking – by youth I'm assuming you're talking about 12 to 18 or something like that – well, those years are so formative, so foundational, so much composed with a whole variety of different issues to deal with, different feelings, the body is changing, what they're learning is changing and all of that. And I think if you don't take a long term view, then the danger is that, I think some of the dangers are one – we get into almost a quick fix skills delivery, of "right, we are taking you for the next six weeks, eight weeks, ten hours or whatever, these are the skills", and then we pretend that we have now equipped these people with the skills of leadership. The second thing is that, you

know the old story about inoculation, that to prevent someone getting the illness, we actually inoculate them with a little bit so that they build up a resistance against it. And I see that happening all the time in many different areas, where we give people a little bit of it, they then seem to think "is that all it is?" and they build up a resistance against the full effect of it. And that is a real problem. I was asked by a charity to do a day on leadership for – I don't know – a dozen or so of their people. So I did it and I enjoyed myself, and they were great people, it was really worthwhile, but in the end I decided I wasn't going to do it again, because that one day was almost their full exposure to issues of leadership. And you think to yourself "well, is it better to have one day than no days at all?", and the conclusion I came to was that having one day, they left thinking they now understood leadership, and all they'd had was a very, very small introduction to some of those issues. So, I think with young people, it has to be an ongoing commitment that takes them through the different stages of development, because they change rapidly in every aspect – their attitudes change, their body changes, their way of thinking, their whole approach changes.

For youths, which is better: focussing on generic leadership or focussing on a wide range of details?
Sorry – focussing on?
Generic leadership.
Oh, generic leadership. That question's got me, I think. Let me just pause for a moment. I think what I wouldn't want to do is to be too sold on just one approach, and here I'm thinking about my work very much with public sector leadership people, who, time and time again will say to me "what we need is transformational leadership", and those who have done some readings will talk about "bats", and they may even talk about "burns" and this, that and the other. And sometimes you have to take them back a few steps and say "well, transformational leadership may be very important, but also let's consider" – you might even talk about transactional leadership, you might even go further back and talk about traits and behaviours, and you might even come forward and talk about authentic leadership or distributed leadership. And I think with young people, I don't think it would be appropriate in most circumstances to all of the theories, all of the literature and whatever, but

neither do I think it's appropriate to almost have a checklist of "these are the five things about of leadership" as if it works in all circumstances at all times with all people, and I think that's part of the dilemma. I think the dilemma is to say "how do I boil leadership down into a set of precepts that can be easily communicated whilst at the same time trying to get people to understand that in different circumstances at different times with different people with different problems to be tackled?", you may need to flex and bend, reshape and rethink that leadership. So I think that's part of the tension. I don't know if you saw the survey that was done – I think it was done last October – with about 1000 young people in Britain, where they were asked to name their best leaders. Did you see that?

Yes.

And it was people like Simon Cowell and John Terry. Dear, dear, dear me.

Again, for youths, which is better: formal leadership development or informal leadership development? Which one is more effective?

Well, I won't keep repeating my caveat about "it depends on which youth in which circumstances or whatever". I would say both. I'm a great believer in the formal and the informal, as long as people in the formal don't think "right, I've got the certificate, now I'm a leader", and as long as in the informal people don't think "oh, it's pointless reading a book, I'll learn all of this on-the-job". So I'm a great believer in both the formal and the informal.

I have a question about gang culture or gang communities. We always see gang leaders – youth gang leaders. I'd like to ask: how can we simulate the real-life model of leadership development which already exists within the gang culture of today. How can we learn lessons from this? Unfortunately they use their leadership in a bad way, in a bad leadership. But how can we simulate these tools or strategies for the other communities, the good communities who want good leadership? I'm not talking about changing them.

I do understand. Let me just pull this window. Well, I think the first thing I must emphasise is that I know absolutely nothing about gang leadership, other than about 4 or 5 months ago, I read a book by an American Professor of Sociology, I think, at

Chicago, and the book was called *Gang Leader For A Day*. And it was this sociologist who whilst doing his PhD became friendly with these gang leaders in this community – almost a community like, I don't know if you know it, *The Wire*, set in some American city, I can't remember where now. So he became very, very aware of this almost alternative society, and when you look at this alternative society – and I'm not a sociologist – but the sociology professor actually say "well, these are the rules and regulations, this is the way that life is ordered". You can think of other examples of that. I know that when my youngest son watches *The Wire* – are you familiar with *The Wire*? – he watches it, and when I saw an earlier episode I said "who are the goodies and who are the baddies?" to which his reply was "oh, that depends". And I think that's part of the issue. So I don't know. But all I would say from the little I do know from reading that book, from talking to my youngest son or whatever, and also, I think, thinking of the equivalent "gang lands" of, say, the Sixties, which I did know a bit more about, not much more about, but a bit more about. There were certain rules and regulations, some of which, of course, you would consider to be in any sets of circumstances unacceptable, but some of which you would say, as you said in your question, you could take and say "well, there are certain valuable lessons here, there are certain important issues here", but how you identify those, I know absolutely nothing about.

Do you think that they practice their leadership more or that they have action learning more, more than other communities or other schools so that they develop their leadership?

I don't know what the answer is. Well, I don't know. I know from the basis of that book I read that they seem to have some formal management systems; they have a system of performance management, where you have to deliver a certain amount of drug money. They had a certain system of reward – that you either got more money or you got beaten up. But I have no idea, no idea at all.

Actually, my question was about informally. Formally is another thing, but ok.

But I think informally, and again, drawing just on that book, there would be coaching and mentoring. There would be identifying talent. But that *Gang Leader For A Day* book is an astonishing sociological book.

I'd like to ask about the correlations between youth leadership development and some dimensions or factors. To what extent is there a correlation between youth leadership development and enhancing leader characteristics?

I assume that you're going to develop a statistical model for that, are you? I really would be plucking things out of the air in the most subjective of ways, I think. I can think of an American colleague of mine who develops wonderful quantitative models to look at all of these variables, and he would be horrified if I embarked on some journey of, really, plucking these things out of the air, so I'll pass on that question.

In your interesting book, To Be A Servant Leader, you examine the practice of being a servant leader for individual managers. What would you say about practicing being a servant leader for youths?

Well, I think the first thing I'd say is "don't call it servant leader". That's not just a comment about youth. Because I think one of the things I have been speaking and writing about for some time are the examples we are often given of servant leadership where entire companies are committed to servant leadership. The interesting factor is where and individual wishes to be a servant leader in an organisation that is antithetical to the whole notion of servant leadership. And yet there are examples, I can think of examples within the public sector where that's the case. So I think for the youth, it would be a case of coming back to that Greenleaf saying, of the nearest you get to a definition, of saying "it starts with that natural feeling that one wants to serve first". And there are some people who do have that feeling of wanting to help people. And you then say "help in which way", and that help is helping them to grow, helping them to succeed, helping them to be better people, helping them to do good things, helping them in all sorts of ways. And so they then – going back to the Greenleaf definition – say that natural feeling becomes a conscious choice, and the conscious choice is that one aspires to lead, not that you're self-appointed, but there is that aspiration. And I think – oh, gosh, I'm getting

into political grounds here – because it seems that our great leaders of both parties are talking about aspiration. But it's an important word. It's about saying "my, if only" – not only about young people, but older people as well – first of all, we could get them to say "I want to serve" to get them to have aspiration, to get them then to say "I'll lead for the benefit of others", then be really pleased when other people grow, mature and contribute and all of that. Wow, I think you'd have a revolution on your hands, wouldn't you, with that sense of purpose and meaningfulness – a real, real contribution.

I'd like to explain my framework, and I'd like hear your changes in developing this framework.

Oh, right. Right, let me get my reading glasses.

Actually, through interviews, I will try to develop this framework and then test it with a questionnaire. This triangle illustrates that to develop individuals as leaders, there is a need to involve them in various situations, situatedness, in situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on actions in the community. It's communities of practice. It was in Europe that action learning originated, and this is the work by Argyris in the US about action learning. It's about understanding and producing action. It's about incorporating theories into practice. This is for individuals. And for leadership development, it is essential to enhance leaders' characteristics. And in order –

So when I said "qualities" then, that's pretty close to "characteristics", right?

In order to make leaders balanced and flexible with future changes, there is a need to develop human intelligences. Actually, what I mean by "human intelligences" is not the Gardner work, but some scholars talk about the parts that make up a human being. A human being is made up of four parts – the mental part, emotion, spirit and physical. Here, I would say that we need to develop these intelligences which support these individual parts – emotional intelligence, mental intelligence, spiritual intelligence and physical intelligence.

And have you seen that book on moral intelligence?

Yes, moral, which is –

Let's see. Moral, moral intelligence. Let's see if I can spot it. I can't remember now the... It'll come No, I can't. Because the work on spiritual intelligence, most of the work has been done by Danah Zohar from Oxford, but there is also an interesting book on moral intelligence.

And characteristics and human intelligences are enhanced within an open environment. To make sufficient human change, a long term approach is an essential condition. Using Bandura's theory, sociology and contingency theory in leadership – Bandura connects the individual to the environment, and contingency theory connects the leader to the situation – I have tried to connect these two triangles to create a comprehensive framework for developing youths as future leaders. There are four main dimensions, characteristics, and to enhance each characteristic, we should enhance aptitudes towards these characteristics, knowledge, skills and behaviour. This is a matrix, not only skills. And these are the human intelligences – mental, spiritual, physical, emotional – which will make these characteristics more balanced and the leader will be more flexible towards future change. We should involve the leader in various situations with peers and followers in an innovative environment. Within these situations, we will discover his or her strengths and weaknesses, and try to enhance these strengths and try to solve these problems. Cultural context comes from the family with beliefs, values and ethics. This will make it real, authentic leadership and give it integrity – he's not just a skilled leader, he's a real leader. These are the four dimensions, and this is the strategy – action science – *where the leader practices his or her leadership development, and this is the condition – a long term approach. What's your initial response to this framework?*

I'm very impressed with it. I'm also personally very pleased that I think I picked up some of these words in what I was saying. I think you're absolutely right, that if there's... Well, if we start at characteristics, it's not just about the particular skills, and so you're picking up all of that. I'm a little uncomfortable with just the word, but

you're really saying it's leadership in different situations, it's leadership in different places and all of that. This is absolutely right.

Human intelligences.

Oh, absolutely right. There are times when the leader is faced with all sorts of challenges, and unless you are pretty strong in those areas, then you can take the easy way out rather than the right way out, or you make the easy decision rather than the right decision. And, of course, the cultural context – well, I must have said "values" ten times in all of that. In fact, last night, the rabai, the imam and the vicar, they from their different traditions were talking very much about core values being applied to current contemporary business issues. And I think that is absolutely right. And the number of organisations you come across in the literature who have this set of values, which – do you know – they don't practice. And therefore saying to young people "these are the values that will see you though", not in every circumstance, because of your situatedness point, but I think that interplay is very important. And you've got the long term – it has to be an ongoing commitment.

What changes would you add to develop this framework?

Well, as I said, I think you might want to think about situatedness.

What would you suggest?

Human intelligences. Characteristics. Cultural context

.

Is it situations only?

I just wonder whether "context" might not go over that, or "contextual", so that this would be "cultural precepts", or just "cultural" or whatever, and that that is "contextual". That's an immediate response. But I must say that I'm very impressed with that.

What happens if we eliminate characteristics?

Well, you're slightly out of balance then, aren't you? I think it then becomes imbalanced if you eliminate any one of them.

What happens if we eliminate human intelligences?

Well, I think it's absolutely... You have this out-of-balance character. At one of the sessions I do, I talk about the – this comes out of the *Effective People* book – triangle of performance. And I'm working with managers and I talk about this triangle of performance, saying that in most jobs, not all jobs, but in most jobs, there are three dimensions. I know for me it's the researcher writer, it's the teacher presenter, and it's the consultant facilitator, and you have to work on all three. And one of the reasons that some people don't succeed in their career is that one part is just underperformed. So they may be a very good accountant, they may know everything there is to know about the business, but they're useless with people. Well, you've got four dimensions, so I'd say this is a rectangle or whatever, but I think if you take any one away, then you lose something. There's a lopsidedness to it.

Do you think one of the weaknesses of this framework is that it's general?

Well, I don't know if you're going to define all of those.

Yes, I will.

But I think generality in terms of leadership has merit as long as people are then able to describe in some detail the reason for those words emerging, that these aren't just words you dreamt up, pulled out of a dictionary or whatever. But when you said "emotional" or "values". So, for example, I come back to this – the Kouzes and Posner chart. So when they say "model the way", then they do have two examples there. And in their manual, which I have up there, there is far more information. I think that the challenge will be that so much has been written defining leadership, saying what it's all about, saying all the qualities, the characteristics, that some people will say "oh, this is just another one of those long lists". But I think what's appealing here is that I know very few books that are written from a youth perspective, and of course, it's very, very current within the UK. People are talking about young people and some people are saying "what about this and what about the other, what about these standards?". So I think it's very appropriate. And I'm sure being an Edinburgh PhD it'll be academically robust. But I think as well part of the

challenge is then "how can you communicate that in a way which is easily understood and in a way which makes sense to people?".

Practical, yes.

Yes, yes. I thought it was very good.

Thank you so much indeed.

Very good.

We have reached the end of our interview. Is there anything you would like to add?

No, that's fine. I just hope it's been of some use to you.

Thank you. Your help is greatly appreciated. Of course, I'm sure it's valuable. Thank you so much.

Case 12: Ted Melbourne, social work expert

Professor Ted Melbourne, first of all I'd like to thank you very much.

It's a pleasure to be with you.

Your response is greatly appreciated. My research focuses on leadership development for young people, and first of all, I'd like to ask a wider question. *What makes youths become future leaders?*

It's a very wide question, isn't it?

Yeah.

But I must say something about leadership first, or my understanding of leadership. I believe that leadership has many facets, and people can be leaders in one situation but not leaders in another situation. In addition, some of the people we call "leaders" in everyday life have different characteristics. For example, a leader in a religious organisation will have different qualities from a leader in an army unit. And therefore, to talk about leadership in a generic sense, you have to be perhaps a little bit more careful. But what would make young people leaders in the general world of influencing people positively, enthusing them, helping to guide them to new kinds of pathways and so on, I think these are the ways I'm talking about leadership. And what then might be the kind of things which would encourage people? Well, I believe that first of all, they have to have some form of self-confidence or self-

esteem. They've got to believe that they are a person who other people has value for or has valued. Secondly, I believe they have to see that in the world that they're involved in with other people, they are confident, they are self-assured, in some ways. The third thing is I believe they have to have found that they can be successful, even in small ways at first. And then finally, I think that they have to be convinced that they have got potential to develop and grow, but they might not yet have developed and grown, if you get my point. So in other words, they've got to feel that. That's my feeling about it.

To what extent is leadership learnable for young people between 12 and 18?
I passionately believe that it is a kind of thing that young people can learn. And I believe it happened in my life, but in ways that I don't think I first recognised what was going on. You mentioned about my background – I failed all my examinations at the age of 11 and went to what we called in England at the time "secondary modern school", which was the lower school. There was a grammar school, where you went if you were very brilliant, and I was not this. I went to the secondary modern school, but I was at that time a member of the Boy Scout organisation and the youth club related to my church, to a religious organisation. The men who were there, who were leading these things, did not give me the feeling that I was not clever, not good. They kept involving me in more and more things to do with the organisation of the youth club – chairing a group, running a group discussion, organising the Christmas party. And as that went on, they reassured me and showed me "look how well you've done. We need somebody to go to a conference next week, will you please come along to the conference with us to speak about this?". And I said I could not speak in public, I was frightened to do so. "Well, just come along anyway, and enjoy what is going on". But because of this, and I now believe this to be a very clever technique of this person, this leader, who I owe almost everything to. I wouldn't be sitting here today if it wasn't for this man. The technique was to take me step by step through experiences. Now, it may be that if I'd been to the grammar school and I felt that I was very able, maybe I would have some degree of arrogance about myself, maybe I would try and press my wonderful skills on other people. But because I was from

where I was, with the kind of leadership that this man had shown me, I then worked consultatively with other people, asked them their opinion, asked "which way should we be moving and developing?" and so on. And it was that that created in me the desire to become a youth worker with young people from difficult backgrounds.

And from your experiences with youths or young people, before and after the development programmes, how do they change? How did they change?

It would depend on the individual young person. Some young people, because we were very informal, they were not... Young people did not have to come to the youth groups that I was the leader of. They were entirely voluntary. And some young people could see what was going on but didn't particularly want anything to do with it. And in a curious sense, some of the more difficult young people who were leaders of gangs, who were part of gangs, had leadership which paid more dividends for them than my kind of leadership. For example, leaders of gangs at the times of Mods and Rockers were very powerful young people indeed; other people would stand at their feet and do what they said. And there was a certain payoff for being a leader of a gang. You were the top dog. Other young people would grow in confidence and ability. They learnt some of the skills that came from the day-to-day meeting with people – organising, developing, particular kinds of requirements of a leader in certain situations. And if they were very enthusiastic, they took to it very strongly and wanted to do more, and a number of them came into full-time youth work or did other jobs like that – went into teaching, that kind of thing, believed they could go back to school and learn more, or get a place in university in later life. And of course, it was easy for me to be able to say to them, because they used to say "I could never go to university, Ted, I haven't got any qualifications". And I'd say "well, I've been to university and I had no qualifications other than the degree. The university accepted me on the basis of my work that I'd been doing. So don't tell me that, because I'm telling you that you can go". So a challenge is also part of it, allowing it to be tough sometimes, to say "come on, you can do this, I'll help you", that kind of thing.

What you've said is interesting. There are some individuals who change themselves and others stay how they are. What makes those people change themselves? What do you think? What are the reasons behind that?

Meaning what makes those who participate in youth leadership things or the people who are in gangs?

If we, for example, have a programme for young people, and there are 20 participants or 30 participants. What makes 10 of them or 15 of them change themselves and the others don't change themselves?

I think, realistically, there might be 10 or 20 different reasons as to why they change.

I mean the main ones.

But this is what I think. Such programmes have to begin where young people are, not where we want them to be. So in other words, you start with the raw material that you have. If they're tough kids that are just going out on the street and kicking a ball around all the time, that's where you start. You get alongside them, you befriend, you work positively with them, and you don't suddenly say "come along to my leader programme, by the way". You say "right, who would like to go to a camp next weekend? We'll take tents, go to the mountains, swim in the sea". And they'll say "what are we going to eat?", and we reply "well, we'll plan a menu. What would you like to eat, can you cook?". "Well, I can do eggs a bit", "Right, ok". So what you do is begin from their life experience and work out the way, and do things that they find inviting, fascinating and interesting. So, it's getting them to the next step, saying "alright, we'll kick the ball around on a Tuesday night, but there's a folk singer, or there's somebody doing some interesting little play down at the theatre, why don't we go down there?". And then we're coming back in the vehicle, in the minibus talking about it – "what did you think about that?". It's stretching them a little bit, but not taking them too far from their comfort zone at first, and then later on you build and then you get them involved in youth leadership training for young people who are going to be junior leaders. And there are such things in our country; I'm sure there are in yours too. So, I think it's starting where young people are, finding things that young people want to do. It has to be fun, and it has to be something which is not threatening in the sense of being "because adults are involved", not the kind of adult

who would normally be dealing with them in the school, who would be saying "sit down, be quiet, you must call me Sir". They called me Ted. Some didn't know my second name. It did not matter to me. And I'm still in touch on Facebook with a number of them that I was with 50 years ago in Huddersfield. And one man who had eventually gone up to the stage, he was 16 at the time, but he became the chairperson of the members' planning committee. We had a members' committee who planned all the activities in the youth club. I was not the boss; they were the boss. And Roy Powell, I found him on Facebook, and I said "where are you now? Are you the Roy Powell who used to be in Huddersfield?". He said "yes. I'm 68 years of age, I'm now retired. I was the Technical Manager for Shell Oil in North and South America". Now, when I knew him, he was an apprentice at the local factory that made tractors, made agricultural tractors. But he'd gone on from that. And he said "I've always been a member of the YMCA and I now run groups walking the mountains for old people in the YMCA in Santa S in Colorado". Sorry, this is taking me away from it. But in a sense, that journey, if you get my point.

For those young people in Huddersfield, what do you think? You know them now. What do you think they learnt from their youth period, from those programmes, which influenced their leadership?

Well, I think, this is my view of it, and in a sense, the way I theorised it myself while I was an older youth worker: when I worked a little while, I realised that what we were doing was rehearsing with them transferrable skills – skills that would transfer into the workplace, when they married and had a family, if they became anything like an important person in any other aspect of their life. They were human beings that others could relate to and find interesting. They were full of ideas – "let's do this" rather than "I'm not going to do that". But you gave them experiences that they could teach other people. They could learn to canoe in a boat, they could become a referee on a football pitch, and we would pay for them to go and have referee sessions, they could go camping and they had a mountain leadership certificate, and that kind of thing. So they became, themselves, leaders. My leadership in both of those experiences, in Huddersfield and Brighton, was not standing at the front with a whistle and a sports team. My leadership was walking around, like we're doing now,

and talking to people, and we'd be sitting at a table, and they would be organising what was going on. They would come and say "Ted, come on, give us a game of table tennis" or "come on, you're in goal at football", that kind of thing. So, it's transferrable skills, it seems to me. And at one level, it's a bag of tricks, like "I'm good at this, I'm good at that, I can run a meeting, I can be a chairperson, I can do the finances". We even had the lady who was our paid bookkeeper teaching them how to do money, how to type, write a letter to the local mayor to ask if he would come and open the sponsored walk. They did the writing of the letter. They had their picture taken for the newspaper next to the men, not me, standing smiling. Robert Hornby organised the sponsored walk. Now, he didn't organise it all, but he did a lot of organising, but he got the credit. And people would ring up and ask "can we borrow Robert Hornby because he does this?". So you feed in these building blocks of experiences, it seems. That's how we did it anyway, in our informal way. But what we didn't do is put up a sign saying "leadership training starts on Thursday", because they would have been out like a shot. They would have left the youth club straight away, if you get my point. It might have worked in another situation, but not for us.

In your opinion, what are the benefits of starting leadership development from an early age?

I'm much in favour of it, generally speaking, although we are a little bit – we have this term we use in Britain – we're "hamstrung", which means that we're tied up, we cannot do it, because government grants are usually only given from the age of 14 for youth work. And they will give some grants for younger groups, but not as easily, and they're not as generous. They're usually throwing money at "problem young people" – the ones that cause the difficulty – rather than having our work that we were talking about with straightforward, ordinary young people, but out of whom a percentage, probably 30%, were in trouble with the police or had difficulties in their lives. But the atmospheres were normal, not rescue atmospheres. It was not done by social workers, it was not done by people in the prison service. So, yes, for me, start early. Yes. We've got good evidence, haven't we, for people like the Jesuits, the Catholics, who said "give me a child until they're 7 and I'll give you a man". Now,

up to a point, that is true, probably. But on the other hand, it's not a bad thing. And my experience of working with younger groups, which I have done at times, every now and again, is that their enthusiasm is much more immediate than teenagers. Teenagers want to be cool and "I'm not going to do that if I'm going to look a fool", whereas young people at a younger age would do it because they love the atmosphere and so on. I used to like working with younger age groups.

Let's talk about the responsibilities and opportunities. In your opinion, what responsibilities and opportunities would be helpful for young people between 12 and 18 in order to become leaders? Let's talk in their home, in the family.

Well, this is more a personal belief than a professional one, really, and it's one that I've applied in my own family life. I think, first of all, they should be treated as people with an important point of view, that should be sought by parents, that should be listened to. And even if you don't agree with it, to be talked through, so that you in a sense, engage young people in the family. And I think this should start quite early. I have a grandson at the moment who is just beginning to talk, he cannot say words, really, but I ask him questions – "where shall we go now?", "shall we go and play on the train?", "shall we do this?", "shall we do that?". He knows what I'm saying but he can't say it back to me. So, I think the sooner you start consulting and showing yourself to be open, that's number one. The other thing, it seems to me, from that point onwards – and this also applied to my grandson Callum – I was putting together a television cabinet for his mum, for my daughter, and it had to be assembled with a screwdriver. And his mum was saying "no Callum, you can't have the screwdriver because you'll put it through the glass". And I said to her "just let him come down with me". So he lay on the floor with me and I did this, and I put the screwdriver in his hand, but not a pointed one that would hurt him, and he poked it up. And he wasn't on the screws at all, but he was poking. And I said "oh, well done Callum, great, that's good. Now, let's go and do your little cart". So we went over to his cart and we pretended we were poking in the cart with screwdrivers, and he was becoming a workman. He didn't do any work, but he was the workman with the screwdriver. I think if you can start in these ways and build and engage the young person in what you're doing, if it's budgeting, even, it's how to handle money, how

you spend your pocket money, that kind of thing. If it's in the house, it's how to repair things, it's about what you do about your old uncle who is dying – "shall we go and see him?", "how will we talk to him when we're there?", "we'll not mention to him that he's dying, but we'll be kind and thoughtful". It seems to me, that's what it's about. My son now is 45, he's a doctor in Glasgow, and he's just had an article done about him in the *Glasgow Herald* about being a General Practitioner where he's been for 16 years in the working class district. And the patients said to him "he's the best man I know", they said in the newspaper. "You can tell Dr Melbourne anything and he will sit and listen and he will have a laugh". I hope that came from family. But any other jobs, even semi-dangerous ones – we now live in a world where we won't let children climb trees – I think we should, but you should teach them how to climb them safely, "how to climb this without falling off and breaking your neck", and so, jobs in the house – cooking, cleaning, particularly in the old days when men did not do the cleaning, that's all gone. Cooking – it's not a woman's job. Washing your clothes, ironing – I learnt to iron in the army. I had never learnt to iron a shirt until I was called up for my National Service. Nowadays, children will iron and learn how to do it. But, I think, also, not just the trivial – and when I say trivial, I don't quite mean it like that – but not just the day-to-day jobs, but also the serious decision making – "shall we move house?", that kind of thing. Sorry, I'm going on too much, perhaps.

No, no. It's ok. What you have said is interesting. If they do that, what you have said, what do they learn from that?

Well, they learn a lot of things which are what I would call "social and emotional competence" – how to get on with other people, how to negotiate, how to enthuse, how to make your point of view known, how to say "no, I don't want to do that, please" and how to, in some sense, stand your ground when you feel morally that it's not what you want to do. I think all those things have to be learned. And you learn all those of those when all of those are transmitted in the home, but also, may I say, at school, and in youth work. I, as a youth worker, believed that it was my job to be a parent in some ways – "do you really think you're going to do that?", "what do you

think will happen if you do it?", "what are the consequences of doing what you say you're going to do?", et cetera, et cetera. So, social and emotional competence is very important, because there are a lot of adults, I would say, large numbers of adults, a high proportion, who are not socially and emotionally competent. Secondly, I think what happens when you're doing the other things like these jobs, you build a young person's self-esteem. They know they can do any number of things wherever they go, when they're going to be a student at university, they can throw things in the pan and make a lovely meal for friends or go places and so on. So I believe there's that. And then there are some skills which are hard skills, like learning how to change a wheel on a car for when you get a bit older. Yes, it's good to know that. I couldn't do that when I first got my first car.

What about responsibilities and opportunities at school?
I'm in favour, once again, of that. But I'm not in favour of responsibilities which are just there in order to make the teacher's life easy. I think they should be thought out very carefully – these are for young people, so what they do is gain some self-esteem from being in the position of getting leadership, but also they learn something in doing it. All the business of "I'm going out to see the head teacher, you tell me the names of any of these children who make a noise when I'm along the corridor" – I think that's not appropriate. Handing out the books and things like that – I don't see why the teacher shouldn't hand them out or put them on the desk and say "please hand these back". But book monitors and milk monitors, all these things – no. But yes – leadership. Some of the old public schools had the idea – I'm not very happy about some public schools – but the business of house captains, people in charge of certain things – as long as they don't turn into little Hitler and start ordering other children around. It's again about the right kind of leadership.

If we talk about the wide circle, the community. What responsibilities or opportunities would be helpful for young people to become leaders?
Well, I'll tell you an example that I've recently been involved with. It's rather a special example because it got funding from the Scottish government. But for the last year, in the organisation Young Scot, they were asked to recruit by the Scottish

government 20 young people between the age of 14 and 20, who were established as the Youth Alcohol Commission. And their job was to look at the place that alcohol plays in Scottish society, in the culture, today. Not just young people, but also the way it affects adults as well. I was Chairman of the Advisory Group, and in the Advisory Group were lots of experts – health promotion people, doctors, people from alcohol marketing, people from the police at a senior level – all of these people would feed them with suggestions about where to go and look for evidence. And they could go and interview people. In that year, they took part in a House of Lords debate, they've debated in the Scottish Parliament with MSPs, they've been and interviewed people on Facebook and Bebo, the actual marketing people, the social marketing people – they've been to see about advertising and alcohol. They presented to the Minister of Public Health last Tuesday a huge report, which is fantastic. You'll see it on the Young Scot website if you want to read it. That leads me to believe that if we are ambitious about the things we would like young people to be, they rise to the occasion. These were splendid young people. They know infinitely more about alcohol and the affects of alcohol and the misuse of alcohol than I do, and I've read a fair bit about it. Now, that's only one small example. There must be other examples. So my view is yes, let's find chances for young people, but don't let's treat them like we tend to do in Britain, where that the only time they get a comment made is because they've been seen coming away from a football match shouting and saying rude words, or they've been and thrown things in an old person's garden. Let's give lots of news to young people doing positive things – camping, taking other young people away, helping with charities. I know no better than young people for their commitment to raising money for people who are in difficult circumstances. And apprentices – even if we don't have apprentice schemes, let's involve young people following on some adults in how they'd go about their work. And from schools. Let's shadow them. My son had four or five young people last year coming down to his surgery, not for the confidential relationship with patients, but to see what a doctor's life was like and what a doctor does behind the scenes. And he was most impressed by these young people. So there must be lots of things we could do if we had the imagination.

In your opinion, what do outdoors activities do in terms of leadership development for young people?

Yes, I've got a personal interest in that, although I'm now 72 years of age and I can't get up mountains because my knees won't let me. But all of my time, I've taken young people away camping, we've done swimming, canoeing. I'm canoe instructor; I am a mountain leadership instructor, all of those kinds of thing. I have seen young people change almost in front of your eyes. I've seen girls and boys going up a mountain and the boys not doing as well as the girls. The girls are being stronger and better. And to face that is a hell of a thing for some young lads. And it causes a discussion to take part. So, it does all those things. But it teaches resilience, it teaches how to put up with things that are tough. Everybody gets the rain. It's not just the young people or leader that gets it. Everybody gets wet. You've got to find your food. If you've lost your torch, you've got to go round in the dark. You don't lose your torch. You don't lose your whistle. You don't forget to tell the police when you're on the mountain. All of this in my opinion is wonderful. The outdoors can bring out, in the most unexpected young person, leadership qualities. If something goes wrong, somebody suddenly stands in the breech and says "come on, I can read this map, there's a bridge down there, and if we follow that stream we'll find a bridge". And people find that they do. They say "I always thought he was a wimp". So yes, it gives people a chance to step out. And I've always used the argument as well that with the tough lads that I had, who were king, when they came to the youth club – they came in like a Western movie – push the doors like this, stand, and look round. Take them to Spain, where they can't speak the language, camping, and little children come up and hold their hand on the campsite from the other families, and they point to them, and they see their long hair, which it used to be, and they're saying "las chicas, las chicas". And the boys would say to me "what are they saying?". And I'd say "they like your hair very much". I didn't say it meant "little girl". And they ran football five-a-side on this campsite, and these kids thought they were marvellous. These tough lads were part of a family. The families invited them for an evening meal – "come and have a glass of wine", "come and have a whatever with us at night". Change the role and you change the person. But sometimes these young people are imprisoned by the role that they're in, in these tough communities.

So leadership, I think, has got a lot to do with giving people choices to step out of the role, and challenging them all the time, saying "come on, you can do that. What do you mean you can't do that? Of course you can".

Let's talk about volunteering for young people. What are the benefits of involving them in volunteering in terms of leadership development?

Well, all of the things we've been talking about in terms of expanding their horizons, learning more about how other people feel... If they're working with somebody who's got no legs and is in a wheelchair, they suddenly see the world differently. If they're blind, they realise how difficult it is to get from Queen St station to this cafe. That's a great thing, a leveller, I think. And the reliance that these folks will have on the young people – they love them, "thank you very much for coming", all of these are great human values that we've got to rehearse, I think, for young people. The other thing, for me, is that it's not bad for young people to see that not everything has a price – you can give labour for nothing, and in actual fact, it's self-fulfilling. And even if you failed at school, even if your dad is drinking all the time and he's nasty, this is a different world. This is a world which they can choose for themselves and do it. So I'm in favour of it for all those things. The other thing is that it probably takes them into situations where they are shocked and surprised and have to climb up almost by their fingertips. I worked in the Scouts in a hospital when I was 14 for young boys who had tuberculosis and who wanted to be in the Scout Group. My father had died of tuberculosis earlier, because it was still at that time incurable. We did not have the necessary antibiotics. I had to overcome the feeling of **[Mobile phone beeps]** – just forget that, it's just my wife telling me she's on the train – I had to overcome the feeling of "would I catch tuberculosis?", because they all had polio or TB, these kids. Now, I think those things are good for young people to have. At least the debate for them. I would not have schemes where I drafted in large numbers, saying "the government says now that you're 14 you will go on a leadership volunteering thing" – I wouldn't do it that way. I would get people like you and like me and give them some kind of place to be, and say "your job is to engage young people in volunteering schemes" – everything from mending people's radios. And one of the youth clubs I was in used to go round, in the days where

radios were repairable, and they collected the radio from an old person because it didn't work, and they brought it back and they had an electrical engineer working with them. He taught them how to do soldering and how to put the wires in. Then they took it back to the old person and got their picture in the paper, putting the radio on, there's the young person again. So it's great stuff. I'm in favour of it, really, yeah.

Let's talk about characteristics. What do you believe are the significant core characteristics which make young people future leaders? Core characteristics.

Yes, and that's a difficult one, isn't it? Because sometimes they surprise you. Sometimes a young person you least of all expected suddenly does come forward and take on leadership and it goes on for the rest of their life. I'm not really sure how best to answer it. I would suspect that the core characteristics are some kind of human feeling for others – now, that might differ in different situations. Secondly, a willingness to be challenged and to try some new things in their life. I think you can sometimes see potential leadership, because young people are valued by their peers. Not necessarily idolised, but valued – they say "I like old Bill, I go over there and I talk to him, and he gives me a view, and I like that". So, in some senses, it's the way he's seen by other people. And it would not necessarily be people who are in leadership roles, because I remember Peter Usenof, that lovely comedian, an actor we had in Britain, he said "the trouble with people at the top is that they sometimes don't have the qualifications to stay at the bottom". And what he was really meaning, you know, head teachers are not necessarily nice people; some of them are evil and they hate children. That seems to me to be getting alongside the characteristics. So, yes, humannesss, yes, the business of fellow feeling and people seeing in you some characteristic that they admire, willingness to be challenged, which we talked about. I think that's about it, because you can even say that people who have special needs can be leaders, so it's got nothing to do with having faculties that others, that able-bodied persons have.

In your opinion, for these characteristics and other leadership characteristics, what is the practical way to enhance these characteristics?

Well, I think, number one: by actually living them yourself, by demonstrating. If you can be the kind of person that young people think "she's different" or "he's different", "I'm going to go along with them and just see what this is like. It looks to me a bit mad, but I'll go". So, number one: you've probably heard... And one of the things in my background is because I came from a working background, because my friends were tough, because we had difficulties ourselves with the police, because teachers hated us – they didn't like us, "we don't want them. They're not the kind of people we're going to get a good mark for", that kind of thing – because you had to weave and dodge, it meant that you had a few little tricks of the trade for joking with people, for making friends with them, getting them involved and that kind of thing. And therefore, I think that, yes, we could, on the one hand, model that behaviour; secondly, what we could do, I think, is show them how easy it is to be a leader in certain situations in ways that are almost infallible. In other words, you couldn't not be a leader in certain situations. And that might be "right, it's your turn today to take us up the mountain. I'm going to help you here, you won't be on your own. I'll read the map with you, but I want to hear what you opinion is, though, and you'll take us up the mountain". And then when they come down, you say "how do you feel about that?". In other words, debriefing is important – "how do you now feel having done that?", "oh, I hated it. I hated it when everybody looked at me" and so on. "Would you do it again?", "well, maybe", "well, why don't we do it next Thursday, we'll do it again, you're good at it. I saw you did this, you did this, you did this. That's marvellous, I couldn't do that for two years". Do you get what I mean? It's all about working by the seat of your pants, as we say in Britain. What other things? I think structures. I think we've got to have some structures, whether it is available youth work opportunities, available youth leader development opportunities, but they're not going to have a sign up which says "come here and have leader development"; they're going to say "this is such an exciting thing that you're going to get involved in, that you're going to enjoy it and have fun doing it". I think that's it.

Let's talk about obstacles. What obstacles do you consider to affect youth leadership development?

Right, number one: adults are obstacles because of their attitude, because they think that young people should be seen and not heard and they fear young people's opinion on certain things, and they think what they're about is revolution, and they're actually not. It's a great pity in many ways that young people don't revolt as much as one want them to do. So I think there's that – adults in authority or others. Because I found as a youth worker, you can work with young people in a way in informal youth work in the way that I tried to describe which teachers and police persons and other people are very suspicious about – "what, you let them call you Ted? That's ridiculous, I would never let a young person call me by my first name. What are you talking about?". So, other people in authority. In some senses it's the job and this might also have to deal with industrial settings too. I suspect it has. Although I think further down the line there's an easier-going thing. When I first worked on the railway, the people would pull my leg and make jokes at me and put me through all kinds of tests, but you always felt they quite liked you, whereas with others, they look down their nose at you and so on. So maybe we've got to work on culture as well, and maybe parents. I've had parents come to the youth club and say "I cannot believe that that's is my daughter doing that", "I cannot believe it, she's not like that at home at all, she's always moaning, she doesn't put her clothes away", "look at her, she's on the stage doing a play, look at the way she performs – I've never seen her do that". So sometimes it's breaking through our expectation of young people and so on. It's not going to be easy, but then, it never was.

Would you add some obstacles in the family? Would you add more?

Well, it can be. I'm an only child, so I did not have brothers and sisters. My wife had seven in her family, and they're all lovely, lovely people. We love them dearly, but as she was growing up, she was the youngest member and she had a hard time. They were mainly boys as well and they now openly say that they really feel ashamed that treated her, not unkindly, but I think they just bullied her a bit. So, I think sibling rivalry, sometimes. I think parents can sometimes play, mothers can sometimes or

fathers play by using the child: internal relationships within the family can be difficult. So, in a sense, if one is talking about programmes within youth development, youth leader development, as you are, and I've often felt this about other things about young people's lives. We ought to have parents in and run discussion groups with them about what it is we're trying to do and the methods we're using, and to engage them in it and say "look, I'd like you to try this if you felt you could", or "try that", "if you don't, don't worry, but can we call you back and ask you if you see any change?", "do you see any change in Billy at home?" or whatever. And I would like to get similar groups of teachers together because often they will be working with the same young people simultaneously. And some teachers are very good, and some aren't.

About school, what obstacles would you add at school?
I think, in many ways, one of my jobs in the middle period of my profession, I rose to the position of Assistant Director of Education for the region, and I was in charge of all community education for half of Scotland, basically. And therefore I used to get in a lot to schools where we had a lot of youth clubs in the evenings and meet the teachers and so on. So I know a good deal about what goes on in schools, which are somewhat more formal even than English schools. And I think they've got a hard job. I don't think it's easy. I think they're working in constrained environments where they've got a curriculum to follow and it's a formal environment. Class has to carry forwards certain things. When that class meets about the geography or physics programme, there's no way round that to be done. It makes the teacher's job a more formal one. I'm sympathetic, broadly, to that kind of thing. I do however feel that there are ways in which teachers can understand that in the non-formal dimensions of school, to build relationships with young people is not threatening. You don't have to fear because they will respect you, even if you have a joke with them in the corridor. And you can see it happening with really good teachers – they'll joke with the kids and so on. But I think those are the obstacles. Formality: the more you can break down the formality in teaching methods, the better. Sometimes it can't be. Sometimes with the very serious things, the delivery of theories and beliefs has to be done. But in some situations, it could be. I think teachers sometimes wrongly revert

to the formal method, rather than informal. What else? Finding ways in which schools can become much more human places, places for young people to meet where they feel a bit like adults, rather than stand around on the playground and poke each other with sticks and chase each other and play silly games. If they can meet in a place which has a bit of music, you can get a cup of coffee, even if you're 12. Why would a 12 year old not want to be in a nice atmosphere? So, places where young people can meet and where teachers can meet with them: talk about the football, talk about the pop charts, anything, "where are we going next week for the camp?", that kind of thing. I think those things would help greatly.

And would you add more obstacles in the community, the wide area?
I think the community has plenty of obstacles. I wish it didn't. But when we opened up the youth and community buildings in the late Sixties, which the government said we had to do for community groups, immediately we had adult groups say "oh, the trouble with young people here is that they're always making a noise", "they're in that room over there, we're in this room, and we can't hear ourselves speak for the young people laughing". The fact that they were having a good time was nobody's business. So, in a community, you will always have sure get-vested interests, there will be people who don't want them walking through the streets on the way back from the youth club or the youth development thing, you will also get them attacking young people because of what they wear even though inside they are a prophet and a religious person, they still think they're a "hoodie", that kind of thing. I once remember giving a talk to a rotary club in 1962, and they said "what do you think about young people today with their long hair?" and I said "well, look, I'm a Christian, and I'm a member of a Christian church, and it may be very difficult for you to remember this, but Jesus had long hair, and he wore some very strange clothing, but it didn't make him a bad person", and that would apply to all religious leaders in all faiths. And they said "ah, but it's different", and I said "no it isn't. What is different is you'll give Him the benefit of the doubt, but you won't give those young people until you find out who they are and what they stand for". And then I said "my parents said they comb their hair more often than you do in this audience – every day, maybe ten times a day – how often do you comb your hair –

once?". So those are... I don't know how we're going to change that, but I think by working at it, and my experience of youth clubs where they did work in the community and volunteered, where the young persons helped, was that adults' attitude changed towards them. And a number of adults said "I'd like to come and be a leader in your youth club, would you allow me to come?", "yes, absolutely".

For how long have you been working with young people?

Well, I started when I was about... It depends at what point in the Scouts, and I joined the Scouts at the age of 12, and some of what I was doing at the age of 12 was kind of leadership. I became what they call a Patrol Leader. It was modest, but that kind of thing. And then I went into being a Scout Leader voluntarily. And then, I then went to the church youth club and became chairman of the church youth club. Then when I came out of the National Service after two years, I wanted to be a full-time youth leader. So from that point onwards, I worked to the age of 65 with groups of young people and all those who worked with them in the way that we've actually talked. I've been 50 years full time in youth and community work. And now I volunteer for the YMCA, for Young Scot, for Youth Link Scotland. I see young people fairly regularly, but now I would not put myself in a youth club. If anybody invited me, I would visit and say "this is very nice, thank you for inviting me", but I wouldn't be a working youth worker, because young people need to see you, and this probably applies to what you think for your proposal, probably you've got to have young people working with young people. When I say young people, I mean up to the age of 35 or 40. But if you're 72, there's a lot for young people to take on trust when they see you, because all they see is an old man. They don't know that I'm a lunatic, they don't know that I'm stupid and I've got mad ideas and I like fun.

And with the previous 50 years, what were the characteristics which were hard to change in young people? What do you think?

Hard to change.

To work more to change.

Yes. Yes, I see what you mean. Principally, there were things which they had learned from unfortunate socialisation, either in the family or in a peer group, like a gang. For example, their propensity for violence – "hit first and ask questions afterwards". We had lots of fights in the youth clubs, but it was because the culture of young people wasn't "come on, let's sort it out, we can sort it out". So those were difficult, because you were trying to take a person out of their environment. They could do it sometimes, and would do it when they were away with you on a camping weekend, but they'd go back... I mean, I worked with a lad for three years in Brighton, and he was a member of the member's committee, and just as I was about to leave to go on to university in my 30s, he hit a policeman with a crate of beer bottles. He hit him across the back and of course he went to jail. Now, I know that lad to be a nice lad, but back in his environment with his mates – "go on, go on, you hit him", and he had a moment of stupidity and that was it. So they're the difficult ones I think.

What else? What other characteristics are hard to change?
The other one which is hard to change are selfishness – "I'm here for what I can get", "I'm here to play for the football team and I want to be picked every week and if I'm not I'll leave". That doesn't go easily making a leader. The third thing is people who are very distressed. I'm talking now probably, I've got no medical training at all, but people who are probably on the verge of some form of mental illness, bipolar disorder or severe depression. Things like that are awfully difficult to get alongside and to give them the sense. And there's no logical reason why they could not be leaders in the future of some kind or another, not least among people who have the same suffering as them. But sometimes it's not easy. An interesting thing which is not what you might call an obstacle, but a challenge, and it's possibly in our culture and I don't know the extent to which it might be in your own culture, but the business of young men and young women wanting to be together at earlier ages and not being interested in anything else but trying to make friendships with the opposite sex. A lot of the youth workers talk about this – "as soon as you get the mixed youth work with girls and boys coming together, you lose all chance to involve them in activity". Well, that's not really true. What you've got to try and do is find an activity

in which both groups can join together. That is a challenge. I wouldn't say it's an obstacle, but it's a challenge.

To what extent is the motivation to become a leader important in this period?
Motivation. Why I'm silent just for a moment is I'm not really certain whether I have ever necessarily identified motivation, in other words, a person somewhat saying to you "I would really like to be a leader". And if they did, were they doing it for the wrong reasons? Some say "I'm coming down, I'm a young person, I'd like to be a leader, by the way". You kind of think "hm, I wonder why". But motivation one level below that, which is "yes, I'd like to give it a try", it's essential. It's essential, but not necessarily "I think I'm good enough to be a leader, by the way", because that might not be the case. But I do not think it's very hard for a good youth worker or a good teacher to scratch a little on the surface and for motivation to come through. Even the young person might not see it as being motivated to lead, but motivated as a facilitator or a person that makes things happen. In fact, sometimes if you call them a leader, they don't want to be known as that, but "oh yeah, I'll come and run the camp, yeah". That's good.

I'd like to compare three stages: childhood, adolescence and adulthood. I'd like to focus more on the middle. In your opinion, are there any characteristics in adolescents which make them more receptive to enhancing leadership development?
I think so. My experience of adolescents has been that they're in a period where they're beginning to release themselves a little bit from the values and beliefs of the family. They will come back to them again, that's my feeling, when they're an adult. But parents sometimes get worried because they seem as if they're going off the rails. They use those kinds of expressions. But what it often means with young people is, in my experience, that they're willing to try out new ideas and beliefs. Some of that is religious, some of that is political, some of it is relationship-termed, some of it is "how do I feel about myself?", "do I want to be seen as a miner's son?", "do I want to be called a miner's son or do I want to be seen as somebody who paints?". So they're in the world of interesting ideas, therefore the idea of leadership, the idea of taking responsibility with and for others is a good one to be talking about.

So, yes, I think so. I think they're receptive. Not everybody, but most, I would say, are.

What differentiates them when comparing them with children, for example, in terms of leadership development?

I think with children, it would depend on the age, but children are more susceptible to following what an adult does when the adult says something. I think adolescents enter either into some kind of either debate with an adult or disagreement. Sometimes if it's harsh, it's disagreement. But that can sometimes lead to a positive outcome as well. So I was never frightened of arguments. As long as you conduct them in a way that does not the young person the feeling that you're putting them down. So yes, I think it's almost wired into a child's mind that "I must do what the adult does or what he or she says I must do". I think they begin to move a little way from that, but I believe probably that young men and young women in adolescence follow a slightly different trajectory in that. Young women, I believe, are emotionally more mature than young boys, earlier. So they would probably be susceptible to this earlier. And later on, I think that young boys believe that being macho and playing games or sports is the be all and end all of life. And young women don't really want to do that, or certainly want to show themselves in sports clothing and things like that. And this might be even more in your culture than ours, but it's certainly still in ours. What I think is very interesting, then, is to be able with young people to show young men that it's very manly to be human and sympathetic and compassionate and worthwhile and consultative. And for young women, it is very worthwhile for them to be assertive and to say "I think we should be doing this" – make their opinion known and to be capable of leadership and so on.

What positives do they have more than adults?

Well, it's dangerous to generalise, but I think they've got more enthusiasm, more willingness, really, to take something on which is a challenge. When people are adults, depending on who they are, they may not like to fail, they may not like to be seen to not manage something correctly, whereas young people will have a go, and some people will be frightened of failure, but the vast majority of them won't.

They've also got energy, oodles of energy, whereas I wouldn't as an old man, for example, or even as a middle-aged man. They also entertain some pretty wierd ideas – "let's do this", "let's raise £20,000 for the youth club" – well, an adult would say "you'll never manage it, not in this day and age, nobody will give money for that". But young people will say "yeah, let's do it", "we'll have a dance", "we'll do this" – so it's the enthusiasm and willingness to entertain and push the boundaries a little. I think, this is my own view too, that the volunteer leaders, or the people who came forward and demonstrated leadership in adolescence that I know – which, there have been hundreds over the years – are more flexible than adults. They are more willing to bend a little. If they're with a group of younger young people, they'll give and take a bit more, they'll not stand on ceremony – "don't you treat me like that, I'm an adult" – they're more "come on". Therefore they have more chance, in my opinion, of succeeding, not least of all because they could be very good role models and children or younger children will look up to them as somebody who is not only somebody they like, but they see doing good things. More so than adults.

What about time? Do they have more time than adults or are they the same?

I think you'll hear people, particularly in Scotland, say that if they go to school, and they've been very, very good at school and able, they've got so much homework they don't have time for anything else. And then they'll say that the other people just go on the streets and stand outside fish shops and drink and all that kind of thing. All they want to do is be with their gang. My experience is that that doesn't really live out. I think if you challenge young people, if you make some kind of overture to them that they find is very worthwhile and they'd like to do, I think they find the time from whichever end they're coming. And possibly find more time, even, than they think they've actually got. The vast majority of very able young people – educationally, academically – are people who have got lots of other interests. My granddaughter I think is top of her class in a private school in Glasgow. She plays hockey for the school team. She's only 13 at the moment. She plays for the school team. She plays for a woman's hockey club and on a Sunday goes out and plays for

another school team where she's an invited player. Now, she is very conscientious about homework, she worries about it, but she has plenty of time for hockey, which I'm delighted about, thrilled to bits. But I think this kind of thing is usually a parent kind of thing – "oh, you couldn't possibly do it". I think you probably could.

You have talked about gang leaders. We always see young people, some of them, as gang leaders. They gain their leadership quickly, more quickly than young people in schools and communities. How can we simulate the real-life model of leadership development which already exists within the gang culture of today? How can we simulate it? I'm not talking about changing them. That's not my point. I'm talking about how we can benefit from their tools and strategies to develop their leadership and then use them in our schools and communities. Unfortunately they use it in a bad way.

I think you've got a very good point indeed. And you know my background with sociology. If you read the sociology of gangs, we've rounded up into the late Fifties and into the Sixties and Seventies, particularly in the United States, you will find that some of the work being done on the internal value structure of gangs and their internal social organisation. How is a gang organised? One of the fascinating things about that is that it's the same as the way life is socially organised in other things – you have leadership roles, you have other roles, you have people who sweep up and do things for the other members of the gang, there are people who are the suggestors of ideas, there are people who are saying "come on, don't let's do that", there are people who feed the gang with it's needs, they get money for the gang, they bring them food, they make sure there's a room available, all that kind of thing. In other words, it's social organisation, except the values and the beliefs system is one which leads to behaviour that society does not value at all. It thinks it's criminal. Now, if we can create forms of social organisation... In other words: it's jobs, it's positions, things out of which people get kudos. If you're a gang leader, you get kudos, if you're a volunteer leader, you get kudos. You are valued by people that are important to you. You have sets of values about what that's all about. The leadership values are there. Other people say "this is great, what you're doing". The mayor comes and shakes your hand. You get your picture in the paper. In other words, what

I'm really saying is build social organisation around the opportunities we give for young people that means not that they won't be a gang leader, I think it's probably unlikely that they would, but that they see attraction, and other people see attraction in what it is that they're doing and enjoying. Even if a young person comes into a youth centre and does not demonstrate a leadership role or want to do it, he or she can observe other young people doing it. They see the way in which they're valued by the rest of the youth club. And you can have other small things. It depends on what you want. Awards ceremonies, "leader of the year", it can involve a small token to spend in a sports shop or a little trophy. We used to have all of these. We had four or five leadership categories. So on the annual occasion when the parents were there and all the members of the community were there, local councillors, their teachers from the school, you get the leadership award. It's like the Oscars. And yes, I won't say it's precisely the same, but you've hit the nail, in my opinion, right on the head. It is not an unusual social organisation in a gang. And that's why I've often said to people who want to break gangs up, and I think there's a fair assumption that some would like to do that anyway, "don't forget, that gang means a great deal, they're getting a big payoff in that gang. Unless you can offer them alternatives that are equal to that payoff, you'll never break a gang". It's no good saying you'll take them off the streets and lock them up in a place. When you go to prison, there's another gang. The prison social organisation's the same. So it seems to me, that's the trick, or one of the tricks, and it's worth doing. And I have to say to you – this man, Lee Pritchard, who hit the policeman with the beer crate – he wrote me a little letter. He could hardly write properly, he wasn't a good writer. When I left, he sent me this letter – "Dear Ted, I'd like to thank you for what you did for me by the sly tactics of getting me to join the members' committee and be representative of the club. I realise I was liked for myself and was not followed around by trouble-stirring mates. Anyway, Ted, thank you for what you did and for all the others that you helped". The next week, he hit the policeman. But, there was a flash of insight. There was giving them something that is important to them. As you know, I'm a great advocate of informal youth work with tough young people. I just wish the government and others could see how relevant that is to a young person's learning. Yes, school is important, yes, some of the other experiences are important, but the kind of things you and I

have been talking about are, really, probably essential and lifelong skills. If we can inculcate them at an early enough age, there we are. It worked for me. I could have been a member of a gang, I could have been in prison because of the mischief we used to get up to. But fortunately there were people to steer me in another direction.

In your opinion, for the growth and development of young people as leaders of tomorrow, do we need a short or long term approach? To develop them as leaders of tomorrow.

Did you say "push"? "A shorter push"? How did you end your sentence when you asked me?

I mean do we need a short or long term approach.

Approach.

Yeah, approach. Programmes. Long learning or short learning.

Well, it's obvious that my temptation is to say that it has to be a long term kind of thing. And since we've talked about early stages in the family and early stages with young people, yes, it's got to be longer term. But you can do good things with short term things. You can have leadership training opportunities and be very open about it and say "this is a leadership training weekend for you young people, come and we'll have a residential, we'll do this, we'll do that, and we'll have these things". And you can in a sense start their appetite for that. So I'm in favour of probably doing both, but I do believe, the long term one. Because if a child gets to later adolescence and has had poor experience in family and in community, I think it's a very difficult job to reverse that in adolescence.

And would you add more? Why do we need long term?

Yes. Because it's more effective, because the methods probably that you might want to use would be more sophisticated, more... What shall I say? To give you an example: if anybody had said to me before I was 25, maybe even 30, if anybody had said to me before I was 30, "you will be able to go to university", I would say "I can't, I can't do it. I've got pieces of paper that tell you I'm thick. I'm hopeless, I can't do it. There's the piece of paper that says". So if they'd said that to me as a child, my experience of childhood and adolescence might have gone against that. But

later on, for somebody to get a hold of that and say "why don't you go to university?". And just to give you an example: when they posted the results on the board, it was an undergraduate course in Sussex that only did honours degrees, and if you got first, second or third class honours or they dropped you down to an ordinary degree if you did not get honours. And I went back home after seeing the results on these pieces of paper, and my wife said to me "what was it like?" – she wanted to know the result. And I said "I'll tell you", and she said "what did you do?", "well, I stood back until everybody had a look at theirs, there was lots of screaming and shouting and putting arms round each other, then I went up. And I started going through the passed degrees into the third class honours and things like that". And she burst out laughing, and she said "why on earth did you do that?" and I said "well, somewhere deep down there was still a feeling 'could something have gone wrong?'". And she said "well, that's because you went to a secondary modern school and failed. I went to a girls' grammar school and I would from the first level". So it seems to me, that's something about how we are as people. It's an insidious effect that failure has, or sense of failure has on children. It has many more social conconimants than we sometimes believe them to have. So, yes, there's many meeting points for that business of working with young people on that.

I've read something about your son. Your son said when you start studying at university, he said, "Dad, do you have to do homework all your life?". I think one of your characteristics is continuing learning. How did you learn that? This is one of your root characteristics? How did you learn to take such a long approach? All your life is learning.

There might have been a number of influences. Some would be human beings upon me, friends and so on. I had a kind of peer group, if that's the correct word, as an adult, that I met with. But I can point to how it was in a way. I worked on the railway when I first left school. I had no examinations, and I took an examination at evening class to try and pass arithmetic at the base level, GCE level, and I failed it. And I was 18 at the time and I thought "that's it". So when somebody said to me "go and train as a youth worker in London", I thought "I'll fail the exam". I've got plenty of examples of me failing. And this person said "oh no, you'll probably enjoy the study, because it's something you're fascinated by". That person was instrumental in

encouraging me eventually to have the courage to go, and I got through the interview and went to train for one year at the YMCA. And they were absolutely right: I devoured the material, which was relatively low-level sociology and psychology of adolescents, social justice, social policy, those kinds of things. I loved it. I couldn't get enough of the books. I thought "this is fantastic". And when I finished the year, I wanted more than anything to be a youth worker and get out and do the job. But somewhere in the back of my mind, I kept thinking "I probably should do some more studies", so I went to courses – short courses, weekend courses, that kind of thing – and I kept speaking to people. And those days it wasn't easy for a mature student to get into university, not least of all if you didn't have any O-Grades or Highers. And I talked to someone about London University. A part-time degree at the Open University just started when I was 32 years of age. I applied and got a place. And I was looking forward to doing this while still being a youth worker. And my area officer said to me "you'll find it very difficult doing it and having a full-time job as well, and certainly with the way you work", because I used to work all hours. He said "you'll do too much work and you'll not study". "So," he said, "why don't you apply to Sussex University?" and I did and got a place. Now, the characteristics there, it seems to me, are, first of all, I enjoyed learning. I enjoyed it passionately and I knew all of a sudden that I wanted to know more about how people operated and communities. It took me along the line of sociology. And I began to get some positive feedback. I did well on the youth work course in London. It wasn't exams in the sense of grades, but I knew that I'd probably come out near the top from the way they did the thing. But I also started to work in a job which believed in lifelong learning, second chances for young people and for adults. And the more that I was in that, the more I was in the business of trying to encourage others to do it. The people that I met were similar. And people kept talking about "someday I might do a degree" and I thought maybe that I would. So the characteristics of both the job and the atmosphere allowed me to do all that. And, may I say, opportunities opened up in the way they hadn't been there. If my father, who was a very, in my opinion, an educated man although he had never been to school from age 12, he was a picker in a coal mine, but he was a man of great intelligence. If he had wanted to go to

university, he couldn't have gone there, but he would today. He would have got there today because of who he knows and so on.

Again, for young people between 12 and 18, which is better: focussing on generic leadership or focussing on a wide range of details? Which is better?
Did you say general leadership?
Generic leadership. Yeah, general leadership. Foundational. For example: core characteristics or more details. Which is better: core skills or more details?

I understand, I understand. In my personal view, the core is most important. And the general is something you add to as you're becoming more capable and as you're, if you like, as the challenge is to you to extend your leadership possibilities, cause you to think "well, I need to do that" or "I need to do this". Yes, I think the general. And it's not only information that young people want. It is values and ethics. It's about the package of a person – who we are as well as what we do. So, yes, it's the core I would say.

And which is better: formal leadership development or informal leadership development?
Well, the way you've heard me speak, will give you the knowledge that all of my experience has been in informal ways. I've taught leadership studies on youth work courses and at university and if you're not careful it can be very sterile. They're all about theories of leadership and how this leader is that and all the rest of it. Well, it's interesting to know it. But what you really want are people who've got it bursting out of their stomach. They can't stop being leaders. And that's got to be inculcated with role models and enthusiasm.
Before describing the framework, I will ask about some relationships. To what extent is there a correlation between youth leadership development and enhancing leader characteristics? Do you think there is a relationship?
Yes, because, from the outset, if you look at the aims of all organisations that work with young people, what they are saying they're about is building young people's self-esteem, giving the opportunity to make good social relationships with others,

giving the opportunity to expand their horizons and see the world differently, learning a lot about others about how to get on in a positive way. Now, those are essential characteristics, it seems to me, of leadership in one way or another. And I would say there is a great similarity. In fact, I was most interested when I read your email to hear from you what you meant by youth leadership development. Was it leadership that was already there in youth work that you wanted to develop, or was it using methods which would bring about young people becoming more as leaders? And I see it clearly. So it was most interesting to hear what you had to say about that.

Thank you. And to what extent is there a correlation between leadership development for young people and involving them in various situations?

I think there is a close relationship. But you've probably got to think carefully about the situation. That doesn't mean to say that it's got to be treated with cotton wool and looked after carefully. But there are some situations that you would put young people in which even accomplished leaders who are adults will find difficult to handle. It's not appropriate. I've just read a case in the paper about a teacher who left a young person in charge of a class, which was a difficult class. And the teacher and the young person couldn't control what was going on in the class, and I think some injury happened. He shouldn't have been left there. It's not fair. But a good worker with young people in these ways which you're recommending would be somebody who made that judgement more carefully.

And the relationship between leadership development for young people and multi intelligences, enhancing multi intelligences?

It's a difficult one. I'm not sure whether... It's the issue of how you prove whether it enhances multi intelligence. I can only say that in my life, because of the pathway that I've trodden, it has been invaluable in me in identifying the capability to undertake much more complicated academic roles or roles relating to intellect. If you knew me when I was 18, you would have not thought... I could not speak in public. I would be very shy and quiet, not confident about my point of view. Now, as you know, it's difficult to stop me talking. And I think it's partly that journey. The study that I've done throughout life, read a lot, talked to other people, all of that has

helped, but the experience has been one which has given me that broader base. And I think that would probably apply to everybody. But it might be difficult proving it.

And the relationship between leadership development for young people and cultural contexts?

Invaluable and necessary. I believe that this country is in a worse situation because it has lost some of those characteristics in the way that young people grow and develop. When I first worked at Huddersfield at the YMCA, there was an old man who was then just about retiring, he'd been a YMCA worker since about 1910. And he remembered in 1935 when they hired the town hall on a Sunday night and young people would stand in queues floor deep to get a seat in Huddersfield town hall, which seats 1800 people. And these 1800 young people, ordinary young people, not necessarily religious, would come for the religious service and the speaker who would talk to them about growing up in the world today. And they would sing a hymn, and there would be music, and there would be a cup of tea afterwards. Now, this never would have happened in my experiences as a youth worker. Now, I think it's partly to do with the way that culture has changed, but it's also because we've sucked out of the experience of young people some of the things that we feel are important. So, yes, absolutely.

Let's talk about the framework if you don't mind. This is a pen, if you'd like to use it. The first triangle illustrates that to develop young people as individuals, as leaders of tomorrow, there is a need to involve them in various leadership situations within cultural contexts. To guarantee the process, action science is an effective strategy. Actually, action science focuses on actions in the community. It is about understanding and producing action. It is to incorporate theories into practice. This is the communities of practice. And the second triangle illustrates that for leadership development, it is essential to enhance leader characteristics. And in order to make leaders more balanced and flexible with future changes, there is a need to develop human intelligences. And I will talk more about human intelligences. Characteristics and human intelligences enhanced within an open environment. To make sufficient human change, a long term approach is an essential condition. Using Bandura's

theory and contingency theory, I have made a connection between these two triangles to create a comprehensive framework for developing youths as future leaders. Actually, this triangle contains four main dimensions – characteristics, human intelligences, situatedness, and cultural context. The first dimension is characteristics which includes developing aptitudes, knowledge, skills and behaviours for each characteristic, to make a deep change for each characteristic. The second dimension is human intelligences, which consists of intelligences which emerge from human needs, because every human being is made up of four things – mind, heart, body and spirit. So we need to enhance these kinds of human intelligences – mental intelligence, spiritual intelligence, physical intelligence and emotional intelligence. That will make parents for the characteristics and make people more flexible for future changes. The third dimension is situatedness which involves the youth or young people in various situations with their peers and followers within an innovative environment, an open environment. And these situations will demonstrate the youth's weaknesses and strengths and we'll then deal with that from an early age. The fourth dimension is cultural context, which is gained from family, beliefs, values and ethics. And that will make authentic leadership, real leadership, rather than just service leadership. The four dimensions will work further via action science and a long term approach, which will lead to young leaders or youth leaders. In the interviews, I aim to develop this framework, to change it, to cut it, everything.

What's your initial response to this framework?

My initial response is that I like it very much, that I think it is well thought through. I think that the constituent parts of it and the way that you advanced the argument is thorough and interesting and I think that it is workable in practice. I believe that if these constituent dimensions are there, you will be developing the kind of leadership opportunity within individuals. So I've got no difficulty with any part of them. In particular, I like your final thing.

What changes would you make to improve this framework?

I wouldn't, as it happens. I've listened very carefully to you and obviously if I saw anything there that I thought "hm", I would suggest something. But it equates very closely to the kind of way in which we've talked in our interview today anyway. And

interestingly, you will probably not be fully aware of this, but that list there, those are the main aims of the YMCA in Scotland. They have a triangle, a red triangle, and one part is a programme that develops the body, programme that develops the spirit, programme that develops the mind, and the total thing is about emotional confidence. And the shorthand that they use is "it's about body, mind and spirit". So that's really interesting. I find that very helpful, and also, this model, very helpful indeed. I think, for anyone reading it who may not even come from the kind of academic background that you clearly demonstrate, they would make good common sense of that. They could see that working. I think it's good.

What happens if we eliminate characteristics?
Well, what you're really doing then is, in some senses, creating a situation where people see the activity in its local settings, are aware of the cultural context without any interpretation, necessarily, and in addition, their applied human intelligence in its best possible way. But my feeling is, as I said to you in the interview, there are some people who are very, very brilliant indeed who will never make leaders. So if human intelligence per se is not what we're about, it will however moderate how we become leaders and how we become better leaders.

What happens if we eliminate human intelligences?
Well, then, I think, what you're doing is working very much with situations pragmatically as they happen, but making no particular conceptual dimension. Not linking it to any of the great thought processes that we have in our culture. And the emotional side, may I say, social and emotional competence for me is central to human beings behaving like human beings. So I cannot see it. You could in some senses argue. I would not want this in your thesis at all, but one could imagine a Nazi philosophy being run, operated on characteristics and situatedness and cultural context that they specify without any kind of common understanding of what that is, the beliefs, and so on.

What happens if we eliminate situations?

Well, then you get, in my opinion, a conceptual understanding of leadership, but not an actual understanding, not seeing it happen in front of your eyes, feeling it and smelling it, knowing how to deal with it and so on. And the "what if". A lot of the work I've done in teaching was in role play so that people can see with their eyes what is happening in certain situations. I think that if you take that out of the way, you're losing a whole context for learning leadership.

What happens if we eliminate cultural contexts?
Well, I don't think you can. If you eliminate it, you get people who are trying in some senses to overwrite centuries of belief systems which are inculcated in all of those five parents in whatever religious organisations and so on. It'll keep bubbling up, but it'll bubble up in a way that is not necessarily thoughtful or comprehensive. What we need are those values and ethics and religious beliefs, in a sense, revisited in a modern world. So, that's the way I feel. You have one arm fastened behind your back.

What happens if we eliminate action science, the communities of practice?
Well, the danger for me is that you lose long term learning in that context. You can try to test it. There are some tricks that work in leadership. There are some tricks that don't. And there are some settings that... That's bringing it down to a very trivial level, but I think that what we do then is... It leaves a considerable amount of the corporate learning over time.

What happens if this framework works with a short term rather than a long term approach?
Given what we've decided with characteristics and so on, it won't work as short term. How much time would you allocate to issues about peer group relationships? How much time to the belief culture of your culture or mine? How much time to the business about human intelligence? We used to get into that argument at university –

how much can you put into a three year degree? It's limited. I like it very much. Well done.

Thank you. We have reached the end of our interview. Is there anything you would like to add?
No, I think... First of all, I've enjoyed it very much. Thank you for being as thoughtful about it as you have been. It's been an enjoyable experience to follow your thinking through it. And I think as we have talked, I have become very clear about the way you're thinking about it. I very much find myself at ease with those kinds of ideas. I don't have any questions. I just want to pass on very, very good wishes and I wish you every success.

Thank you so much. Do you think will benefit?
I think it will. And I can see that argument being in most of the texts.

Or is it mainly theories?
No, it doesn't do any theories. And you'll be interviewing a number of other people. It would be, and I know you're going to do this, but it would be worthwhile in the interviews to bring through some of the ways they have talked to you about how leadership has been developed and link those to your theoretical position, because they are directly linked, I think, to those. But I'm very happy with that. And those models work, I think, when people are reading detailed texts such as your PhD.

Thank you so much. Thank you so much for your valuable time.
No, no, it's good. It's a real pleasure.

Case 13: Lyn Tett, social work expert

First of all, thank you so much. I know you are busy and your time is valuable. Thank you so much for helping me.. I think you will add a significant opinion to my research. My research focuses on youths between 12 and 18, and I'm going to try to

investigate youth leadership development or how to develop youths to become future leaders. First of all, I usually start with a general question. In your opinion, what makes youths future leaders?

Oh, I don't really know. I guess they need to be confident. They need to have the confidence of the people they're trying to lead, that they can do that. They need to be consultative. Do you mean personal characteristics of such people?

Anything. In general.

I guess they need to be able to take decisions. They need to be well-balanced. Yep, those kinds of things.

To what extent do you think leadership development is learnable for youths at this age?

Well, I'm sure that there are techniques that you can learn. People can learn to be more skilled communicators. Also, I think people have natural abilities and willingness to engage in these kinds of roles. So yes, of course, people can be helped to be better.

What responsibilities or opportunities would be helpful for youths in order to become leaders? Let's talk about their family.

Do you mean in their family or from their family?

What are the responsibilities or opportunities which would be helpful for youths in order to become leaders? How can families help youths by responsibilities? Which responsibilities, opportunities or choices?

Oh, I see. Ok. Right, well, I think families should expect that children from their earliest years are given responsibilities that they can undertake, so that they're not

too difficult, but they should support them in fulfilling those responsibilities. And then as they grow older, they have more responsibility and a bit less support. So I think you have to start quite early. I think they need a stable family, where they know what's happening, because I think it's very difficult to be confident if the family is more chaotic. Although I've certainly known young people who've come from quite difficult family backgrounds who actually have taken on a leadership role simply because some other adults have had some faith, response and belief in them. It could be teachers; I guess it could be religious leaders. But I think you need either your family or people from outside the family to have a belief in you and be willing to support you so that you in turn have belief in other people and can support them.

You have talked about an early age. What are the advantages of an early age, if we start before 12, for example?

Well, because I think a lot of people's characteristics and ways of operating are established quite early. The Catholic Church used to say "give me a child before 7 and he's mine for life". One hopes that you're not as it were brainwashing children. But nevertheless, I do think that habits are set up when you're quite young, and 12 is quite old, in a way. And I think that leadership comes incrementally, doesn't it? From having responsibilities for small things that you can build on to have responsibilities for larger things.

That's the advantages for an early age. For leadership development, what are the advantages for this period, do you think, between 12 and 18?
Well, it's a period of time when, obviously, young people are learning to stand on their own feet and support themselves. They're much more autonomous, so they're in a position to take decisions for themselves and for other people. And when they're much younger, that's simply not possible. It's quite a wide age range, isn't it, from 12 to 18? Sometimes adolescence gets in the way of helping people to take on leadership. But I certainly think that people are able to exercise leadership for their peers and for younger people. But it's sometimes quite difficult, I think, especially at the younger age range of that, let's say, 12 to 14, to be exercising leadership of your

peers. But I don't think there are any difficulties of that younger age, when you're exercising leadership and skills over younger people.

Again, talking about responsibilities and opportunities which would be helpful for youths in order to become leaders. We talked about the home and family. Now, let's talk about schools. What do you think are the responsibilities and opportunities in schools?

Right, well, the Scottish Curriculum for Excellence talks about "confident individuals". What is it? Something to do with "active citizens". So, clearly, I think, again, schools expect young people to take on leadership roles – however minor – in the sense that they are expected to make decisions that are appropriate about their own and others' behaviour. I think schools, because they're so hierarchical, sometimes find it difficult to enable young people to take or to exercise leadership, which is about, well, real decision-making. So of course, there's a structure, isn't there, where people take on responsibilities when they're older for younger pupils. There are possibilities of undertaking particular tasks. And again, I think, well obviously, you need relationships with individual teachers, but you also need a structure within schools that enable those decisions to have some kind of impact. I think occasionally, people are, pupils are given responsibilities in schools, but they can't actually, or they're not allowed, to take any decisions. And therefore I think people get quite fed up about that. So I think the schools need to be enabling people to actually make some kind of difference by their leadership.

We talked about the small circle. in the family and then schools. Now let's talk about communities. What do you think? What are the responsibilities or opportunities in communities, in the wide circle?

Well, I think there are many opportunities. And certainly, the work that I know about that goes under informal youth work, the premise is always that young people should be taking decisions– even if they're very small decisions – about what the focus of

activities should be in a youth club, for example. And so, they might be exercised collectively by all the people that are there, and I'm not quite sure whether you'd count that as leadership. But I think there are many more opportunities in the wider community, just because there are less structural constraints than the ones that actually operate within schools. And also, a lot of the legislation now requires that communities are consulted about particular actions like planning, or what learning opportunities should be available, all these things, or about the sorts of health services that people should have. So I think then that young people have the opportunity to work together to exercise leadership around those kinds of community consultation decision-makings. And I know of quite a number of examples where people or young people have got together for the Council to provide particular kinds of facilities. That's at the good end. I suppose, at the bad end, they may be exercising leadership about, I don't know, engaging in inappropriate drinking behaviour. So probably there are as many examples of exercising leadership that might be detrimental to young people overall, as there are about young people exercising leadership that's for the common good.

That's a good point, because I've read about gang leaders who develop their leadership in the streets. Schools have failed to develop leadership, but streets give us some gang leaders. Why? What do you think? What are the reasons behind that? Not in the schools, in the streets. How did they develop their leadership in the streets?

In my experience – this is a very general point – but I think in a number of communities, young people in fact don't have many opportunities. They might not have a very good life. Their families may be difficult places to be. They may have very small homes. So to be out on the street where you're free of the sorts of constraints that your parents may exercise is much better. Also, many poor communities tend to have very territorial aspects to them, so often in order to survive you really need to be part of a group. But the gangs that I know about anyway always have extremely hierarchical structures. So, in my view, leadership has to be about democratic decision-making. It has to be about consulting and leading. Obviously, people in the end have to take decisions, so you can't spend all your time trying to

seek a consensus. But I think what happens in gangs is that people are exercising – well, I'm not sure if you would call it – authority, anyway, through violence. And I don't think that really counts as leadership, because I think that leadership has to be about involving people in decisions in a democratic way which doesn't use violence. So I think that's how gangs operate. And indeed, schools, or many schools, do extremely good jobs in mitigating those kinds of – I'm not quite sure what word to call them, because I don't think it counts as leadership, but it's certainly –

It's bad leadership or negative leadership.

Yes, well, let's call it that. I do think that at best, schools should really be able to – and families of course – should be about trying to help people to become active citizens in a society where they are exercising a democratic leadership, and are used to and enabled to take important decisions that have an impact on their lives without resorting to violence.

What do you believe are the significant core characteristics that make youths future leaders?
These are good leaders, are they? Not gang leaders.

Of course. Good leaders. What I meant by gang leaders was that they have some strategies to develop their leadership, even it's bad. What I mean is to transfer these ways positively. That's what I mean.
Oh, I see. Yes, ok.

Do you think we can transfer some ways positively? For example, practicing leadership.
I think so, yes.
They practice their leadership much more than other people.
Yes, perhaps. But I still think that their leadership is based on –
It's negative leadership, yeah.

Well, I think that it is. It tends to be based on violence, isn't it? It tends to be asserted rather than encouraged. And I don't think that's something I would want to encourage, or even try and transform, because I think it's based on the wrong assumptions.

Alright, let's talk about the significant core characteristics for good leaders.

I think you need to be able to communicate, actually. I think you need to have a clear idea of where you want to go, and the ability to communicate that idea so that other people are willing to share those ideas. Because otherwise you're just... If you don't do that, you're exercising autocratic leadership, which I don't think is a very effective form, or not a form of leadership that I'd be willing to sign up to, I don't think.

Do you think that if we wanted to develop youths as future leaders we would need a short term or long term approach? I don't mean a specific time, say one day, or one year, or ten years. Is it short term or long term?
Well, it's like any other task, isn't it? I think you need some, as it were, work at the beginning, maybe some intensive work to help people acquire those skills. And then just like being a doctor, lawyer or teacher, you need continuing development as you move on, because the situations that you're exercising leadership in are going to vary, aren't they. So, let's say, you're a business leader, then I think you're going to need a different kind of skill set from somebody who's going to be – I don't know, let's say – a charismatic revolutionary leader, a religious leader or educational leader. I guess if you're coming from business school, you'd be particularly interested in business leadership. Is that your area?

Yeah. You know, I'm talking about youths and generic leadership. You talked about "continuous". What about changing a human being? Does that need a long time?

Do you mean changing somebody from not being a leader into being a leader?

Yeah, I mean changing characteristics or behaviours. Does that need a long time?

Well, I don't know. I suppose it depends where you start from. That would be my answer. I think there are some characteristics that people have that you can develop. If people can't communicate – I suppose that would be my bottom line – if you can't communicate, then I think it's very difficult to enable people to do that. It takes a long time. But it depends where you're starting from. That would be my answer to that.

To what extent is the motivation to become a leader important for the youth period?

Oh, pretty important, I think, because if you're motivated towards that, then you're going to seek out opportunities, aren't you? You're going to seek out opportunities that will enable you to do it better or to start. For example, I know in the Scottish Youth Parliament that people were working with young people to try and encourage them to go forward for that, because obviously there's very specific training for that. But I think because inevitably you're going to find yourself doing more than you want to or in a position where it's quite hard. If you have no motivation, then it's quite difficult to acquire it. Although that is not to say that... I know certainly that many young people would not rate themselves very highly, so they need more encouragement. So there are times I think where adults need to be encouraging young people who they know and can see that there are possibilities there, so that people at least give it a chance.

In terms of leadership development, what do you think are the differences between this period's, the youth period's, learning and adults' learning? I think you are interested in adult learning.
Yes.
What do you think are the main differences in learning? Positive and negative.
Well, probably young people are more open. They're more optimistic, often, about what it's possible to do. Sometimes adults – well, obviously, it depends on the adult – but sometimes adults are, especially if they've had difficulties in their lives, that

makes them less willing to take risks, I think, to be a bit less open to learning and possibilities. I suppose that would be one. But obviously, it depends on the young person, and it depends on the adult, really, as well.

Let's talk about the obstacles. What obstacles do you consider affect youth leadership development? Let's talk about in the family.

Right, in the family, ok. Well, I guess people might be, parents might be expecting their young people to gain good qualifications, go to university, and they don't want them to be distracted by getting involved in other things. That might be an obstacle. Often young people get involved in leadership roles because they're very passionate about particular things, like the environment, for example, and they become all-consuming and everything else gets neglected. So, personally speaking as a parent, I would be worrying about how they might be taken away from these other issues. And I guess they might get involved in leadership areas that you as a parent might not feel very happy about. I don't know. Let's say you were a strong adherent of a particular religion and your child was a militant humanist, then you would be unhappy about that too, wouldn't you? But I think these things are the conflicts of adolescence, aren't they, that go on in all families. And I think it's probably an intrinsic part of growing up – that you want to do things or are involved in things that your parents don't really approve of. So, I think those are obstacles.

And obstacles in schools?

Well, I suppose they're similar in one sense, aren't they, in that schools are under a lot of pressure to make sure that people study and get their right qualifications. On the other hand, young people have got lots of time, haven't they, in a way. But I think there are probably similar issues around challenging authority in schools just as there are in the family. And also, schools aren't very well structured, I don't think, to enable young people to take decisions that actually have a big impact on schools. They're willing to do little things, but not big things.

You talked about youths having a lot of time, more than adults. Do you think this is one of the advantages of leadership development in the youth period?

Yes, yes, it is, actually.

Because they have time.

Yes, their time is freer, isn't it? And I suppose, obviously, adults without any family or responsibilities probably are the same. Adults with no responsibilities and no need to work would probably be in a similar position. But time is an important issue.

And obstacles in the community, the big circle, the wide circle?

Well, sometimes it's about people's attitudes to young people, especially older people, I think. They believe that young people are a nuisance and would really rather that they didn't make decisions because they don't think they've got the knowledge and understanding to do that, so that can be a difficulty. I am, as you can hear, thinking though about more disadvantaged communities. I think that perhaps in more advantaged communities, young people would probably have few obstacles, in the sense that, well, I suppose that, maybe there are financial obstacles if young people are leading in an area that might require lots of fundraising. Again, let's think it was about an environmental campaign, as well as time, that often needs resources, which could be an obstacle if you haven't got access to any resources. But on the other hand, lots of young people can turn these things into a great deal of fun. And I suppose another advantage, actually, of leadership when people are young is that they really want to be actively doing things with other young people. So that's an advantage, isn't it, if they're doing things ike that, that are good and positive.

You have some articles about life-long learning. Do you think leadership is life-long learning?

Yes.

Why?

Because life-long learning is about developing skills, knowledge and understanding throughout your life, which may not necessarily only relate to learning for work or learning for education. So I think that leadership as life-long learning can privilege leadership in that sense. It's focussed more broadly and gives those kinds of opportunities.

If we're trying to make a programme for communities and youths in this period, 12 to 18, to what extent do you think there is a relationship between leadership development and having more leaders in the future? Do you think if we focus on this period we will have more leaders in the future? Or do you think it's sort of a waste of time in this period?

No, I don't think it's a waste of time. But it's a difficult question to answer, because I think if we just talk about leadership in general, it's quite difficult to know where that's leading. I think maybe we need different sorts of leadership in different kinds of areas.

During this period, which is better: focussing on generic leadership or multiple kinds of leadership? In this period, in secondary school.

Well, I think people want to exercise leadership in relation to something specific. And so I think you need to help people with it. Obviously, there are some generic skills, whatever kind of leadership it is, but I think in my experience with young people, anyway, that you need to be focussing around specific projects or specific actions that they want to take, rather than saying "ok, we're going to help you to be a leader in the future, come along". Do you see what I mean? It has to be about something, because otherwise I don't think it's terribly attractive or interesting. And I don't think that I would have thought that that would apply equally to people when they're older, too. But as I said earlier, I do think that in that period of time, at that age, people are more open. There are more possibilities that they can think of. And there are more things that I think you can do that are going to improve people's skills, which are probably more difficult to learn as you get older. So, specifically thinking about the ability to communicate, I think you can learn that more easily when you're young, because I think the older you grow, the, I suppose, more engrained are particular ways of acting and responding. And so, unlearning something is actually usually more difficult than learning something for the first time. So I think that's where it probably is.

When you're open it's much easier to learn.

That's right, yeah.

In your opinion, to what extent is there a relationship between youth leadership development and enhancing characteristics, enhancing personality characteristics?

Oh, right. Well, I certainly think that... Of course, there are different kinds of possibilities, aren't there, as a leader. We don't all have to be the General at the front of the troops leading in that way, as it were. I think people can exercise leadership, as it were, quite quietly. I know I keep on talking about communication, but I do think that all aspects of communication are characteristics that can learned or certainly be enhanced. I think if you've got somebody who's a very poor communicator, then it's very difficult to take them to move them a long way. But I think everybody is able to move from point A to point B with the appropriate support. But it does very much depend on the context in which people are exercising that leadership, so I don't think I'm a great believer in generic skills.

And the relationship between youth leadership development and situations?

Yes. Well, I think there is a strong link, and so we need to know what the purpose is. And I think the young people, as we've said earlier, need to be motivated by whatever that particular purpose is. Because if they aren't, they're not going to get anywhere, are they?

And the relationship between youth leadership development and cultural contexts?

Yes. That's interesting. Well, I think that's also quite important. Certainly there are gender differences, and I think there are some differences between different people from different ethnicities. I certainly remember reading studies earlier about things to do with eye contact and all kinds of things that have an impact. And clearly you need to be exercising leadership with a group with whom you feel comfortable. And we've had enough colonial education, haven't we, to try to avoid people coming in from the outside of groups and telling them what they're going to do, which again is not really exercising leadership. So, yes, I think that's very important.

What do you think is more effective: formal or informal development, for this period?

I think you probably need a mixture of both. Again, thinking back to the Scottish Youth Parliament, there were formal courses in how the Parliament works, the ways in which people were expected to operate, but there was also a lot of informal peer support work, where people who were already involved were working with people who might like to be involved. I think you need to use all these different things together.

If we make a mixture between them, should we focus more on one of them?
Well, I think it depends a bit on the context, doesn't it? I think if there are technical things you need to know, like that case about how the Parliament operates, or – I don't know – how a youth club runs, or how to do a Parliamentary lobby, I think there are technical skills that people need to learn formally. I think it's quite difficult to do those in any other way. And to some extent, learning how to consult appropriately may well be something that you need to do formally. But alongside that, I think you need lots of informal opportunities. You might be trained in or you might have a formal class in how the Parliament works, but you also need the opportunity, don't you, for informal visits to look at the Parliament in action. You need opportunities to talk to people that you know who are already involved. That kind of thing. So I think you need them both together.

I think you have an article about ethics collaboration and organisational contexts, youth contexts.
Yes, that's right.
How do you think these factors affect youth leadership?
Well, you clearly have to have an ethical framework in place if you're actually going to exercise leadership, or if you're going to get back to what we were talking about earlier. There are dangers about violent cultures, aren't there? Ethically, you need to be... There are various ethical aspects, aren't there? First of all, you shouldn't exercise your leadership in a way that is going to discriminate against any groups, any other ethnic minorities, or on the grounds of race, gender, disability and so on and so forth. I've actually – now that you've reminded me – I think that's another probably formal aspect of training that people need to be able to understand how the

equalities legislation actually works and what they need to be aware of when thinking about that. So that's one kind of framework – not to discriminate against people. I also think there's an ethical framework which is about doing good – that what you're aiming to do should be for the greater good of society or participants, and not do any harm to people. The ethics that govern our work is about not doing harm to other participants, isn't it? I think these are the sorts of framework in which leadership has to be exercised. "Do no harm" I suppose would be the motto.

Now I'm going to explain my framework, and I'd like to ask you about it. First of all, the first triangle illustrates that to develop individuals as youth leaders, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science is communities of inquiry in communities of social practice. It's about transferring theories into practice. In Europe, it's action learning, and Argyris developed that. That's for the individual. And the second triangle illustrates that to develop a leader, we need to focus on developing his or her characteristics, as it focuses on developing a matrix of human intelligences. And that should be within an environment. To make a sufficient change in the human being, we need a long term approach. That's a matrix of human intelligences, which come from human needs. Any human being is made up of four overlapping things – mental intelligence, emotional intelligence, spiritual intelligence and physical intelligence. These four intelligences –

Physical intelligence?

Yeah. I mean to be in good health, sport. If we talk about "physical", we can talk about business, money, living in a good way in his or her life, being in good health, being involved in sport activities. And that will affect the other intelligences.

Oh, I had never heard of physical intelligence before.

Using Bandura's theory, which connects between the environment and individual, I connected between these two triangles to produce this comprehensive framework. In my interviews, actually, I aim to develop this framework – to delete and add something else. This framework consists of four main dimensions – characteristics, human intelligences, situatedness, and cultural contexts. We should enhance characteristics; any characteristics should be enhanced. We should enhance

aptitudes, knowledge, skills and behaviours to be sure that every characteristic has been enhanced comprehensively. And these are the human intelligences. Intelligence is one of the characteristics, of course, but a matrix of intelligences would make this balanced. In addition, this will make the leader more flexible with the future, with future changes. The third dimension is situation, which focuses on involving the leader in a series of situations with their peers and followers in an open environment. Within these situations, we will discover some strengths, and enhance these strengths, and discover some weaknesses, and try to solve them within the youth period rather than wait until the future. And the cultural contexts within his or her family, values, beliefs, ethics will make real leadership rather than him or her having skills, good leadership characteristics. We should make it real leadership. These four dimensions within this strategy. This is the strategy, sorry – action science, communities of practice, action. And this is the condition – a long term approach. Through this we can have youth leaders. First of all, what's your initial response to this framework?

Well, I think it's interesting and pretty comprehensive.

What would you add?

What would I add? You've not left much. Well, I suppose, maybe you need a big circle outside it which is about the society.

What is the circle?

Well, society. Well, I suppose here I'm thinking of – have you come across the work of Illeris at all?

Yeah. This framework has been developed from the literature of youth leadership development and Illaris' work.

Oh, right. Because it seems to me that – you'll be very aware of this if you've looked at this in another country as well – what's permitted or encouraged somehow is not discussed in any society. It has quite an impact on what we can actually do. And I think that's quite an important circle. So, as I was saying earlier, certainly the policy context has an important part in that. At the moment, there are all these consultations. Young people are expected to be consulted about a whole range of different things,

from, I think, a very positive attitude, which says that if people are consulted about something, then they're much more likely to... Well, first of all, policies are going to be much better, and secondly, they're going to be much more involved in those policies. But if you've got a society that says it's consulting people and looking for leaders to make changes when in fact no changes are possible, then that puts huge constraints on what you can do.

What do you think are the main weaknesses of this?

Well, I'm not quite sure by what you mean by "action science".

It's communities of practice. If they learn something, they will do it here. This is the action.

Oh, I see. So this is them actually implementing, ok. Right, yeah, because I was going to say that I think people actually have to be doing something, so in that case, yes, I would agree. I can't see any other weakness. It looks pretty comprehensive.

What are the strengths, if we talk about the strengths?

Well, I think the strengths are that it's comprehensive, in that it's looking at all these different factors together. So I think that's a strength. Although I guess maybe a weakness of that strength might be that there are too many things.

Complicated.

Yeah, too complicated.

Let's ask some other questions. What happens if we eliminate characteristics?

On the assumption that anybody or everybody is a potential leader and that it depends on these other things? Well, then I think it puts too much pressure on the other aspects, really. I think characteristics are quite important, although they're all part of the whole sequence.

If we eliminate human intelligences?

Well, then you've got a similar problem, really, because in a way, the characteristics and the human intelligences are both two sides of the same coin, aren't they? Because without particular aptitudes, say, or particular kinds of knowledge and skills, it's quite difficult to express or exercise your, say, emotional intelligence or your other intelligences.

And if we eliminate situatedness?

Well, then I think you've got an issue, because the situatedness of any issue seems to me really important, because otherwise people are exercising leadership in a vacuum, and I don't think that works.

And if we eliminate cultural contexts?

Well then, again, you're having an impact on situatedness, aren't you, because it's the biggest part of a situation. So, for example, how the environment operates if you take out the cultural context, it diminishes the richness of how people are able to exercise their leadership. So, yes, I think you have to have it, which is complicated.

We have reached the end of our interview. Is there anything you would like to add about what would help youths to become future leaders?

If you want to add something we didn't mention.

Oh, I see. No, I don't think so. It's always interesting to be asked questions.

Thank you so much indeed.

Well, good luck. It's been very interesting.

Thank you.

Case 14: Cathy Pharoah, voluntary work expert

Professor, let's ask a wide question first of all. In your opinion, what makes young people become future leaders?

Family role models. Access to opportunities. And to some extent, their experiences, their formative experiences. And I said family role models – well, other role models as well: teachers, youth leaders, the church. So, quite a wide range of things.

Could you add more about family models? How does that affect leadership development for young people?

I think if parents have been leaders, that provides a certain confidence in being a leader. It provides a network of contacts that help you become a leader.

Professor, to what extent do you think leadership is learnable for this period, between 12 and 18?

Well, I'm not a psychologist, you know?

I mean in your opinion, from your experience.

They moved away when I was 17. So I lived at home from ten to 17.

What sort of responsibilities or opportunities did you have or hold in that period?

Between 12 and 18?

Yeah.

To be honest, that's a really difficult question, because teenagers are such crafty creatures. They're finding their identity in many ways that affect them, and separating from the models that will be important to them later on. So I think it's quite difficult to say.

Professor, did you have experience with young people in volunteering or something like that?

Well, I've had two children, so I've got quite a bit of first-hand experience. I had a lot of involvement with their friends and so on. So I know, have known and had a lot of contact with young people during their teenage years. And I've done research on some topics like, for example, sexual health in pregnancy amongst teenagers. I've worked in that. And I've worked on projects about young people going into care. And in volunteering, well, I helped out at my children's school. I taught chess, as a matter of fact, to young people at the school. And when I was younger, before I had a family, I worked in –

You are still young, Professor. You are still young in your spirit.

I, one time, volunteered myself in a black teenager's literacy project in London.

Actually, I asked this question because I'd like now to ask another question. Professor, how did you find young people before and after volunteering? What are the differences before and after?

Well, I suppose, young people can seem very strange creatures, and if you volunteer and work with them, the barriers come down and you get to know them better. You

get to understand and find ways of building up relationships and trust that work. You find out the most effective way of communicating and having an impact.

Let's ask, please, about the responsibilities and opportunities. What responsibilities and opportunities would be helpful for young people in order to become leaders? Let's talk in the family.

In the family? Oh, my goodness. Well, active engagement with parents in a leadership capacity if parents are doing something from which they could learn, related to their own leadership role. Perhaps accompanying parents to events or being involved in ways that are appropriate.

What responsibilities and opportunities would be helpful for young people at school in terms of leadership development? At school.

Well, basically, we have to teach them to read and write. I think basic literacy is terribly important, and I think if children leave school without basic literacy and numeracy, it's going to be very hard for them to take on responsible leadership roles. And that's a very simple thing, but I think it's very important. The young people I worked with were very disempowered by illiteracy. Just a few can overcome that and turn it into a virtue, but they have to have a lot of innate natural leadership skills. I think all kinds of educational opportunities and situations where they can take a lead, take responsibility, where they can show their special skills, help.

What type of volunteering suits young people in terms of leadership development?

Volunteering?

What suits young people in this period, between 12 and 18?

I think you've got quite a mechanistic view of things. I'm not sure that you can actually use volunteering in the teenage years to create leaders, because it's a very difficult time for young people. They won't always relate to the opportunities you offer. So I'm not sure that is a very good model. You could have an "Outward Bound" trip – have them climbing up hills and that sort of thing, where they have to work in teams. Some will do it, some won't. And some won't be mature enough to do it. I think you have to be quite sensitive to the formative stages in young people, because they certainly don't all develop at the same rate. And I think a lot of schemes

collapse because people haven't taken into consideration the kind of real problems of working with teenagers.

Do you believe that there is some kinds of volunteering that are suitable for young people?

Well, I think young people have to be offered lots of opportunities and encouragement. And I think barriers have to be taken down. I'm not sure it really matters what they do. It could be playing cricket, for example. Is that volunteering if they go along in their spare time to play cricket for their school or for their town? A lot of them do that. Or play chess for their school.

If we are talking about charity organisations or voluntary organisations, do you agree with picking a few students to participate in a few hours a week to do volunteering in these organisations? Or do you think this stage is not suitable for that?

I think at the ages of 16, 17, that sort of age, it's very difficult to herd young people into organised schemes. I don't see any problem with opportunities being there for young people. It's possible that more is needed after they leave school, when they're not in an institution or framework any more, and they're a bit more mature and then they have to find their own ways. That might be a much more challenging time.

And how does participating in volunteering affect leadership development? What do you think, Professor?

I find these questions very difficult to answer, because my view is that some young people are more mature than others and will thrive in many different kinds of situations. If you offer them volunteering opportunities, they'll make the most of that. If you offer them a choir, they'll make the most of that. If you offer them cricket or chess, they'll make the most of that. But others are absolutely not able to do that and don't want to, and will find their own way later on. So, I think it's a rather mechanistic model. I think it's a rather mechanistic model that's built into a lot of these policy initiatives.

To what extent do you think participating in volunteering affects or builds values, integrity and authenticity in a person? To what extent do you think that has an effect?

Well, fundamentally, I think all these things happen in the family first. Volunteering opportunities might enhance them. It might help compensate a bit where there's a deficit. In very few cases, it might do it by itself. But the most important thing is the family.

And do you think we can make some volunteering activities? Do you think we can encourage volunteering activities in the family?

Families doing things together?

Yeah. I mean, inside the family.

You can try. Have you had children?

Yeah. I will try with them.

You what?

I will try with them. You are my model. Ok, let's ask another question about characteristics. What do you believe are the significant core characteristics which make young people future leaders? From your point of view.

You mean psychological attributes?

I mean in general. Core characteristics, core attributes.

I think it's partly a personality factor. It's nature and it's nurture. Some people don't like to be leaders. They're much happier being followers. So I think there's a hugely important personality factors.

Could you add more about the personality factors?

Some people are mature. They like to take responsibility for other people. They enjoy that role. They have the confidence to do it. And I guess those people become leaders without any volunteering schemes or anything else.

What do you think about the philosophy of leaders being born or made? What do you think?

I think, by and large, they're born. But I do think also that certain other things can give people a huge advantage. And I think things like their family background – whether they have role models, whether they have access to a good education – can make a big difference.

If we talk about the obstacles, what obstacles do you consider to affect leadership development for young people in the family?

Well, dysfunctional family structures where they don't have opportunities to develop all their potential, their skills, where they're not happy, where they have their confidence undermined, if they're in a family where there's bullying or abuse, all of that will negatively affect their ability to become leaders, other than leaders of highly dysfunctional gangs, of course. I suppose that's a form of leadership as well.

You mentioned gangs. How do you see leadership development among gangs, especially young people? How do you see it? How do you observe it?

Well, I think it's a very natural thing. And I think it can be very useful and pro-social. It can lead young people to organise themselves to have fun and to organise their recreation and so on, to share music tastes, all that sort of thing. But clearly, where it's allied to a lot of negative social experiences, resentment and disaffection, it's very dangerous.

How can we simulate the real-life model of leadership development which already exists within the gang culture of today? How can we simulate it, if that's possible?

You mean change it?

No. I'm not talking about changing them positively. They develop their leadership, but unfortunately in a bad way. If we would like to simulate that for schools or good communities, how can we simulate the real-life model of leadership development which already exists within the gang culture? How can we benefit from their –

Well, I suppose you have to present young people with opportunities that capture their imagination and which are quite pro-social and quite positive. So I suppose, you might suggest participation in things directly related to their own environment. If what they're experiencing is a violent environment, then maybe the things they need to help with are to do with addressing the negative aspects in their environment. So, perhaps encouraging them to think about what the problems are, where the violence is coming from, where their own behaviour is coming from, that kind of thing, how they might improve their environment, how they might participate in local projects and planning. But I think it needs to be very real and very immediate to them, and they would need a lot of hand-holding and a lot of support. But I do believe it can be done. Some people talk about giving them their own pots of money to decide how to spend and so on. Giving them that kind of responsibility. So, they could decide how a certain range of grants was given out. Or if they did fundraising at school, they could have a strong hand in where the money went, where donations went and following it through. So I suppose it's about turning negative energies or helping them to realise that their anger and negativity could be used to solve some of the things that they're angry about.

Professor, to what extent is the motivation to become a leader important in this period?
I don't think it's important at all.

What are the advantages of young people to have motivation to become a leader?
I don't think it works like that. As I said, I'm not a psychologist. But my view is that as long as young people are brought up with opportunities, skills and a good education... I think education is important; I think they're very disempowered if they don't have basic skills. I think that's as much as you can do, really. I don't know of research which shows that if you're in a church youth group, that makes you a great leader later on. I suspect what leads you into the church youth group will be the same thing that makes you a leader later.

If we talk about human beings, we can divide their life into three stages: childhood, adolescence and adulthood. I would like to focus more on the middle stage, on adolescence. In your opinion, are there any characteristics of adolescents which make them more receptive to enhancing leadership development, more than children or adults? Or maybe less than children and adults?

I really don't know how to answer that. As I said, I'm not a psychologist. I don't know of studies which show whether adolescence is a time when people are particularly susceptible to leadership role models. In my own experiences, they weren't, but maybe the research would say something different. I'm not an expert in that field.

I'd like to ask you about yourself, if you don't mind. While I'm interviewing you, it's easy to discover that you are a reflective person. How did you get like that? How did you learn that? It is important for any leader to be a reflective person. I would like to know how you learned that. How did you get like that?

Well, I would say it's a personality characteristic. And I suppose, I had a very intelligent mother, in particular, who I would talk to. I don't know. And then I suppose, because I was quite clever, I did a lot of reading and went on to university. So education plays a role, too, doesn't it? I had opportunities.

Let's talk about your mother. When you were between 12 and 18, what did she do to enhance you as a reflective person? Do you remember anything?

As a reflective person?

Yeah. You mentioned that she is one of the reasons.

She gave me a lot of her time. She liked talking to me. She gave me her ideas. She was very generous with her time and energies. I suppose that would be part of it. But I don't think being reflective has got anything to do with leadership. I think being reflective is a disadvantage.

In some situations. But in some situations, for leaders, it is important.

Well, I suppose so.

Professor, being a reflective person is one of your characteristics. Could you give me more? Do you have any other characteristics? I don't know you well, so I'd like to know from you how you would describe yourself. If you could give me one or two characteristics about yourself or how people describe you.

Well, probably they would say I was communicative and outgoing.

And how did you get that? Or how did you develop that?

Well, again, it's a personality factor. My father was extremely outgoing, popular, extrovert, that sort of thing. He was involved in a lot of local dramatic activities. He was always putting on local plays with local people and things like that, so that involved a certain amount of leadership and organisation. But on the other hand, my mother disliked all of that. She discouraged it, and she didn't take part. She was rather shy. So, your own personality will triumph over negative influences as well.

Do you remember some stories or situations from that period, between 12 and 18, in terms of this characteristic?

Which one?

In terms of being a communicating person, with your father or –

Well, at school, I ran our debating society and I ran our dramatic society, that sort of thing.

And what about your father? What else, I mean? What else did he do for you to enhance this characteristic, or this attribute?

Well, I think in some ways, he was quite jealous of his children, especially me. He saw that as a rival. In some ways, he would try to squash it, because he liked to be the centre of attention. So I wouldn't say it was all positive influence.

It's important for me to ask you about yourself. Actually, the leader or expert characteristics are not important to me. What is most important for me is how you learned that, how you improved that, what your way of learning was. So, would you add more, generally? How did you learn? What was your style or type of learning? How did you develop your attributes or characteristics? Because it's helpful for

people if we say "You can develop that in such ways". That would be helpful for people, especially young people.

I don't know. I find that difficult to answer, because if you are outgoing and a proactive person, you will make use of opportunities that come along. Now, I could say to you "Well, the way I developed it was by making use of opportunities", but I made use of opportunities because of the kind of person I was. And that would be useless advice to people who don't enjoy being outgoing, and rather like being private, are very self-sufficient, and are content with their own pursuits and their own interests. What's going on in their own minds is enough for them. They're quite self-sufficient. So, telling them to go out and join a voluntary group and get involved in things is just pointless. That's not how it works. But I think young people who don't have environments where they're able to pursue either more private passions or if they're more outward-going, if there are no opportunities to develop their skills and interests, they will be held back.

In your opinion, again, about developing young people as future leaders, do we need a short or long term approach? What do you think, Professor?
I think we need a long term approach. I think it's very important that – as I've said many times – young people have access to good, basic education and come out of education with a certain confidence in their abilities and skills. And that takes time to build. And I think that is more important for young people at risk than for those who come from middle-class families, where they're pretty well-off and get everything anyway.

For young people, which is better: focussing on generic leadership or focussing on a wide range of details? What do you think? Which suits this period?
I think with young people, the most important thing is to build on where they are at. But I don't know. They're utterly transferrable skills. But I do believe that if you're a leader in one situation, you can transfer all of that to other situations. But how you capture young people has to be by building on what they're interested in, if you can find it out. A lot of young people say they're not interested in anything. They can be

really negative, or not really negative, it's just because of what's going on in their heads. I really think removing barriers is much more important than promoting things positively, if you see what I mean.

Could you explain your idea further? Do you have anything else to say about this idea?

Well, barriers would be not having access to computers, for example, or living in rural areas where there's no transport, so you can't get to interesting activities. Or children and young people who have to become carers because they're in one-parent families and a lot of responsibility falls on their shoulders, perhaps because their parent is sick, or that kind of thing.

For young people, which is better, again: formal leadership development or informal leadership development? What do you think? Which is more influential?

I think you have to offer both because of the diversity of young people.

What are the benefits of offering both?

Well, formal leadership might offer opportunities that don't arise in other circumstances. So, structuring situations could have a role. But not everybody will respond to that. What you often see is where somebody cares a lot about pets, animals, or that kind of thing, leadership skills will emerge where they're very, very interested in something. Train-spotting is an old-fashioned example, because there are hardly any trains now, but a lot of people get interested in preserving things that are dying out, like trains or old cars. For some people, leadership emerges from their values and the things they very much care about, and they will respond – I think – to more informal opportunities.

I would like to –

Sorry, if I could give you an example. Not everybody wants to be the Head Boy or the Head Girl in their school, but somebody might, who is quite shy, enjoy running a photography society if they like cameras. It's that kind of thing.

You are an expert in volunteering, but a simple person like me can observe that participating in volunteering activities can affect people's lives. Do you agree with me? Can they positively affect people's lives?

Yes.

Ok. I'd like to ask a question. If we connect leadership development to that, how can you simulate the successful factors in the voluntary sector to leadership development? What are the things we can transfer from your field, the successful factors in your sector, to leadership development that can make it more effective? What do you think?

Well, I suppose in the voluntary sector, leadership very much emerges from what people are interested in. It's not an abstract quality that a manager thinks you ought to have. Because when people volunteer, they tend to choose the areas they're going to work in.

What else? This is a good factor. In the voluntary sector, people choose, so in leadership development, we should give them the opportunity to choose. That will help them.

Yes.

What else?

They should choose the areas which they think they can develop leadership, and build on that. Obviously, it's only going to be a starting point in some situations, but it could be a useful starting point.

What else, Professor?

Well, I suppose values and beliefs come into it. When people volunteer, it's not just what they're interested in, but there might be some important core values there, like protecting things – protecting the environment, for example, or protecting endangered animals, or believing in socialism. I used to be a young socialist because I believed in socialism. So there's a certain amount of organising around beliefs and values, which is probably quite important.

So we have choice. We have core values. We can simulate those to leadership development. What –

Obviously, a lot of the people who become leaders in the voluntary sector get back to the role models. A lot of the people who are role models within voluntary settings have been driven by those things. So, yes. And you could relate that to the personality factor, because a lot of leaders in the voluntary sector are highly charismatic, so they're not in their position by career development, or even by professional training. It's often by the sheer personality and force of their own charisma. And that can be a very powerful thing.

What about action learning? In the voluntary sector, people always act. What if we simulated that to leadership development and make people act and always do what they learn about leadership?

You mean if they volunteer to be a secretary of an organisation, they learn how to organise things?

Yeah. I mean, in the voluntary sector, most of the time, people are doing things rather than just saying or studying. It's not theory. It's practice. It's a practical field, actually. It's not a theoretical field, volunteering. How can we simulate that to leadership development?

I don't really know what to say there. It's a very diverse field, volunteering. And actually, quite a small proportion of young people get involved in volunteering.

Do you think they are too small from 8 to 18? Or is there a difference with 12 to 18?

I don't know. It gets back to a fundamental disbelief I have – that the voluntary sector is training young people in things – in a serious way – in attributes, aptitudes and whatever, but they don't have experience to develop in other aspects of their life. I think it's just an alternative. It's another option. Personally, I don't think there's anything special about the voluntary sector in relation to that aspect of young people. They can do lots of things at school that develop their organisational abilities and their leadership qualities. Or even within their own families – they can organise their social lives. Young people are brilliant at doing all of that. They're never off their

mobile phones organising things. So I don't have a very precious view of the voluntary sector, I'm afraid.

My last questions are about relationships between leadership development for young people and other things. I'd like to ask about these relationships. To what extent is there a correlation between leadership development for young people and enhancing leadership characteristics?
Sorry, could you repeat that question? A relationship between...

I mean, how important is enhancing leadership characteristics? Is it important to leadership development for young people? Enhancing leadership characteristics.
Well, "To an extent" is all I can say, as I have done already. I think if young people aren't in a supportive family and educational environment, it's going to be very difficult for them to develop as leaders. Occasionally, a volunteer organisation might help, if you can get them there. But those are the young people who won't try or join volunteer organisations. So I find that one quite difficult to answer.

And how important is it for leadership development to involve young people in various situations?
Again, if you're talking about young people who don't have access to opportunities, then it's very important to give them opportunities. But so many children and young people have fantastic opportunities today. So, again, I don't see a special role for the voluntary sector there. At 15, young people will get together and organise trips to Spain, all sorts of things, by themselves.

And to what extent is there a relationship between leadership development for young people and the cultural context?
I just don't know how to answer that. Schools try to indoctrinate young people a lot about leadership. And a few will respond, and a lot will just be turned off by it. Schools have quite a structure, with Head Girls and Head Boys, Deputy Heads, Heads of Houses, heads of teams. They have a big structure. Some young people just hate it.

Why do you think they hate it?

They've got their head screwed on right. They don't feel any need. And why should they?

We have reached the end of our interview. Is there anything you would like to add from your experience in the voluntary sector, or experiences in your life, about what helps young people to become future leaders or to develop their leadership?

No, not really. I think that the voluntary sector is very important in areas where there's positive deprivation and where young people really lack opportunities. I think the voluntary sector can be very important. I feel that there is a rather mechanistic model behind some of the youth volunteering projects and schemes, which is untested and probably flawed. And I'd like to know what exactly the concept of leadership is that's driving some of this. Not everyone can be a leader. Not all young people can be leaders. So I don't think that kind of highly instrumentalist model is particularly useful or even feasible. And you can see young people become fantastic leaders in certain contexts and drop it all as they grow older. People change.

Actually, thank you so much, Professor Cathy. I developed a framework, but because our meeting isn't face-to-face... I developed a framework, and if you don't mind I'll send it to you. And I have a few very small questions about this framework. It is a comprehensive framework for developing young people as future leaders. And my aim is to develop this framework through these interviews. So if you don't mind, I'm very happy to send it to you, and I would be lucky if you gave me your suggestions.

Well, I'll have a look at it. I might not have much to offer, because I don't really buy the model.

But you are a reflective person. I think you will add valuable things.

Ok.

Thank you so much indeed.

Alright then. Good luck with your project.

And please come back to Edinburgh.

Ok. Bye bye.

Case 15: John Coleman, developmental psychologist

Actually, I'm doing research that focuses on leadership development for young people between 12 and 18. as you are an expert in this period, I am very lucky to do an interview with you. Actually, your response is greatly appreciated.
That's ok. Well, I'm pleased to do it.

Thank you so much indeed. First of all, I always start with a very wide question. In your opinion, what makes youth become future leaders?

What makes youth become future leaders?
Yeah. This is a wide question. Then I will ask some questions and details.

Well, I think what makes young people future leaders is a combination of things. One is their own individual characteristics, their personality and their interests. Their family is also obviously important, but I also think that it's about the environment in which they find themselves, the context, the school, if the school provides opportunities, or maybe if they are part of a church group or a sports group. Clearly, meeting adults outside the family who encourage them and give them opportunities also plays a part. So I would say the individual, family, and then the environment more generally.

Professor, to what extent do you think leadership development is learnable for young people?
I think it is learnable, definitely. I think it's like a lot of skills and talents. But to some extent, it's dependent on the individual characteristics, as we've been saying. But I think that very often, you can see examples of young people who have got the potential to be leaders, but that can be brought out by encouragement, help and support from the adults around them. So I think that leadership can be learned and can be encouraged, but there have to be some individual characteristics there as well for leadership to develop.

Such as? You have talked about leadership characteristics. Could you give me some examples please?

Well, we know from young people who are popular in peer groups that there are number of things you need to have in order to be able to get on with other people and to motivate other people. One is good interpersonal skills. So you need to be able to be a good communicator, you need to have verbal and non-verbal skills, but you also need to have some ability to have some empathy, some understanding of other people. So all that is part of what we know research tells us about popularity. But also, in addition to that, I think to be a leader, you have to have some cognitive skills and you have to have a set of values that make you feel able to motivate a group of people or get people to do something that you feel is important. That's got to be there as well. So, all of those, I would say, are leadership characteristics.

Professor, in your opinion, what is difficult to learn at this stage in terms of leadership development? Especially at this stage, between 12 and 18.

Well, I'm a great believer in the capacities of this age group. I think we underestimate what this age group can achieve. And when you know, or get to know, talented young people, it's amazing what capabilities they have. In my own work, I'm working with a group of young people who are on a committee with me, and they range from the age of 14 to 18. They're amazing. They're just as thoughtful, just as skilled, just as committed, dedicated and idealistic as adults. Perhaps, maybe sometimes more so. So I wouldn't say myself that there are limitations to leadership development in this age group. What I would say is that not everyone, not all young people, are cut out to develop as leaders, of course. But I think if you're looking at the more talented ones, the more capable and able ones, then I think they are just as able to develop leadership as a group aged 20 to 25 or whatever. So I don't think there are, among the really talented, obstacles or difficulties. I don't think everyone, all teenagers, can be leaders, obviously. But the talented ones are very talented.

Would you add more? What do you believe are the significant core characteristics which make young people future leaders? I would like to focus more on the core characteristics.

On the core characteristics? Well, I think in a way it goes back to what I was saying at the beginning. I would say that you could divide it into cognitive skills, so intelligence, and I think idealism and having a set of values and beliefs that motivates you. So I think that's important. I think that you have to have interpersonal skills, as I've said. I think certainly, you have to be an extrovert. But you also have to have the ability to motivate people. And we know from studies of leadership that the ability to inspire and to engage other people with your ideas and show them, or be able to highlight, why what they want to do is right is very important. So, I think the interpersonal skills. There are the cognitive skills, but then there are the interpersonal skills, and those are absolutely essential, I think. Now, you could say that there are all sorts of different reasons why people show leadership. I mean, there are some interesting studies on bullying, which show that there are some people − young adolescents, teenagers − who become bullies, who actually are able to get other people to follow them. So in a sense, you could say "Well, they're showing a sense of leadership". But they're not doing that because of idealism or because they want to promote a set of values, they're exercising power. And I think exercising power is important, and power can be used in positive, constructive and functional ways, or dysfunctional ways. And so I think if we're thinking about leadership, we have to recognise that some leadership is an exercise in power, and those people do have interpersonal skills, but they're much more about promoting their own needs in terms of dominance, and that's a different sort of leadership. I'm not sure if I'm answering your question. I think the core characteristics are interpersonal and they're cognitive. And then I'd also add that for some leaders, the core characteristic is the need to exercise power over others who are sometimes weaker than themselves.

You have mentioned that you have participated in some activities with young people. How did or do you find the differences before and after the programmes? How do you find young people before and after in terms of leadership? What changes were there? I'm asking about the changes.

Yes, I know. I think that's quite difficult to answer, because in the experiences that I've had, I haven't had any experiences with specific leadership programmes. Where I have been involved has been where we've been, for example, with a charity, with a not-for-profit organisation, where we have a committee of management which includes young people. So in that case, really, I think there have been changes, but the changes have been different depending on the individuals. And some individuals have become more confident, have – gradually, as time has gone on – been able to take a bigger role. So in one sense, I would say the change would be increased confidence. On the other hand, some other young people started off very committed and involved, and then because of things that happened to them – whether they were taking exams or their own lives changed – they began to be less interested and found that there weren't the opportunities there that they'd hoped or expected. So I think it's quite variable. But I have to say that these weren't specifically designed as leadership programmes for young people. These are much more about involving young people in voluntary sector activities, trying to give them the opportunity to shape the charity by including young people's involvement and commitment. So I think, really, the answer is that it's variable. It depends. But increased confidence, I think, is one obvious area of change, and of course, more knowledge. Because often, when young people come into these things, although they're very keen and interested, they don't have the background or the experience. So one of the things that's obvious is that they gain knowledge, and that's really good and helpful, obviously. And that's true with all the stuff on, for example, peer mentoring, where you get young people to be mentors. That's another thing that comes out – that young people gain knowledge, they gain confidence, they feel better about themselves, they feel that they've got a skill, and so on, that they didn't have before.

I'd like to focus more on what you mentioned – voluntary activities. How do you think voluntary activities affect leadership development for young people?

Oh, I think quite a lot, because I think voluntary activities give a bit of freedom and development of skills that you can't get at school through doing schoolwork and things. So I think it gives an opportunity to develop in a different way. And I think that, and certainly, what I've seen, is that many young people – not everyone – are

quite idealistic and they want to make a difference. Often, they find school very limiting, very unexciting, because it doesn't offer them the opportunities to make a difference. Sometimes it does, but often it doesn't. So voluntary activities do really offer quite an exciting opportunity. I know that in some research that a colleague of mine did, young people were doing a whole range of things – campaigning for things like Greenpeace, worldwide nature and things like that in environmental sector voluntary organisations. Other young people help through working with overseas aid and things like that. And that really gives young people a chance to feel that they're contributing, that they're making a difference. Animal welfare is another field many young people get involved in. So yeah, I think it makes a difference and I think it gives opportunities to young people who have potential but aren't able to develop that in the normal, conventional school environment. Of course, it's not just those sorts of things. I think in religion, church groups, church activities – that's another area where young people are able to develop leadership capabilities which they didn't know that they had before.

Professor, as you are an expert in adolescence, I would like to ask some in-depth questions about what benefits leadership development. For example, if we say a human being's life is divided into three stages – childhood, adolescence and adulthood – how do you describe this middle stage, adolescence? What are the positive things at this stage which can be invested in leadership development programmes? What are the main capacities at this stage which help or benefit leadership development?

Well, I think there are a number of things about adolescence that you have to take into account here. First of all, it's a time of great change. It's a time of rapid development, not only physical development, but development in terms of brain capacity, in terms of intellectual ability, cognitive skills, social skills and emotional development. So, it's a time of change. It's also a time of transition. The way that I understand adolescence is as a transition. It's a transition between childhood and adulthood, and it's got all the characteristics of a transition, so there's a lot of uncertainty, there's a lot of ambiguity about "Am I a child? Am I a grown up?". And adults also have a problem with knowing how to treat an adolescent, because they're

not sure whether they should expect independence and maturity or whether they really want the adolescent to still remain a child. So there's a lot of uncertainty. And it's a transition, now, which lasts much longer, because many people of course take much longer to get into the labour market, to become economically independent, and of course more and more young people continue in higher education, go further in higher education. So it's a time of change, it's a time of transition, it's a time of uncertainty. Now, all those things are the background to any attempt to develop leadership skills. And I think there are reasons why adolescence is a good time and why adolescence is not a good time for attempting to develop leadership skills. In terms of the good time, it's a good time because young people do have ideals, they are young, enthusiastic and they want to make a difference. It's a good time because they are themselves learning and developing, and so they're open to learning and they're not set in their ways. They're flexible and malleable in one sense, so they are expecting to develop new skills and new capabilities and they want to do that. So they're open to new learning. So those, I think, are the reasons why it's a good time. It's a good time because they're open for challenge. They're developing their identity. And for those who – not everyone – want to show that they can achieve, it's a time of identity development, and that could be an important part in their development of their identity. So those are the good things about why adolescence is a good time for leadership development. In terms of a bad time, I think that – as I said – it's a time of uncertainty, and it's also a time of big change. And one of the things I think is quite difficult for young people is that there isn't the sort of stability and continuity that you would need in an organisation to be able to see through or develop through the change that you need. One of the things that I think is often said about young people being given opportunities at this stage is that because of their own circumstances change, they only really have a limited time. So they might, for example, in their last year in school, get involved in something. But then, of course, they're going to go off on their gap year travelling, or they're going to go to university or whatever. Things change quite quickly at this age, so there's not the opportunity to get embedded in something over a long period of time. That's one disadvantage. I think the other bad thing about adolescence, really, is that there are a lot of social pressures which are quite difficult to deal with. And sometimes, those

who try to be leaders don't find it very easy because of the social network, groupings and things that occur. Some people find negotiating friendships and peer groups quite difficult at this age, and you need the maturity and self-confidence to manage and organise that sort of thing. So I think in some ways, the immaturity that young people might have in relation to their social networks might be a disadvantage as far as this age is concerned. So, to summarise, I'd say that there are some good things about adolescence and some not so good things for leadership. The good things are idealism, the capacity for change, flexibility, willingness to learn, wanting to develop and wanting to achieve. The bad things are that there is a lack of continuity, a lack of stability in their lives, and also possibly the social networks which are not always easy to negotiate.

Do you think that adolescents are more open than adults?
Well, more open to what?

I mean in terms of leadership development. Are they more open to learning, more open to change?
Yes. Well, I think that – as I've been saying – the answer to that may be "yes" in some respects, but "no" in other respects. So I don't think it's a simple "yes" or "no". I think that adolescence as a stage has some characteristics that make it a good time to look at leadership development, but some characteristic that don't make it a good time. So I don't think it's a question of whether they're open or not. It's more about looking at the nature of adolescence at this time.

People always see the negative attributes of adolescence. How can we invest in the negative attributes of adolescence in leadership development? How can we benefit? People always say that those are negative attributes of adolescence. How can we invest in these attributes in terms of leadership development?

Well, you see, I think one of the big problems that young people face is this view of the adult world, that they're not serious, that they're troublemakers, they can't take responsibility, all those sorts of things. That is a serious problem. And my view of

that is that it's complete rubbish. In fact, there are good adolescents and not-so-good adolescents, just like there are good adults and not-so-good adults. So I think that the negative stereotype is a serious problem, and I think it's something that everyone needs to address. But it's not easy. In fact, in the last few years in this country, there have been quite a lot of attempts to address it. There are a lot more opportunities for young people to get involved in consultation, in government. Even in some towns they have a youth mayor now. Do you know what a mayor is?

Yeah.

And there are a number of places where they have youth parliaments. There's the UK Youth Parliament and so on. So there's been a real attempt to give more opportunity for young people to show what they can do. But the negative stereotype is there. And I feel very, very strongly that whenever I get a chance, I always say something to adults about really thinking seriously about this. I think that actually leadership development, if you were talking about developing workshops or opportunities for young people to develop leadership skills, that's really ideal for addressing this stereotype, because if adults can see that young people can take responsibility, can plan and organise things, can be active participants in society, then that's really great, because they can see that young people are interested, involved and are actually very sensible. So I think leadership is one way of addressing this negative stereotype.

Professor, most leadership development programmes focus more on adults. What happens if, for example, we start from 12 years old?

Well, I think 12 years old might be a bit young. Because I think one of the things about leadership or leadership programmes is that, of course, the people involved have to have some self-knowledge. They have to have the social skills that we've talked about – interpersonal skills. And to develop those, you need self-knowledge and you need self-awareness. And I think that – I don't want to make a generalisation because there are some 12 year olds who are quite remarkable – in general, I would say that probably you need a bit more cognitive development. So I would say that starting at 14 or 15 might be a better time than 12.

How do you differ 15 from 12?

Well, it's exactly what I've been saying. I think between 12 and 15 is a time of rapid cognitive development. It's a time of rapid development in terms of social cognition, and that's really important. Social cognition is the development of empathy, of interpersonal skills, of communication skills, of impression formation. These are the things that you need, because if you're going to be a leader, you have to be able to understand other people, you have to be able to respond to other people, but you have to know yourself as well as knowing other people. So perspective-taking is another aspect of social cognition. Now, all of these things really develop quite rapidly following puberty, and I would say that those things need to develop in order for a young person to be able to make the most use of a leadership development programme.

Let's talk, Professor, about responsibilities and opportunities. What responsibilities and opportunities would be helpful for young people in order to become leaders? Let's talk in the family first of all.

Well, in the family, I suppose, there's sharing in decision-making. Sharing in decision-making – I'd say that was the main thing, really. Taking on, possibly, a caring responsibilities for younger children, younger siblings, maybe. Having knowledge about the family circumstances – so knowing about finances and things so that they can play a part in the issues that the family faces. And possibly doing some sort of part-time job. I think that's useful in many circumstances, because it develops skills of self-reliance and so on. So I'd say those are the things.

What about at school?

Well, at school, that's interesting, because I think that schools could do a lot more to enhance leadership capabilities. And the problem with the school is that the school as an institution tends to treat adolescents as children. They're very, very poor at giving young people responsibility. And when they have things like school councils and things like that, young people always say "Well, we have a school council, but whatever decisions we make in the school council, the teachers never take any notice of it". So I think the answer is that schools need to give real responsibility to young

people, and that can be done. And it's not just about being a token, but a genuine opportunity for young people to make decisions about how the school runs, how it functions, and to play a real part in the management of the school. And I think there are schools that do that, but unfortunately not very many.

Let's talk about the wide circle, in the community. What responsibilities and opportunities do you think would be helpful?

Well, I think getting involved in community organisations. I mentioned the church. I think the church, religious organisations, are very important and do provide opportunities. Obviously, that varies according to culture and ethnicity. In some cultures, the church or religious organisation is more important than in others. In the Asian community, I think the religious community is a very important one. So I think one thing is the religion, or the religious institutions can provide opportunities. But I've mentioned sports. I think sport is very important. I think boys participate in football, for example, and there are lots of sports that girls can do as well. So I think sporting organisations are important. We've already mentioned charities and voluntary sector organisations. So all those different things in the community can provide opportunities for young people if they're really willing to do that.

What about after-school activities or extra-curricular activities? How do they affect leadership development?

Well, it's the same as we've been saying. Leaving aside what we've been talking about, you could think about an after-school activity which was, say – I don't know – drama, music or art. Those are the sort of common ones. And obviously if the adults who are organising that are good and sensitive, then they can provide opportunities for the young people in that sort of context.

Professor, to what extent is the motivation to become a leader important in this period?

Good question. It's an interesting one. Motivation is important, but great leaders, or good leaders, don't always arise because they wanted to be a leader. Sometimes they develop because of the circumstances. I'm just thinking about a youth group that I

knew, where in fact there was a need for someone to take the lead and no-one wanted to take the lead. And the adult, the youth worker, was sort of looking around saying "Come on, we need someone really to take this on", and then very reluctantly, one of the girls said "Oh, I suppose so". And then once she was in the position, actually, she discovered that she really enjoyed it, and she got interested and excited by it. So although she wasn't motivated to be a leader, the circumstances gave her the opportunity and she responded to that. In that sense, you could say "Well, motivation wasn't particularly important". But I'm thinking of the two young people we've got as committee members on this charity that I've been talking about, and one of them, he's been a leader since he was about 13. He's been doing amazing things. And he's been really, really motivated. He's always wanted to take responsibility. All through his school time he was doing extra things in the community. He tried to be elected as a young councillor on the local council. He didn't succeed, but he tried. So he was motivated from the very beginning. So I think motivation is important, but it's not essential, because I think leaders can arise because of the circumstances.

I'd like now to talk about the gang culture, young people in the gang culture. I'm not talking about changing them. That's not my point. But we can observe that leadership development can grow rapidly in these cultures. Actually, my question is: how can we simulate the real-life model of leadership development which already exists within the gang culture of today? They have some tools and strategies to develop their leadership. How can we simulate that in schools and the good communities? How can we benefit from their culture?
Well, actually, I don't really agree with you.

Great. Yeah, great. I like that.
I don't think that's right. I think that what's happening in the gang culture is that leadership is based on fear and exercising power. It's a bit to do with what I was talking about bullies earlier. It's based on the principle or ability of making people afraid of you. And it's based on the exercise of power by using threats and force to get your way. So I don't believe that the gang culture gives us a model for leadership development at al. It's quite the opposite. And I think that the things we've been

talking about – "Why do people want, or why would people want to take leadership position?" – those are the things we've been talking about. Whether you have ideals – that's one thing. If you feel that you can make a difference, that's another. If you've got good interpersonal skills, that's another. And then we just talked about someone who didn't want to be a leader but found that she could lead other people, but that was because she was thrust into the situation because there was no-one else to do it. So I think those are very different things, and I don't think we should for a moment think that simulating gang culture is a good way of doing it. Actually, I don't think that the use of threats and the use of bullying and power is a good way to motivate people. The thing is, as soon as the power disappears or is challenged, then leadership falls apart. And you also get the situation where – of course – there's a lot of competition. And competition and conflict don't help groups to work well together.

For the growth and development of young people as leaders of tomorrow, in your opinion, do we need a short or long term approach?

Both. We need a short term approach because I think some of the things we've been talking about, I think that in schools, in voluntary sector organisations and in the political world, there's a lot more that could be done right now. But of course, some of this is to do with the long term, and so how we organise our educational structures, how we think about the position of young people in society, and particularly now when we're facing a very, very tough time with more and more young people being unemployed, it's much more difficult to find work, get into the labour market, and I suspect there's much more poverty for the young and vulnerable in our society. We need a long term approach. We need to find ways in which adolescents can identify ways in which they can show leadership in these difficult circumstances. So I think we need short term and long term.

Why do you think, for example, we need long term? Is it because of the nature of human beings? Or what is it for?

For leadership?

Yeah. I mean why do we need long term?

Well, I think, think we need long term because the situation of young people in the world has seen huge changes. Are we talking about this country or are we talking about –

Let's talk in general.

Universally? Well, just think what's happening with globalisation. The position of young people is changing so rapidly. We're living in a very different world. We're living in an information age. We're living in a world where technology is very important, but we're also living in a world where the position of young people is changing so much and there are more opportunities. But there are also economic threats to young people. As I keep saying, in the developed world, more and more young people go on and have more years of higher education. In the developing world, there's urbanisation, there's obviously a spread of education, but going with that are all the other difficulties that go along with the sorts of changes that are occurring. Obviously, it's very different in different parts of the world. But I think we need a long term strategy because the youth of today are the adults of tomorrow, the political leaders and so on. So we need a long term strategy so that we can be identifying people who will have the talents and skills to really make a difference.

If we're talking about time, what about the behaviours and characteristics of adolescents? Do we need a short or long term approach to change these behaviours and characteristics?

No, no. I don't think we're going to change... I mean, the characteristics of adolescence that I've been talking about, for example, the rapid development of cognitive skills, we're not going to change that. I think what we do need to change is to provide more opportunities for skills and talents and the responsibility of young people to develop and to flourish.

If we, Professor, talk about the obstacles, what obstacles do you consider to affect leadership development for young people? In the family. Let's talk in the family.

Well, I suppose the obvious obstacle is that the adults aren't prepared to see the young people as having the potential for leadership. The obstacles are the adults.

Would you suggest any more obstacles, please, in the family?

The adults. The attitude of the adults. The attitude of the parents. Not allowing the young people to develop. And that's true of schools and communities as well. So I don't think there's any difference between the situation in the family and the situation in the community. The whole issue about leadership development is that if you are willing to provide opportunities for young people, they'll grow into those opportunities. But if you don't, if you want to keep adolescents as children, if you want to hold them, to retain power and keep them dependent, then – of course – they won't. So I would say the obstacles are the adults, the attitudes of the adults.

And would you add obstacles at school or in the community?
They're the same. I've got five more minutes.

What do you think is better for young people: focussing on generic leadership or focussing on a wide range of details? What is more appropriate for adolescents?
Well, I'm not an expert on leadership training, so I'm not sure quite what you mean. But I would say that it's not actually one or the other, but both, because I think you need the generic, but you also need the detail. So the detail is about the particular circumstances in which leadership is going to be exercised. But the generic is about what we've been talking about – the interpersonal skills, the ability to reach out to people, the ability to understand people, the ability to carry people along with you. Those are generic skills. So I'd say both.

I'd like to ask you about some relationships in brief, please. How important is it for leadership development for young people to enhance leadership characteristics?
It's essential. Well, yes, of course. That's what it's all about. Yes. So the answer is that it's essential.

And how important is it to involve them in various situations in terms of leadership development?

Yes. They have to be involved, yes.

And how important is the cultural context for leadership development for young people?

Well, that's an interesting one. I think the cultural context is critical. And we have mentioned things like the religious institutions. Now, unless you take into account the culture of the young person, then I think it's very difficult to see how leadership would develop. So, yes, I think the cultural context is obviously a very, very important part of it.

Actually, I have a framework and I'm happy to send it to you, if you don't mind, and I have few questions about this framework. If you don't mind, I'll send it by email. Now, we have reached the end of our interview. Is there anything you would like to add in terms of developing young people as future leaders?

I don't think so, because I think we've covered quite a lot of ground, really, haven't we?

Yeah. Thank you so much indeed.

Ok. Well, good luck. And send me an email if you want me to do anything else.

Thank you so much indeed. You are so kind.

Ok, good luck.

Thank you. Bye.

Case 16: Mark Bennett, developmental psychologist

Professor Mark Bennet, Professor of Developmental Psychology. Actually, your response is greatly appreciated.

You're very welcome.

Thank you. First of all, I always start with a very wide question. What makes youths become future leaders?

I think that's an extremely difficult question to answer, and there are several things that I want to say. I think first of all, it's very important to say that leadership is likely to be different things in different groups and in different contexts. So we only use one word for this thing. But actually, I think that leadership is different things in different groups, and I was thinking, for example, about the sorts of people who become leaders in academic life. Their talents, their skills are very different from the sorts of things that make people leaders in the army, for example. One difference I think is that with academics, when they become leaders, they fundamentally see the people they lead as being like them – "we are of the same values, we are very, very similar". I think in the army, it can be quite different, that officers in the army will often talk about their men, their ordinary soldiers, as being rather different from themselves, as needing to be led, as in some way, not as good as the officers. And I don't think you'd find that in academic life – that leaders would be superior in that way. So the point that I'm trying to make is that I think leadership is likely to be a different sort of thing depending upon the different sorts of groups that you identify and the particular qualities that you need to be a leader in the church, for example, or in politics. They're very different sorts of leadership talents. So I think that to try and develop a programme that would bring out leadership generically, I think it's probably not possible. I don't know. And I think there's a bigger theoretical point that needs to be made here, which is that when we use the word "leadership", we tend to imagine that it refers to a quality within the individual. Now, I don't think that myself. I've been thinking about the issues in preparing to meet you, and I think it's really important to see leadership as a concept that expresses a relationship between the people who lead and those who are led. It expresses a relationship between those two different units. So I have some difficulty with the idea that leadership is something that is simply in here, that it's a property of me or of you. I think it expresses something much more complex than that, which is a type of relationship between those who lead and those who are led. And that relationship has many different forms. So, as I was saying a moment ago, I think in the case of the army, the relationship is a very rigid one, where the leader says "you must do this"

and they will do that. And in the other case, the academic context, I wouldn't say to anybody "you must do this". I would encourage them through arguments and through debate to see my position and I hope that they would take my position, but maybe they don't. When I was spending time thinking about our meeting, I quite quickly came to the conclusion that leadership is a very difficult concept, because first of all, as I said, it expresses a relationship between two different entities – the leader and the led, but also, I just think that the skills of leadership vary so much depending upon the values of a particular group, the norms of the group. You asked me a simple question – "what sorts of qualities would be important?".

Yeah, what are the core characteristics? Not all characteristics. The core, the key characteristics.
The core characteristics? I suppose if you really pushed me –

You were talking about developing leadership generically. What are the core characteristics if we tried to do that?
Ok, I guess if you tried to identify core characteristics, you might say first of all that the individual has to have values that are relevant to this particular group, very strongly held values, very clear values about why this group is important. So I think that that's crucial. And I think that that group, if it's a university, it should have very clear values about academic honesty, integrity, these sorts of things. If it's in the army, it would be different sorts of values. But I guess that a fundamental thing is group-relevant values. Secondly, I guess, is self-confidence, to have real self-belief that "I can do something to make a difference to this group". And I think thirdly, social and emotional intelligence, the sort of thing that Howard Gardner talks about that you referred to in your questionnaire to me, I think those are likely to be very important properties of good leaders to understand something about the people that they're dealing with and how they can best reach them. I suppose if you really pushed me, I would say that those are the sorts of things. And in particular, to have very clear ideas about the values of the group and to be able to argue for those values very persuasively. I think that would be important. But I could just give you a very trivial answer, which I think is also true in a sense. If I looked at Britain and you

asked me "what are the core features of most of our leaders?" – well, the core feature of a huge number of them is that they have been to private schools. And statistically, that would be a very good predictor. If you wanted to predict who in the general population was going to become a leader, then you could enter that into the statistical analysis, and it would account for a reasonable amount of the variants in the data. It doesn't explain anything about the psychology of it to you, but statistically it would be true. And then I think the interesting question becomes "what is it about public schools?" – that's what we call them; "private schools", you would probably call them – "what is it about these schools that produces leaders?", and I suppose it is great self-confidence, because these schools tend to encourage self-confidence, and also a belief that they can do this, and I think more than just they can do it, but that it is their calling to do it. They were born to a social class that requires that they should do the right thing, that they should be leaders of men and women. I can't speak for your society, but certainly in British society, I think that these schools have traditionally provided vast numbers of leaders in industry, in the army, navy and air force, in the universities. Statistically, it's a very strong effect. And of course, ever since they were born, these people grew up in families that are very privileged, mostly, that encouraged them to see themselves as superior, as competent, and entitled to do this job. And I think that many people from more ordinary backgrounds just don't see that they're entitled "well, why me?", "why should I do it?", "I'm only ordinary, I can't do this".

Would you add more? To what extent is leadership learnable in this period, between 12 and 18?

I don't know. I don't know of any studies that have been done. It's beyond the age group that I look at. So I just don't know. I suspect that it is something that you can teach. But I guess, as I see it, one of the key things is identifying the values of your group and coming to take those values as your own. And I think that's perhaps the hard bit with young people – to encourage them to take those values and to see them as becoming part of who they are, that those values are "this is me", "I am really closely identified with the army, or this political group, or this religious group". How you do that, I don't know. I think that probably ritual is quite a good way of doing it,

to encourage people to do things together, which make them feel a strong bond with other similar types of people.

Let's talk about responsibilities and opportunities in this period. What responsibilities or opportunities would be helpful for youths in order to become leaders? Let's talk in the family.

I think actually that it's too late by adolescence, to start trying to develop responsibility. I think that one of the weaknesses of the culture that I live in now is that we don't give responsibilities to young children. And we used to. Up until the last 80 or 100 years, children had to do jobs in the house, and in some families – in my family – they still do, because I think it's important for children to learn responsibility young. But in most families, I think that children are now treated rather like pets are treated – that they are spoilt, don't have any responsibilities, nothing is asked of them, we simply give them things. We give them computers, we give them televisions, and we ask very little of them. And I think that a lot of parents see that as being kindness. But in my view, actually, it's very corrupting. I think it's extremely regrettable. And I think that they grow up with values that don't place an emphasis on other people and the value of reciprocity, helping one another, this sort of thing. And I was talking to one of my elderly neighbours recently – she's 85 – and she was telling me that when she was 6 years old she was very proud, because she had to walk to the town two miles away to pick up her sister who was in the hospital. Her parents were too busy working on the farm. She was 6 years old and she had to walk two miles to get her little sister, who was 3, from the hospital and walk back with her.

A high responsibility.

Yes, I think so. Maybe that's an extreme case. But I always say to my students "when you have children, give them responsibilities even from when they're young" – so maybe it's something very small, like "it's your job to make sure that the table is clean before we eat, so you just have to take a cloth and wipe the table clean before we have our dinner". And I think that this gives children dignity, because they're giving something to other people that's important. "We need to have the table clean,

I might only be 5 years old, but I can do this, I'm important". And I think that's something we've lost in Western societies, because increasingly we treat children like we treat our pets. We ask nothing of them, we just give them things. And I think that's entirely wrong. So as I see it, in terms of cultivating, in terms of developing the sense of responsibility that a good leader has, you actually have to start early in childhood, and that means 4, 5, 6 years of age.

And your studies focus on 5 to 11, is that right?

5 to 11 year olds, yes. So I think that's one thing we need to do. Going along with that, I think we also have to give children more representation in schools. My son's school, for example, has a committee, where they have elected children from each class who go to the committee with the teachers, and the teachers will say "ok, we have a problem, the problem is that people are throwing away too much rubbish away in the playground. How are we going to solve the problem?". So they talk to the children about their ideas. And I think that's a great way to do it, rather than for teachers to say "if you throw paper down, we will beat you". I don't think that's the best way to do it. I think it's best to encourage children to take the responsibility, and that means listening to them and saying "what do you think we should do to try and solve this problem?" and we solve it together. And I think that's only started to happen in the last five or ten years, that schools approach children in a more democratic way and say "how can we work together?" rather than "you listen to me because you're small and I'm big". I have a lot of sympathy with that, because it brings out responsibility.

Let's talk specifically about adolescence. We have three stages – childhood, adolescence and adulthood. In your opinion, are there any characteristics of adolescents which make them more receptive to enhancing leadership development?

Yeah, there probably are. They become cognitively mature at that point. They become socially and emotionally much more sensitive to the norms of the group. They are very concerned in adolescence to be liked, to be respected. But I think there's a potential problem there, that many young people just want to be accepted, and that is not compatible with being a leader, because the leader has to be separate. And I think that there's a problem here in a sense, that they develop their maturity

intellectually, but I don't think that they yet have the self-confidence to be able to say "ok, I'm going to become separate from the other group and I'm going to lead them", because they want to be accepted. That's their main goal. For so many young people, they just want to be liked. And they'll do anything to be liked, and do terrible things such as taking drugs, simply to be liked. It's very shocking the extent to which the peer group can encourage – what's the word I want – conformity. "Be like us even if we're bad, be like us".

If we talk about before that, between 5 and 11, what are the advantages in terms of leadership development, more than adolescence?

I don't know. I don't know if there are advantages. I just think in terms of developing leadership, it's very important that right from the beginning individuals are prepared to take responsibility, not just for their actions, but to take responsibility for other people's actions. And that's an unusual thing for kids to do, to take responsibility for somebody else. And I think that in the West, we have a long way to go now with that. It's interesting. If you go back 100 years, and look at the Scouting Movement, for example, it was better, because that placed an emphasis upon some of the boys rising to positions of authority, and that was seen as something very important and very good. But I think now we seem to have reached a point where we've been come so egalitarian. Do you know this word?

Yeah.

We've become so egalitarian that I think a lot of young people see it as a form of arrogance to be – in a sense – above the people they would lead. So I think there are tensions, there are problems that have arisen because of the very egalitarian values that we now have. Somehow people feel embarrassed about putting themselves forward as leaders, particularly young people. And I think that's all about their desire to be accepted by the peer group. And how you break that, I don't really know. And maybe all you can hope to do is lay the foundations in terms of self-belief, in terms of values, and hope that when they become men and women in their 20s and 30s, these roots will start to grow into strong trees and you will see benefit. But I would be surprised if you would see benefits early during adolescence. Maybe some of them will rise up quite quickly, but I suspect most won't rise quickly.

In one of your interesting papers, Children's Judgements About Their Own Self-Knowledge, one of your interesting results was that there was a main effect on age groups, such that with age the overall proportion of self-response significantly increased between 5 and 11 years old. And one of the results was that older children tend to see themselves as authorities over both disclosed and undisclosed statuses. As I read the results, there is significant increase between 5 and 11.

Yes, a big increase.

In your opinion, how does that affect leadership development?

Well, I think that the important thing there is that if you believe – like young children do – that very often "mother knows best", you have no authority to make judgements about other people or even yourself. And I think it's only perhaps by the time they get to 8, 9, and certainly into adolescence that they perhaps feel "yes, I know my own mind, I know what I think". Maybe you could use my findings to argue that it's only really by late childhood and adolescence that children have this complete confidence that they know their own mind better than anybody else could know it. And so that provides the first basis for becoming a leader. It's only one small brick in the house that you would want to build to make a leader. But yes, it's a brick in the house, one tiny part of it, yes.

What would you say about adolescents, after 11, between 12 and 18? Do you think they will increase their opinions of themselves and their authorities?

Yes. I suspect that this feeling of confidence that "I know my own best" increases, and I think there is research evidence from other people. But it's interesting that another feature of adolescence is that they don't like themselves as much as they did when they were children. If you ask young children "what do other people think of you? Do they like you?", they always say "yes, everybody loves me". But in adolescence, particularly in girls, there is a period of great concern about whether they are good people or not. So even though my findings would say they know their own mind better, they have doubts about their value. I don't know how it is in Saudi

Arabia, but certainly here, a lot of people have produced this finding that teenagers very often have a period of low self-esteem. They don't like themselves very much.

In another paper, ESRC-Funded Research, you have addressed development in children's consumptions of their self-knowledge. And in another paper, one of your core interests is social identity development. What do you think are the differences between children and adolescents in terms of social identity development?

I think the main difference is probably that when children get to adolescence, they identify with groups in a slightly different way. I think with young children, they identify with groups because "I know you, I know him, he's good, we're all good together". It's very personal. I think what happens in adolescence is that it becomes about the values that we share, so it doesn't matter if "I don't know you, if you are part of my group, I know that we share this abstract value" that it's at this point that kids really start to understand something about the norms that define the sort of group that we're in. And so it's not just like kids that "because we're in this group, I like you, you like me", no, it's more subtle than that. Adolescents become much more sophisticated in understanding the values that "make us all members of this group". So I guess that's a very important difference between children and adolescents, that one is personal and the other is impersonal.

And how does that affect leadership development for the adolescents?

Again, I come back round to this idea of the importance of having very clear ideas about what your group values are, what the norms are, and to be a very good spokesman for the core values of the group. That is probably one of the key features of good leaders, that they've identified the essential characteristics, the essential norms and values of their group, and they can express them in a way that other people in their group can really make a connection with. Now, I think that there is work that has been done by social psychologists on just this, and I think in particular the work of people who use social identity theory. And I would really recommend that to you. I don't know much about it. But they certainly talk about this idea of how leaders represent the core values of a group. And you can't become a really effective leader of a group if you don't express the core values.

Bandura's theory.

Sorry?

Bandura's theory and social learning theory by Bandura.

Oh, no. I was thinking of the theories that followed Tajfel and Turner. I could probably ask my colleague who's in the next office. He knows about this work, and I could ask him for a reference. Because this work has only started to happen in the last few years, that social psychologists have looked at the cognitive representation of values and norms by leaders and how they can express those values in ways that would get other people to work for them, that they would say "oh, yes, I recognise the values that he's trying to express, they represent me". And I think it takes a special type of person to be able to put their finger on the things that "make our group a unique group, a distinctive group". So I'll ask him for a reference and I'll send it to you.

Let's talk about the obstacles. What obstacles do you consider to affect youth leadership development? Let's talk in the family. What obstacles are there? What obstacles are there in the family?

Well, I guess that I'd just come back to the sorts of points that I've made already. I think social class is a key thing, because so many children simply aren't given the goals by their parents. Nobody says "you can be a leader", their families don't give them self-belief, they don't give them responsibilities that develop a sense of self-efficacy. They don't feel that they can change the world in any way. So I think families are very, very important. And I think there are obvious ways in which families can influence children through structuring their lives in particular ways, giving them goals and giving them self-belief. But there are also some rather strange ways too. I recall two years ago reading that a very large number of British Prime Ministers experienced the death of a parent during their childhood. Did you know this? It's very strong statistically that many of our greatest Prime Ministers lost a parent during childhood. And I think I read this in the book by the journalist Jeremy Paxman, who is regularly on television. And the argument that he made was that

these children very quickly have to grow up, they very quickly feel different from other children.

They will have many responsibilities.
They will have responsibilities, they have to learn how to cope on their own, and the experience of the death of a parent is such a profound experience that it brings out in children capacities that they otherwise wouldn't have developed. So I think that there are some obvious cases.

Too good leaders.
Yes. If we want good leaders, simply separate them from their parents, but separating children from their parents is also something that the private schools do, taking them away so that they have to learn to depend upon themselves. And I suspect that that's an important part of it, because a lot of these children are separated from their parents at 6 years old. And that's tough – at 6 years old – to say goodbye to Mummy and Daddy for a whole term at school, and they learn skills of self-reliance that my son isn't developing because I would want him to live with me and I wouldn't want him to go away.

Would you add more obstacles at school?
Yes, I think that the school culture is very, very important. And I think that probably one of the important things about private schools is that they tell children from so early on "these are the sorts of occupations that you should be looking at – to become a lawyer or politician, top jobs". And I don't think that the state schools really do this and say to them "you could be up there". And I think we need to set their sights high and to encourage belief that it's possible, and I think a lot of kids just say "well, I'm just ordinary, how could I do that?".

Would you add obstacles in the wide circle, in the communities?
Yes, I think again in the community there are – and certainly there used to be much more, that the upper classes would look after their own kind. You know all this – you get two job applications – one from somebody who's like us, and one from

somebody who's not like us – you always give the job to somebody who's from your own group. So I think powerful groups perpetuate themselves in this way. So yes, I think there are real obstacles for children from lower social groups, and there are so many obstacles for them in terms of family, in terms of education, in terms of the prejudice from high status groups, that "no, we just take our own children, not them". I think that there are really very big obstacles for very many children, and I think by the time they get to adolescence, a lot of children are clever enough to work that out, that actually, even though we say we live in a meritocracy where you can rise because of your ability, I think a lot of teenagers actually work out that it's not that simple.

Let's talk about gang leaders or the gang culture of today. We observe that youth gang leaders become leaders quickly, more than students at schools or in communities, but unfortunately in a bad way. I'm not talking about changing them in a positive way – that's not my point. My point is: how can we simulate the real-life model of leadership development which already exists in the gang culture of today? How can you simulate it to the schools and the good communities?

That's a very interesting question. I'd never thought of that before. It's right – what you say – from my reading of the research, that these young men rise very quickly to a position of authority. How does that happen? Well, my guess is that there probably are papers and books that have been written on this, and my guess is that there are critical events, critical challenges, that get presented to them that they have to pass. So this will be things like fighting, their ability to fight and win the fight, their willingness to do extreme things, a young man who shows that he's willing to put a knife into another person. And I suppose – I've never thought of this before, I think it's a very interesting question – if you could set up similar sorts of critical events in children's lives in a good way that challenged them, they can either pass it or fail it, then just possibly they would use that as a way of climbing into positions. But of course as a society, I don't think we trust adolescents enough to say to them "if you pass this one, you get real power", and I think that's the difference in the gangs – "that if you pass this test – you fight him and you win – the power is yours". And that I suppose would be the hard bit in our world, to create parallel situations in

which we could genuinely offer to young people the possibility of leadership experience. But I think it's a really interesting question, because like you, I've been struck by the fact that there is this very quick rise to power, and they establish that position very quickly.

Do you think one of the reasons for this is that they practice their leadership development more? That they practice it more than the schools or communities, who always give theories? Is it more practical here, do you think?

I suspect that partly, yes, it's very practical. And it's partly that sometimes their very life will depend on it, that in these very tough areas, you have to pay attention, you have to know who will support you in your group, who might not support you. These things become issues of life and death in some cases. And I guess that's just not true if you're thinking about leadership in a school, where maybe you would become the Head Boy, you're not paying attention in the same way because your life doesn't depend on it. It's also the reward structure, I guess, that in the gang the value that would be attached to having real power is great, whereas, perhaps, in a school, you get up to the position of Head Boy. Why? Because the teachers have said "well done, you're very good". And how important is that to most young people? I don't know. So I think that trying to model some sorts of ways that would use the sorts of observations that we could make about gangs, and to transfer that into our world, is very, very difficult. I'm not saying it's impossible, but I think part of it would come from the feeling that you are genuinely respected by the people who then give you power, because I think that in the gang, you know when you've got to this position you know that you are genuinely respected, you are powerful. And I think sometimes for kids, when they're promoted by adults into positions, they don't feel that there's deep respect there, that it's just "you've done the right thing, we like the look of your face, we'll give you this", and I think quite often that young people feel patronised by that rather than deeply respected. And I think a very basic human drive is for respect, and I think that one of the problems that young people have, certainly in Western culture, is that they are not properly respected. And it's very difficult, because of course they're inexperienced. And are they entitled to full adult respect? Well, maybe not. But if they don't get it, then the other side of it for them is that they

feel that "well, I don't what to come into your world because you're not going to treat me seriously anyway", and so they hold back. It's very difficult, and I don't have an answer to that. I was aware that it was only in my late 20s that I started to feel part of the adult world and properly respected, and I think it's a long, slow process.

In your opinion, for the growth and development of young people as future leaders, do we need a short or long term approach?

It depends what that approach involves. But I would have thought that a longer term approach is always preferable, just to see the development of leadership as not something that you can switch on like you can turn a light on, that actually, it's much more like building a house, that I think it involves many, many different parts. So I think a long term approach has to be the way to do it.

Would you add more from a psychological perspective? Why do we need long term?

Well, because I think that leadership involves many, many skills, there are many components to it. Leadership is very complex.

And is it difficult to change a human being?

Yes. I think there is a very large research literature on human temperament, and what that shows is that people actually differ in how much risk they're prepared to take in life. Some people, even as babies, you can see they don't want to take any risks. They're very timid, shy babies. And you go back to them at the age of 5, and they're still quite shy and timid. You go back at 10, and they're still like this. So these sorts of things, we know from the research evidence, are quite stable. And other children are, even as babies, confident, they will take risks. And my guess is that leaders come from that group. The children who, for genetic reasons, are much more inclined to take risks. So I suspect that there are some people who could never become leaders because of their genetic inheritance – they avoid risk, they avoid danger.

And again, for young people, which is better: focussing on generic leadership or focussing on a wide range of details, between 12 and 18?

Focussing on generic leadership or? What was the –

I mean the other one is focussing on a wide range of details.

Oh, gosh. I guess I feel I can't really answer that question, because it depends what sort of leader you want. I suppose if you were trying to develop a religious leader, you would be focussing on a very different set of practices than if you were to be trying to develop, let's say, a leader of civil engineers. I think that in one case it would be... I guess I still have difficulty with this idea that there are general training programmes that you could set up for leadership that would apply to the army, to religion, to science.

I'm talking about generic or core characteristics – if we are talking about self-confidence, if we are talking about open-mindedness, if we are talking about good relationships with other people, if we are talking about values, main values. Do you think these core characteristics are needed by all leaders?

They probably do.

So this is the foundation of leadership?

Well, except that it may be the other way around. It may be, for example, that you have an individual who has no interest in leadership who makes a scientific discovery, and recognises the importance of that discovery, and thinks to himself "I have to do something with this, it is my duty as a citizen", and then they start to develop self-belief – "yes, this finding is so important, I found it out, I can begin to tell everybody about this need". So I think that yes, it can go the other way around – you have self-belief that leads to particular forms of leadership behaviour, but I think also you can just have – in a sense – surprises in life. To take an extreme case, let's say you discover a particular drug that can cure a particular problem. You've never had any interest in leadership, but because of this extraordinary breakthrough, you feel that you have to take a position to help other people. So I think that sometimes the causal sequence can be one way, but the causal sequence can be different on other occasions. The more I think about it, the more I think it's all so complex. I wish it wasn't. I wish life was just simple.

And for young people, in terms of leadership development, which is better: formal leadership development or informal? Which is more appropriate to youths?

I think probably informal. If it's formal, it looks like it's being imposed on them by a group that is separate from them. I think if it's informal, then there's a sense of dialogue with the other group and that "through the dialogue I can come to take your values". But I think that all the evidence shows that people don't really take up the values if it's a formal relationship. I think there needs to be some sort of equality, and that young people feel that they are in a real relationship with other people and not just being told "you must do this".

I'd like to ask about relationships in brief. To what extent is there a correlation between youth leadership development and enhancing leader characteristics?

A relationship between youth leadership development programmes?

Yeah, and enhancing leadership characteristics.

I really don't know. Maybe there is a research literature out there, but I don't know.

There is more research out there for adults actually.

I really don't know. But I would suspect that what you'd probably find with youth leadership programmes is basically two forms of response to it – that some adolescents will just go one way and say "no, it's not for me", and others who are already perhaps starting to see themselves as leaders will want to do it. They'll identify with it because they say "that's me, yes, I could be a leader". Again, I think it's going to depend on all sorts of factors about the individual before they get to that training programme.

And between youth leadership development and involving them in various situations?

Yeah. I think that's crucial. I think that participation in the community is absolutely the key to it, because I think that a lot of young people feel that they don't have proper participation with their communities. And I think what they feel is that a lot is expected of them, but not much is given to them in the sense of respect. I think that it's absolutely crucial.

And youth leadership development and a matrix of human intelligences?

Well, I'd see that as sort of slightly separate, that those intelligences are going to be important, yes. And particularly psychological intelligence and emotional intelligence. But for other sorts of jobs as well, if you wanted to be a leader in engineering, if you didn't have logical mathematical intelligence, you wouldn't have a chance. You have to be good at the thing which is at the centre of your area of leadership. So I couldn't imagine a scientific leader without logical mathematical ability.

And youth leadership development and cultural contexts?

Well, again, I think it's a really interesting question, but I just don't know. I suppose in a more hierarchical culture, where people are much more used to being told by elite groups "you must do this, you mustn't do that", maybe a more formal approach is ok. But I think that in more democratic cultures, a formal approach to youth leadership development – it wouldn't work. So I think that the cultural context is absolutely crucial here to understand something about the way in which the culture is structured and how hierarchical it is.

Framework:

My initial impression of the framework is that it is very comprehensive.

Regarding changes, I would suggest thinking about group norms and values and the extent to which potential leaders reflect and embrace them. It might be useful to see Haslam, S.A. (2004). Psychology in organizations: The social identity approach (2nd Ed.). London: Sage Publications. there's a useful chapter on leadership.

Regarding the questions that then follow, re. eliminating particular components, my response would be to say that these are empirical questions -- the answers must come from the data.

Gearing the framework to a short-term approach would be worth trying, but it may

yield little. However, even a long-term approach might have the same problem. The framework is quite general and perhaps you need to think about more targetted hypotheses -- which leads to my final observation....

I hope you'll forgive me for making this observation, but I mean to be helpful: my sense of what you are doing is that it is very ambitious, and maybe too ambitious for a PhD. It represents a huge project! I think you should discuss this with your supervisor. It would be acceptable -even desirable- for a PhD to focus on a more narrowly defined question about leadership.

I wish you every success in this extremely interesting work.

Appendix C2: Interviews with KSA Universities' professors

Case 17: Mohammed Alnaji, educational leadership expert

- Name: Mohammed Alnaji

- PhD, 1987, University of **California**

- Dean of Educational College
- Professor of educational leadership, King Kalid University, 2002
- Author of: more than 40 Books and papers

In your opinion, what makes young people as future leaders?

There are two aspects which help young people become future leaders – first, the scientific aspect, and second, the genetic aspect. The second aspect plays a significant role in creating the person as a leader and in building actual, certain additional qualities of leadership. This would make a difference and play a key role to some extent. The thing which refines the process and revises these personal qualities is the environment the individual is in. After the environment role comes

the role of the family, especially that of the mother, which is very strong and deals with the child in the early years. The father plays a role which is more important. Then, we have the school. It also has a role in raising children well. As well as these configurations between the family, school and other institutions, we need to have the mosque, which helps balance the child and his or her qualities. The peers, as the child's friends, also have a significant impact. We find that when the person is well-prepared, these attributes emerge.

To what extent is leadership learnable for young people?

You can learn a wide range of skills and to a large extent. You can access information and leadership skills. But if you are to develop leadership properly, teachers themselves have a major role to teach these skills in an appropriate manner. Whenever teachers have professional skills and leadership skills, they play a major role.

What responsibilities/opportunities help young people to become leaders in the family?

You must give young people responsibility in general, as this helps them that become a leader and roots or develops leadership skills. Being in a good social class also helps young people. For example, conversations and debates within the family help young people to develop personal leadership skills. Of course, once we have built confidence in the person's capabilities and certain things, I believe that it is important and helpful if we train them to be a leader.

What about school?

In the school, there is a need to be involved in activities. Young people need to be given tasks, to lead groups at a certain period of time. This could involve leading working groups such as football, or leading groups in certain tasks. It may also mean talking without being pressured to do so during class or speaking at the morning assembly. This gets them used to working with others in work projects. One of the ways is teaching young people how to work on assignments. The teacher might make the students form groups, which need students' discipline to complete assignments at a specific time. Groupwork also demonstrates leadership abilities. Leaders should have goals, a specific time frame and be able to and make observations that can be invested in at a later time.

What do you believe are the significant core characteristics which make young people future leaders?

Our society has some features that are generally agreed to be important. Some, such as fluency in speech and the associated persuasive power, are more important than others. These are features that society attaches great importance to, as well as learning how to deal with others. Young people have to be able to express themselves and persuade others to do so. Our Arab community has the process of public speaking and self-expression. Talking has been rooted inside us since the time of Okaz Market, and it still exists today. This is one of the things that we can train young people in which is not difficult. However, some skills, such as figurative skills and that of conceptual understanding, may need more training. Some families might not grasp it. One of the most important features of involving young people in tasks is the that of self-confidence, as this is something that can be developed as well. In addition, we have the feature of adaptation, which means that young people that can adapt to the situation at hand and speak in an appropriate manner which is regimented with precise provisions. This is subject to specific rules. Young people might be with their peers and be acting in an acceptable way, but they can be unacceptable in another position. This is important to us in the community. Of course, we need other features such as honesty and sincerity, which are applicable to

leadership and followership, as well as endurance and patience. People here love being bold and speaking with an air of self-confidence. These qualities certainly can be developed and give young people leading roles.

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

Leadership development needs time for training in certain conducts. Practice needs to have plenty of time and it needs follow-up sessions and perseverance. In practice, you also need to be certain that the person has learned this role of leadership, especially when they feel ready. If someone is willing, this makes it easier for us to train them in the leadership development process. You need to focus on bridging some of the gaps they have and give them a break. This takes time. Leadership training takes time, probably months and years.

Why does it need a long time?

Because of the nature of leadership. Even you instilled a quality in a person's character, it needs time. Even if you've trained the person to talk in front of people, you need more time. There is also something else. The time we need varies for positions that develop leadership, for example, if someone is in the senior council and has the opportunity to speak, this opportunity might not be available to him on an ongoing basis. This means that the young person, for example, has to listen to talks from individuals in a high positions. All of this takes time. I remember when we visited the Museum of King Abdul Aziz. One of my children saw a pillow in the council, which sits King Abdul Aziz sits on. Just when we were going home house, he said to me " I want a pillow like that". This type of situation, of course, can be used to invest in and build upon young people's attention. This roots in them the command and inculcates the desire in his psyche. Such attitudes need to take a long time to be sequenced.

What obstacles affect leadership development for young people in the family?

The family, including the father, mother and siblings are the things which will have the greatest impact on young people, either to push him forward or weaken their will. For example, some families are very protective and do not give young people any confidence. They pamper young people too much, and this has a negative effect. But the other aspect which can have a greater impact than the father, mother and siblings (although they influence to a very large extent) is the majority of problems which young people face with respect to the growth of personal leadership behaviour. These problems are the result of their siblings and peers. We sometimes find that siblings make fun of some of the behaviours, comment on the behaviours or criticise some of the behaviours or attitudes. This means that young people cannot practice some of the behaviours and cannot express themselves in leadership positions within the family, while they can do so outside the family. The family's problem is that it is not aware of how serious this matter is. Teachers also have an influence on students, especially in the early stages.

As well as the family level, where young people are not young or old, but the middle, they may be subjected to some leadership constraints. In our society, the eldest son is the one who has an interest and takes initiatives, while the middle son is sometimes neglected to some extent. Sometimes this negligence can work in the favour of the young person in terms of leadership development, as they will be safe from motivation, discipline and inappropriate encouragement and they can therefore grow in an impartial manner.

What about at school?

Some teachers lack competence. And the headteachers are sometimes in charge of a large number of students; however, this means that we can work on a lot of things, because students can both lead by example and naturalisation, for example, they know how to speak and are taught how to speak, and then assume this characteristic.

The headteachers may have a positive effect on all students through what they say, their polite manner, their talks, discussion and appearance as a whole. Also, in terms of teachers, we find every student has a favourite teacher, and this favouritism can be invested in. However, what is missing is leadership positions where young people can learn leadership roles. Sometimes teachers don't think about instilling these leadership behaviours. One of the reasons behind this could be that we have an incorrect culture where if we don't find anyone that has the ability to be a leader, we have one leader and the rest are followers. In this situation, leadership is in levels. The lack of a suitable environment suited to leadership development and the fact that our society's culture does not encourage leadership roles, especially in some environments where young people are worried about criticising people or schoolmates and about how sensitively the comments will impact on others – all of these things make me reluctant about many behaviours. This school culture has a negative impact on leadership development, from which young people would otherwise have a strong innate preparation for leadership.

Could you please give me more details about exposing young people to positions of leadership?

School prepares young people for positions, which could be practiced through taking on leading roles, which may or may not generate attitudes. This is sometimes the case in religious groups and can be found in very clever plans. We can also have leadership positions in sports games, art, theatre, or history lessons. We can divide students into groups and have a leader for each group. The second time round, we can give leadership to another person, who would be in charge of running the debate and spearheading the group. One of the most effective practices is the morning assembly, as it must implement new initiatives that could make students strive towards and immerse themselves in leadership and worked hard to practice this specific behaviour of leadership.

To what extent do you think the motivation to become a leader is important at this stage?

The desire to be a leader influences both the individual's innate and genetic characteristics. But I think this is important, it is possible to generate in young people the desire to be a leader. We can observe that some children are reluctant to take on leadership roles while others are impulsive. Of course, those one who started and have leadership qualities should be refined and others should be given the opportunity to start.

But I want to talk about the second group, the one that does not have a desire to lead. It is better for leadership to facilitate the issue for these people, such that they have developed this desire and are convinced that leadership doesn't just involve a lot of trouble, but also includes rewarding initiatives and appreciation from others. We have to facilitate the process of leadership, rather than introducing or tying people to a leadership position, which can result in them feeling compelled to do take on leadership.

Of course, those who have a desire to lead can be found when they are given the opportunity to exercise leadership, which further strengthens inside them the desire to take on leading roles more. In addition, these opportunities might mean that the individuals in question put in more effort and have greater interest, which will enrich the position of those who have the desire as opposed to those who do not. But in terms of those who do not have the desire to lead, we are being negligent if we always leave these individuals to be followers, and this could result in problems. What we should do is facilitate the leadership process for these people and put them in easy leadership positions until this ability and talent develops in them and this behaviour of taking on leadership is reinforced.

Do you think that there is a relationship between leadership development programmes at this stage and getting more leaders in the future?

Yes, we get results, but they are limited. In addition, in order to generate more results, the teachers themselves must spread such a culture of leadership and consider leadership in a positive light. We should look for leadership from the positive light and try to refine it though the teachers themselves. So, the teachers play a role of

being the students' guide, and this leadership development is practiced under normal conditions, while focused programmes are presented to them, perhaps under unnatural circumstances. We invent them to implement and practice leadership. In addition, young people discover authentic, natural things which are affected by more people.

In addition, we also need to have stories about influential leading figures in the community and be able to present these appropriately.

In fact, leadership development is not an easy process, and we need to develop leadership in all these multiple ways. We need public awareness. We want to compete with the world. If we do not have leadership abilities, we will remain at the bottom of the list in any global gathering or when we take part in any conference. We must be aware of this issue, as it affects the success of the community. For example, we need specialised schools which prepare leaders where there are special programmes that increase impact. However, this culture must also exist in the family, at school and in the media, because we are lacking significantly in this aspect.

In addition, it would be impressive if leadership experts designed focussed programmes and presented leadership theories in a simplified and abstract manner, and develop from those leadership practices. If the teacher has leadership capabilities, just a few words from him affects people in front of him or her in a very big way.

For young people, which is better: focusing on generic leadership or focusing on a wide rang of details?

Generic leadership is more important than focussing on actual details, as it inculcates certain behaviours in students, such as courage and generosity.

Generic leadership is more defined in the individual's, trainee's or child's personality. The individual is immersed in the theme of leadership from the perception of the whole situation rather than concentrating on the details in situation. However, that does not mean that we should neglect details. For example, if you

want to build confidence in this individual or train him or her in speaking and reading, you would eventually have to test him or her in this by isolating details, therefore the skill does not matter.

To what extent is there a relationship between youth leadership development and leadership characteristics?

I think that personality traits are easier to deal with at this stage in terms of leadership development. There are certain features which exist when personal leadership is formed, and these traits do not require many personal attitudes to be developed until the individual has practiced leadership. There is a positive relationship between personality traits and leadership development for young people. In addition, the features stem from best practices that are suitable from the start, despite the controversy about the attributes we trust with the traits to a certain extent. It is possible that the individual has some features such as fluency, confidence in him or herself, patience or is capable of dealing with more things in life.
The existing controversy in personality theory results from the absence of a clear line for these features which qualify the person as being able to become a leader. There is no single list, but a set of agreed attributes. They help young people to develop leadership, but if these attributes were not active, it would not be harmful.

Starting with characteristics is one of the best beginnings and it is effective for developing leadership in this phase. Young people at this stage are very important. Because of their age, they are still young, and can therefore affect the specific behaviours they have more easily than the adults. This is the age aspect. The second aspect is that training in curricular aspects is easy, as anyone can be trained in the approach methodology for leadership. Or there might be a method based on the other approaches of studying leadership. These may require an expert to train people for leadership. Here we are talking about teachers, student advisors, or headmasters of schools.

To what extent is there a relationship between youth leadership development and human intelligences?

It is very important. For example, emotional intelligence plays a major role too – if you are in a situation, for example, you need to come up with a way of talking, inviting people to talk and a way of saying good words at the right time.

To what extent is there a relationship between youth leadership development and situatedness?

This relationship is good, but the problem is that these leadership positions are not available on an ongoing basis. If there are normal positions, it will be difficult to obtain leadership and to focus on the attitudes that are at an advanced stage in leadership development. However, it is easier to focus on features rather than attitudes.

Do you think it is important to include vast numbers of situations in programmes, which appear to be spontaneous even though they are deliberate?

I firmly believe that this is possible and good. But this should not be done more than is right, such that the recipient does not feel that we did that deliberately. In addition, I emphasise storytelling, as it provides a good explanation. We should keep away from traditional storytelling, because these stories actually have a kind of perception of attitudes and the listener imagines that he or she is in this situation.

To what extent there is a relationship between leadership development among young people and being involved in the cultural context?

This is also a relationship which should be strong, because leaders must be acceptable in their cultural and social class. If they exhibit strange behaviour, they

will   not   be   accepted.

Now my framework will be described in very brief:

The first triangle shows that the individual as a leader needs various situations to pass through, as it should be within cultural, and to guarantee this practically, the strategy should be through the action sciences. It is communities of inquiry in communities of social practice. Actually, action science will allow students to apply theories to a real-world situation.

The second triangle shows that to develop a leader we need to focus on developing the leader Characteristics as it focuses on developing a matrix of the human intelligence. It should be within an environment, to make sufficient change for the human being, we need long time.

I connect between the two triangles to produce this comprehensive framework, which consists of 4 main dimensions.

The first dimension is the Characteristics, which includes developing all the Characteristics including .

The second dimension is the Human Intelligences, which consists of the intelligences emerged from the human needs, mental intelligence, spiritual intelligence, physical intelligences, and emotional intelligence, if we focus on these intelligences, they make balance in theses Characteristics, also they provide the leader flexibility for future changes.

The third dimension is the Situatedness, which focuses on facing the leader to a series of situations with the peers and …...

The forth dimension is the cultural context, which is gained from the family, believes, values, and ethics.

In addition to the four dimensions, there is the strategy of Action Sciences and also the long-term condition.

What is your initial response to this framework?

I would think there is an overlap between characteristics and human intelligences, like if you were moving from totalitarianism to details.

The first, the second and fourth focuses do not pose a problem to me, with the exception of the family, which I would transfer from the fourth focus to the third focus.

In addition, the peers in situatedness and the family in the cultural context all play the same role and are involved in the same environment where the student is exposed to the situations.

Do you think that the family would be included in situatedness?

Yes, it would be included in situatedness, because the cultural context includes beliefs, values and ethics. Meanwhile, the family is made up of people.

Is there anything else you would modify?

In terms of the strengths and weaknesses and the innovative environment, which is reflected in each of these themes, I think they are all interlinked and I would therefore suggest making them one whole element.

This circle can be used in addition to action science, and I would say this circle is made up of three components – action science, the innovative environment and the strengths and weaknesses. I think that this modification is effective.

What happens if we eliminate characteristics?

Then you do not have what you can develop. The rest of the themes would no longer be effective, and without characteristics, we would be in a vicious circle.

What happens if we eliminate human intelligences?

The situations are the target, and this forms the evidence which tells us about the development of skills and the basis from which you can direct these skills.

What happens if we eliminate situatedness?

The rest of the themes are not sufficient alone, because situations are the tools we use

to refine attributes and skills.

What happens if we eliminate the cultural context?

If you eliminated it, you would be eliminating the rule and the basis on which it stands and from which the leader goes progresses.
Even if things change in the future – the beliefs, values and morals – especially when they are inherent to a person, would have had a significant role in enabling the individual to adapt to the variables of the future.

We have reached the end of our interview. Is there anything you would like to add?

I do not have anything to add in detail, but I must point out how important it is to be aware of this issue, which is something very important indeed. Awareness starts from teachers themselves when preparing and in my opinion, the teacher is the missing link. The student should consider these things in the Faculty of Education before graduating to become a teacher. They should know the case and the extent of its dimensions, because the teacher is the primary focus for this. And if we focus solely on the level of public education, we will not get a satisfactory result, because those who graduate from university education are the ones who will contribute to the educational process. So here, there is an important link between the Ministry of Education and the colleges of education and the universities. In addition, teachers must be convinced that they had taken their right from the community and that they are an important personality, because they are the ones who will be tasked with developing student leaders. It is not enough to develop programmes, but we must proceed from the teachers themselves and instil in them this leadership role. We need to train them in these things, we need to motivate them to get involved in these initiatives and increase their level of conviction such that they feel confident in themselves and they are performing their task with vigour.

Case 18: Ali Al Karni, educational leadership expert

What at this stage makes young people become future leaders?

Leaders in intermediate and secondary schools should recognise students' characteristics in these two stages by helping to solve their problems, understanding their circumstances, therefore developing their characters. But leadership development needs special programmes, which can help as courses during study. We can make some students participate in class leadership, the school council, or in the various sport, social, cultural or scout activities. We can give them all the opportunities in the morning dialogue, which can shape leadership in some individuals. I do not try to focus on those who exhibit leadership tendencies and exclude the others, but I try to the best of my ability to give everybody the opportunity to develop leadership and themselves. The problem with our education system is that we have crowded classes and place a burden on teachers in addition to non-specialist management, which means that we have no impact on students and therefore leadership does not emerge, except creative or innovative leadership. In terms of self-imposing leadership and students who impose themselves on the school through their capability in specific fields or their uniqueness in specified thing and the way in which they present themselves, the school does not have at present the ability to discover them in suitable scholarly manner because of these problematic circumstances. Especially in big cities, there is major crowding in the school classes and we find that teachers have to teach 24 lessons a week.

You mentioned an important point, which is giving everyone the opportunity to develop leadership. Could you please expand on that?

We all want to make everyone have the same capabilities, but because of the current circumstances in the general secondary and intermediate schools, I do not imagine that the head teacher, deputy head teacher or even teachers can develop leadership capabilities among students. But there are particulars which can be invested in, as we can use the out-of-class activities as well as social, cultural, scout activities and

morning conversations for the class. For example, everyone can take a turn at being the leader each week.

To what extent do you think that leadership can be taught at this stage?

I think that it can be taught through practice, for example, through the students electing one of their colleagues to represent them in the front of the school, or through various activities.

What are the specific core characteristics you think should be focused on this stage to develop leadership?

 Leadership theories allude to humans being born with some characteristics and gaining others. There is no doubt that there are gained leadership characteristics, but what precisely are the standards or the directions through which we gain these characteristics? I imagine that in the primary and intermediate stages, the family, school and society all play their roles. We can discover the leadership characteristics of students through their speech, through testing them in a specific field or through unique work, and then we try to develop these leadership characteristics. Leadership, as I know it, without any doubt, is an important science which can be gained by experience and by practicing theories, and studying tests in addition to the familial situation and circumstances in which leaders live in their practical life. In this regard, some individuals might have the art and capability to transfer what they were taught and to reap benefits in their real lives. There are certain people who might stand out academically but not in other ways. Also, it is possible to be a leader in one way and not in another way. This is situational theory in leadership, and based on this theory, other theories such as team management, collective management and so on emerged.

What are the responsibilities and opportunities which young people should be given at this stage to develop leadership characteristic? Let's talk in the family.

The problem in our society that there is huge percentage of the society who do not excel academically, and this might not help us to use specific methods to develop leadership. Leadership can be developed at home by allowing children to deal with a specific issue and making them bear a certain degree of the responsibility. We can suggest to them some leadership-related readings to try to move them into the academic society such as forums, classes and so on. We can allow them to participate in decision making as much as possible, and this can be a key factor in developing leadership.

And in school?

There is new direction in our education, which may be becoming more open. There is a sort of participation for the students, in addition, there was an opportunity for schools regarding mitigation of teachers' and head teachers' burdens. I think that students can participate; for example, a students' council should be elected so that students can participate with teachers from every level of leadership. It is possible to find leaders in students' activities, as there is teamwork involved in various activities, and each team can select leader or deputy leader and so on.

And in the community?

I do not think that in recent times there have major opportunities for young people in the community. We can have councils in mosques, which can affect students, as well as councils in the community, which have determined objectives, but in my opinion these councils are not run accurately. There are also various councils for famous individuals in the community which are visited by others. There are some families who take familial decisions in issues that are very important to the family, even if it's just a trip outside the city. You must discuss with all the family and allow everyone to contribute their thoughts and decisions in these issues. For example, if you are building or moving to a new house, the family should contribute to planning the

house, the number of rooms, furniture colours and so on. Or if a child doesn't do well in school and wants to move to another school, participating in discussing these issues will give the opportunity to develop leadership characteristics.

What is the effect of out-of-class activities on leadership development?

In terms of activities, I will speak about my involvement in activities in Saudi universities, because I participated in them and supervised many of them. Regarding public education, I do not think that the studying day gives students the opportunity to practice activities as a method, but I consider these out-of-class activities as basic and fundamental part in preparing the student. And now, I honestly remember the activities which I took part in during my studies better than I remember the subjects I studied. Therefore, I think that we should have enough time in the studying day, so that students can select specified activities to develop their character through. They can contribute to a specified thing, and this is a very big opportunity to select leaders. Often, the academic aspect emerges throughout the academic year, but the out-of-class activities are the tool through which leadership emerges. I think that we need to expand them, and I depend on them more than I depend on other programmes to develop students' capabilities. Therefore I suggest expanding the studying day to include all the out-of-class. For the university stage, of course, my PhD dissertation in the US was about student activities and their implementation in King Saud University in Riyadh, and this was 20 years ago. I concluded good results, the most important of which was that most great leaders in Saudi society were those students who participated in the out-of-class activities. I also found that the best academic students were those who participated in out-of-class activities. In addition, I found that there is a positive relationship between participating in out-of-class activities and uniqueness in academic study. I found that there are types of out-of-class activities that help the psychological aspect, i.e. moving the student far away depression and isolation to striking a sort of balance when they practice these activities. The results truly were positive and good. In the university, there was sufficient time before 1996 G, when the system was hourly in the university. Then, there was were opportunities for activities, but when the levels and years system was implemented, it obviously

reduced the activities in the universities, and I would like to go back to the hour's system again.

Which is more effective in developing leadership at this stage: formal or informal programmes?

If the programmes are based on methodology, they will not provide academically excellent leaders, but if not, they will provide leaders. For example, leadership will emerge if a trip is being organised to specific area, such as outside the city. Time, age and place all have an impact on selecting leaders.

Do you think leadership development at this stage needs a short term or long term approach?

Discovering leaders needs a long time, as it requires long-term familial situations and shared decision-making. I do not think that this is the only specific situation that enables us to discover leadership. Critical situations demonstrate leadership, and we need critical situations, but it's rare that these critical situations actually happen. For example, if students participated in school, social or entertainment trip, leaders will emerge if we do not expect that there are leaders. More time means more opportunities to discover leaders. Many activities enable us to discover new leaders and getting colleagues to practice leads to discovering leaders. Competitions between students will produce leaders, while these leaders in school might be hidden or not discovered. Developing leaders can be reliance after practicing; to develop leadership, students should bear a sort of responsibility, have a family situation where they are involved in leadership circumstances and should also distribute brainstorming in presenting the issues and tests to conclude new concepts.

What are the positive effects of practicing?

Of course, practicing provides grounding for the work and it shows the ability of the individual to implement and perfect what they think. As I said before, leadership is

gained. People are not born as leaders, rather, there is technical side which is formed by people or helps them to implement what they were taught in their practical lives. Leadership needs time, effort and freedom. There is no doubt that an open environment which allows for intellectual freedom, acts as a sort of launch pad. All these initiatives help to discover leadership.

What are the obstacles to youth leadership development? Let's talk in the family.

Of course, communities differ from society to society. There are family-related obstacles, social obstacles and political obstacles. In terms of the environmental obstacles, a large percentage of society does not care about leadership at home as they have poor awareness.

And at school?

There are obstacles resulting from the classroom crowdedness as there is no leadership practice. Unfortunately, schools only have academic development.

What are the obstacles in the community?

In terms of the community, people's awareness of how important it is to develop leadership is weak. In dominant social systems, leadership is affected. If the social system which governs the society has freedom and elections, leadership will develop for many people and we will discover leadership directions through discussion and the overviews. If society is not ready for that, no leadership achievement will be seen. I think that one of the obstacles in the Arabic society is limited opportunities to be a leader. Children no longer dream of being a leader, minister, scientist or celebrity or having an open way to achieve their dreams. I remember when I was studying in the US; one of my children was born. The nurse told me that this newborn baby could be President of the US. This is a sort of hope, and this hope will be transferred to your children. But when the doors are closed to youth and they think that they will not be able to open them, a sort of frustration for motivation to be

a leader will emerge, and they might say that completely avoiding leadership is better for them.

To what extent do you think the motivation to become a leader is important at this stage?

Without a doubt, I think it is very important from the primary stage. How do you discover these leaderships? I would hope to use the same method. As I said before, this method needs expansion during the academic year, trained head teachers, qualified professors and a public political direction.

Do you think that there is major difference between developing leadership at the primary stage and this stage?

To be honest with you, the primary stage is more effective. If you could manage the school efficiently, and manage the class in a scientific manner, a method has a sort of dialogue, a sort of respect for children's personalities that emerge and for initiatives. I think it is important to care for these issues, but if we only focus on the methodology and make the methodology the assessment tool which decides if one student is unique and another student is not unique, we therefore shall not know who is and who is not the leader.

Is there a relationship between developing leadership at this stage and having more leaders in the future?

Again, of course, I think there is, and this is related to communities and political programmes in both Arabic and non-Arabic societies, as they have role in this issue.

At this stage, which is better: focusing on generic leadership or focussing on a wide range of details?

I think at this stage, individual variations emerge. There are individual variations between students. Some students are absolutely reliant, as they can lead and do a lot of things, while others need help. I think that determining whether you should focus on generic leadership or a wide range of details depends on students' personalities.

To what extent is there a relationship between developing youth leadership and focusing on leadership characteristics?

In my opinion, leadership characteristics can help students to gain leadership. But the question is: when should we discover these leadership characteristics? In the intermediate and secondary stage, a good word from a teacher in the school might produce a leader, while another (bad) word can destroy leadership. This does happen and we have many examples. I remember that there was a teacher who agreed with his students a class system which included procedures and punishment. And one day, one of the leading students deserved to be punished and the student refused to be punished. The teacher mocked him and told him sit down. Anter was a slave in the Arabic culture, but thanks to his effort, cleverness and courage, he became free. This child did not come to school the next day or the next week, so the head teacher and the teacher visited the family, who were angry. The student moved to another school. There are some children who have leadership characteristics and can accept these words as good ones which can raise the profile of the student and help them to develop leadership.

To what extent is there a relationship between developing youth leadership situatedness?

I think that found experience is not found, but I imagine it is useful to make them face leadership situations.

To what extent is there a relationship between developing youth leadership and the cultural context?

We are not absolutely free to criticise the cultural context in any place and at any time. We cannot speak about what we believe or about what we that is correct in various places. I do not think that it is possible to be leader through the cultural context only.

FRAMEWORK

I think it is very suitable. You just reminded me about the effect of peers. This truth is absolutely clear that there are specified leaderships between young people if they meet in a certain place or market, for example. You will notice that one leads the rest, but this person does not lead in other situations. I think that these aspects which I explained are important, but I really think that the found environment which I spoke about can be implemented in the United States and some European countries. In our environment, however, it is difficult to be found, and this does not mean not to be studied, but to study, clarify people, discuss our need for them and write essays and so on. There is no doubt about the significance of the environment role, which no-one denies. The environment has a strong impact on the behaviours and familial situation. If this environment is reached through thoughts, practices, values and laws, this environment will actually develop leadership and vice versa.

What will happen if we eliminate leadership characteristics?

Leadership characteristics are completely eliminated in our educational system; even in our social system, they are not found. Ignoring leadership characteristics will lead to weaknesses in discovering leadership.

What will happen if we eliminate human intelligences?

It has very negative effect, but that does not mean that it is negative as a whole. There are people who did not study yet learn and become a genius in their business, for example. The very famous businessman, Al-Rajhi, is illiterate, but now he serves his society and provides big contributions, for which we should all be thankful. But

we are now in a generation which differs from the first generation. We are a generation that needs to develop leadership aspects. Nowadays, time flies past, we are free to go where we want, there are major and quick developments in knowledge. All of these factors further our awareness.

What will happen if we eliminate situatedness?

These four factors are integrated, and I don't think that you can isolate an aspect to make a student wild. Students should deal with society and people and live and adapt with the people.

We have reached the end of our interview. Is there anything you would like to add?

Yes, a basic condition: freedom.

Where would you add this?

I think it should be added to the context cultural. Lastly, I would like to thank you for your interest in this subject. I think that this subject is very important and sensitive. And in many societies which do not believe in freedom, it is not preferable. It is an ignored subject in many of third world countries. I encourage you to go through this subject and I appreciate your effort in this regard, and the efforts of the people who work in this area.

Case 19: Saad AlKelaby, managerial leadership expert
What develops the leadership with the young man at this stage?
Of course, there are theories - even its ancient - such as the personality theory, it is possible that some genetic qualities help to develop leadership, it is not with percentage of 100% but it is impressive, in other words, the genes that hold the genetic traits may have a role in the development of leadership. In the theory of personality, the only element, which proved to have relationship and influence in the

leadership, is the element of intelligence. However, there are some qualities that we may not know about it; it is probable to   be charismatic. These qualities can be crystallized in the young age, we can see the little child is possible to see any leading movement or to see the model of the leader and can imitate it, and here I mean the young child whose age is six months or eight months, he doesn't imitate that at the age of six months, but it remains with the child as a stock, and in the future he imitates the leading form. There are some experiences for the psychologists, in that they are doing magnetic meetings with some children who are at the age of eight or nine years. I remember reading about an incident, which the child recalls a sentence said by his mother and his age is four hours after birth, and his mother was pregnant with him in an illegal way. The boy had psychological problems and a famous psychologist discussed with him, and he said a sentence, which accused in it his mother, he said that she had committed adultery. His grandmother said that to her daughter, in those days the community in Britain was a conservative society, the child kept the sentence, when he was in a hypnotism session and this child who was eight years was repeating the same sentence, and this psychological scientist sat with him twenty-session to see his psychological state, it proves that the child Even when he was young, he could listen and understand what he said, he hears and memorizes the words, but the mouth mechanistic has not worked yet, so he knows the sentence and memorizes it, but he is unable to pronounce yet. As it happened regarding to remembering the words with the child, he can achieve the same objective for the leadership, not with the percentage of 100% but very significantly, we see the mankind in the young age takes a leading example and applies it in the future, it is possible that the leading example is the father, so you always find that the House that contains the leaders ,you will find that his sons have the spirit of leadership, but The house where the father and mother do not have the spirit of leadership, however, you would find that the child becomes normal unless he brushed with the outside surrounding environment. Of course, the leadership is potential learning, it is generally accepted that you can learn leadership, it's the same like the uniform you are wearing, as when you are in winter, you wear heavy clothes (the scalp, for example) and you pull it out in the summer to wear the light clothes, the leadership is not stable so you can change it and evolve it at the same time, but the question here

Who develops it? The one who developed it is the man himself by learning and looking to the others, at the same time, it comes from reading and educational sessions.

To what extent do you learn?

To a great extent, if the young man is normal, even in the age of 12 and became intelligent here we can train him how to be a leader. From 12 to 18, these years happened in them the establishment of leadership capacity with the human, if I often gave him and taught him at this age with the best way, he would become a good leader. It is advisable if education can be at a young age because the young leaders with the exercise are the best.

The commenter: What is difficult to learn about leadership at this age?

Doctor: If there is a difficult thing, it will probably be the inspirational charisma, its maybe that it will be difficult, but it is also possible, because even the charisma was found in humans, for example, the Prophet peace be upon him, it is possible to see his curriculum vitae and you can make the volatility of some of the positions, but whatever you do, you will not have the attractiveness like him. These things exist with the man himself, but how can he highlight it? Here comes the question.

So there is a power the human is moving with it and the human enters on you and you will feel that he is a leader, not for his length, as in the theory of personality, and not with his appeal, but with the energy that he carried, so he called it the charisma, which is something that exists in the man himself, and perhaps some people exaggerated by talking about energy to be words by superstition.

it is possible to teach the young people from 12 to 18 some things, such as stated in the House as we focus on certain qualities, which is called individualism or Individual attention, as the attention is   given to every employee you have and every follower you have, so he will have a Mission, and also its possible to teach them some ways in how to be a Transformational leader, and this is easy. he Can learn for example, how to create something they love and you develop them upon it, the attention to a particular goal or a vision and a student seeks it, is to show something out of the ordinary, you do not do something all people do it. It is possible to raise

the child or young man to the idea of not trying to do only the things that people do, but he has to think and create in special something, for example, if he wants to open coffee shop, all people have a shop to sell coffee, it is supposed to look for another job or another project. one Of the things that came up in my mind that olive trees are making from them tea and this is valid for diabetes, the idea that one comes and opens the coffee shop and   does not present the tea and coffee drinks, but provides in it the herbal tea olive and algal and water, here he was doing something which people need, he led them in a new industry, so the person who has the creativity or innovation, he can affect upon the others.

 He can learn leadership. I spoke about learning the traits, but maybe he can learn the Behaviors, For example, in Ohio studies there are Initiating structures, this can be trained by it the students, even if we are monitoring item by item of the measurement, the measurement items in both the ten short or long form. we find it is easy to learn, it is possible that we learn him the consideration, however, we always find the parents advise their children, to be hand in hand with your brothers, and said to him Dear the eldest one you must mercy the little child and Dear little child you must respect the eldest one. These things exist in education and we are concerned by better education to it, why do not we teach the young leaders.

Core characteristics

First: the person becomes a leader, he must possess intelligence, and intelligence is proved scientifically.

Second: I think that if he has a vision, he will be a leader, there are people who have their own vision, they have this feature – with its simplicity - not every company leader considers the company after fifty years. But the question is: Is this the vision practical or unpractical?, This we can teach it, and teach them how the vision can be logical, it is true that it is long-term, but it is logical, that it   gives long-term goal, this goal established for it from now, so there are matters affect on the achieving that goal. We cam teach These things for the leaders, and the matter which we miss in kingdom of Saudi Arabia is the lack of training students, and even the role of parents who do not train their sons on leadership. On the contrary, now you see the young man robbed of leadership and not despoiled of will, because we did not teach him. In

the past we learned from the parents and from the stories of the mothers, but now, few parents who give examples to his son, and his experiences, it is such as our fathers who indoctrinate us in everything, the spirit of creativity in our education is weakened, and also to submit to the life of this world, if you give to your child just half an hour, that will be impressive.

Third: to have flexibility in leadership style, and this thing is learned by the human, what he says may not be appropriate to what he says in tomorrow, and what fits today may not fit tomorrow. Of course, I refer to the contingency theory, but as an only theory, it does not fit, but should you have the flexibility to be changed, as instead of being severe firm, you come the next day in a soft way, and this is not easy, until you reach that, you must be trained to do that. You can train the student or the young child how he can change the style of leadership and this is possible. I must teach him the quality in order to learn how to change? So he changes himself, he becomes by the passage of time to know well that every thing has its condition, that he knows what is suitable here, maybe unlikely to sustain there, this point can be taught in schools. If you are a leader, you do not say that I will abide by a style of leadership, and stick to your opinion, for example, you read the theory of Fedler and you liked it, or you read the House theory and you liked it. This is not enough; you must be flexible and have a tendency to see something that adds to the leadership.

The commenter: What do you think if we can widen the features circle at this stage, and it was in the program list of many of the features that we teach to the young man?

Doctor: the more features do not harm. In my book about a comprehensive model of leadership, I mentioned thirteen input about leadership. In addition, the features that we are talking about exist in

The Romance of Leadership (Meindl)

As well as in the attribution approach, also in the Salient leader's features or behaviors, also in the charismatic leadership, and in the Transformational, factors and the factors are the attributes. People are ashamed when you tell them the theory of traits; because it is old and it finished its work, I'm here talking about the theory of developed features which they reported about it, for example the attribution

approach and the Charismatic leadership, Transformational leadership and all of them restored and renewed the theory of features.

There are qualities which I think it is inherited with the human, and its genes are existent and the biologists are able to know it, for example, the genes of intelligence in the leadership, also gravity, and energy of which we speak about, there are some humans who have charisma and some do not have, and some Hallelujah since childhood note on him distinct charisma, some children are entering your heart immediately and you do not know the reason and some children are the opposite to that, and this point I make an experience to it once I passed for newborns (their ages are one or two days) and I find Some children attracted my admiration, though their forms are very unusual, and perhaps it is less handsome than others but it has attraction . The first blush in the leader is the attraction.

What are the responsibilities and the opportunities who nurture in the young man to be leading in the future?

The first point is that you have to bear him the responsibility, namely, that you should try to make him from an early age to do some things that often belong to his age. For example, it passed to me that the father God's mercy him when I was young, he was giving me a cheque and asked me to give it to my uncle, and I felt its importance. He informed me that there are important things. There are some leaders who do not have the sense of responsibility, for example, you take the leaders in the House, there are some parents who do not bear the responsibility because he did not learn how to be responsible originally, the same thing you take from the house and you placed him the manager of the company or placed him the head of department in the Ministry, he can not manage it as required. Why he can not? Because he did not learn the arts of leadership and management, unfortunately, because someone who misses something, cannot give in it. Therefore, it is essential to have training for the leaders continuously.

In the school?

 the School is from the most important sides that give the child the opportunities and responsibilities, the studies have proved that those who become the leaders are who

participate in the extracurricular activities and it also demonstrated that their grades of the school are not too high, I always make argument with my wife on it, she is concerned that their children take the highest score, and I see that the important to take above medium, why? Because he is not required to be like a computer, in the conservation, the computer could save or store on CD-CD, I want him to think more than memorizes. This training should be in school and also he should give confidence to the school and this duty is necessary. I return now to make a study on those who were guides, if we return to the guides who were interested in the library and hanging wall newspapers, which were responsible for it, they were given the opportunity to practice responsibilities. When The American companies met with the applicants for the job, the last thing, which they focus on it, is the newest graduators, and the most important thing they focus on it not the cumulative average and not the method and not the eloquence nor... No... But they are focusing on the extra-curricular activities and they ask what you have done in such activities, here they know who owns the leadership touch, of course these things unfortunately we do not have it, why do not we have leaders in the forty years of age now? This is an educational problem which we have in the university and school, as in our schools, we focused on rote learning and memorization, and we forget the things that if we do not teach it to our children at a young age, it will be difficult for them to learn in the future.

Why the activities, which you mentioned, affect in the development of the leadership?
The first thing that he practices on it. for example, if you make the student go on a trip to the mountains, here he will start learning how to lead his colleagues if they get lost, how he can get help from the map, the Initiating structures that I mentioned earlier, the principles makes him an emergent leader, this one I give him an opportunity to highlight, the Man always does not know that he can create in a certain thing unless you gave him the opportunity to create. The extra-curricular activities are opportunities, and as if it says to come and experience yourself, you may be the leader of one of them, and the other one can be an organized person, and

the other solve the problems between his brothers and his colleagues, and so on, and if these opportunities were not existent, we could not find the leaders. You can Ask someone about when he discovers himself as a leader, he said he did not acquire the experience by himself, but from a trip or travel to participate in the extra-curricular activities, and it happened with me this situation, and I solved the problem and knew that I can solve the problem or I could lead a particular situation. Thus, these are from the things that has been discovered in it the skills. Here, the people start to take the opportunity if we did not take the opportunities of our schools where we can take it.

What about the society?

The society teaches you the communication and teaches you the cooperation. In addition, the cooperation was one of the qualities of leadership. the Cooperation with the people of the neighborhood where you live, so for example if you delayed to them, they would feel you that you're missing between them, and these points help in the future, and leads to the matter that we call the Team work, how to lead team work? The Teamwork has cooperation with abnormal way. We all know the Cooperation but the question is how to train a person to be a collaborator? In addition, how to train the group to be cooperative? This style of leadership itself has to be found in the leader; to be able to convince the employees and the workers who worked for him to be collaborating with each other, as he puts the team work and every person in the team work to have a specific expertise, to complement each other and to communicate with each other, and at last they reached the desired goal. The Environment where teachers are found, you will find that when the young man brings up in this environment and comes into contact with these teachers, so that they are either excellent teachers or bad teachers. Therefore, he accommodates from them their experiences. However, suppose that during educating him leadership, the leaders saw in the tent of Ramadan that they help some of them. And the young people take for example their food during Ramadan, and lay it in the tent and then they distribute it to their neighbors and thus, if the environment affected on the young man, for example, we find him opens the TV and see another scene learns from it something else, this scene is either learns from it how to fail and frustrate, or

it learns from it how he initiatives and so on. It is probably said that I see something in the community, which is full of frustration. Unfortunately, the elements of the environment as it teach them how to get used to frustration. If we take stories of all the leaders in their beginnings either it came to them with pain or failure, when we review the past, We find that Einstein chased him and he did not complete the stage of secondary school, and there are senior traders in New York when we come back to their past, we find that most of them were losers in their studies, but rather that most of the major traders were failures, why did they fail in study? Because it is not his nature to be academic, he reads, writes, and learns only or to get deep in science, it is not his skill, and therefore we find him fails in the secondary, this means that it is important to take the important science and it is not necessary to complete the university studies. So I would say that the environment is the way to learn each matter like teaching the frustration, and frustration is bad for the leaders in the future, also the environment is the thing which learn the leadership, so contacting persons with the environment affects more, there are many stories and parables that speak about the impact of the environment, and also popular stories learn people. The idioms and the stories produced from the environment, and we find that some of the stories have the intention in order to be brainwashed by the grandparents and we find that they succeed in this method, they give you models and many stories that teach you how to plan and you have a vision, while the student is now vulnerable to television and the Internet.

Leadership Do you need a long time or short time? To develop
 it would be better if it is short term and long term. I think that training on the basic things completed during a year, and then this training consolidates for several years which is an entrenchment of the things learned by the leader and there is continuous training and sending leaders to journeys, for example, these things happened during years.
However, it is important at the same time not to drop out of leadership training, for example, I begin with him with the age of 12 and he is in his first year of intermediate stage, until the end of age as we let him learn to become a leader, which means I teach him to become a leader. Leadership is a wonderful thing because it

eventually gets you to the good seeds, for example, a high performance team work is comfortable and active as possible and exerts great effort, we named all the good things upon the leadership effectiveness, and these do not come unless with the leadership development.

Why is there need for all this time?
in order to train him you need short time, but the evolution in what we trains him about, here you need to support the ideas in his possession, and of course the environment is changing, you'll want to train him on new things for the students to become leaders, from about forty years ago training was slightly different, because it teach you how to affect on others, and to influence others today is different from influence them yesterday, today there is technology which helps you to do certain things which benefit you to be able to affect others, there are specific examples or a certain way or certain walk, or perhaps wearing something which has a certain effect, as these matters trained him on it.
The stories which gave to him on the basis to convince him, because negotiation is something essential in the personality leadership, how to make him a successful negotiator? This of course is constantly needed to provide training, not in the same way but it is important that it is an ongoing basis. It is a continuous process, to what? Because it is no doubt - of course this is my opinion - that the leadership is dynamic, not static, because it is practical and not static, and it is not like what the traits theory said that it is features, but is a process that contains aspects of several things; its necessary that the development must be dynamic.

What are the obstacles in the House, which stands as an obstacle to the development of leadership?
I think at home we find that the girl take her right more than the West, so we're giving her excessive right which is supposed to giving her, at home, we always find the father standing on the side of the girl against the boy, when there is a problem between you and your sister, the father stands in the side of the girl? Also in the responsibilities we always say (hear the words of your sister). However, if you are outside the home, the Traditions and customs listen to the boy, but in the West, the

women treat at home such as women who are treated outside. In Saudi study, it showed some weaknesses existent within the youth and we have a reason of its causes which is the interest of the family in the girls more than the boys, as we focus on it, even in its maintenance, we care about her more than the boy, so we unfortunately find that many of our boys go to drugs.

one of the most important things that the father and the mother are those who teach leadership in the House, if they do not have interest in this point, it will be a problematic, or sometimes we find that the one who misses something cant give in it, its possible that both the mother and the father can not afford training. For example, if mother said let him self-reliant, that means that she is a leader, she learns him how to bear the responsibility, and you are the father who saw the mother does not give her child these things and thus you can intervene. Sometimes the children feel that they are involved in decision-making, for example, you want to take him to certain toy town and you know he loves another toy town. It is preferable to ask him, my son where do we go. Any toy town you choose, a good suggestion, what God wills you, your suggestion is excellent. Of course, All This factors are stimulating. Here, the first obstacle is the lack of awareness at the House on Monday in both the mother and father, or the adult brothers or the adult sisters.

Second: There are certain psychological obstacles, the father does not want the boy to learn the leadership for fear of being led him at home, and this fear had no justification.

Third: There are elements in the environment, which affect on the house, you raise self-confidence, but the company of your child from bad companions, unfortunately, mocked him. And sometimes there are elements in the environment affect the first episode, which is the same human individual who is not be subjected to learn, for any reason whether it is physiological or psychological, the individual will be an obstacle in itself. Here is a gesture that, if he was natural there is nothing wrong, but if a child is normal up to first intermediate grade and became intelligent here we can train him how to be a leader, but the question is how long do I need to train him on it? It Might be an obstacle, it will be longer than anyone else will; it needs to have a desire.

What about the obstacles in the school?

The Barriers at the school are found when the same school cannot give the activities of the class, this is a point, and the second obstacle is sometimes a material barrier that there is extracurricular activity but lacks the money, this is not a permanent obstacle. Alternatively, there is a psychological obstacle, some families fear that this trip has drugs and all the perverted things, and here the decision is not easy on the parents. These things are all obstacles, which means the lack of confidence in the school itself.

Also from the obstacles that giving opportunities at the school only for students in the first grade or the second, which means that those students have a high probability to create as students and as scientists, which I give the leadership role for personalities which can candidate to be scientists and not leading figures which can lead department or a company or a meeting. Here, giving the opportunities must be at a higher level, of course, there are students who are possible to give them a dose more than others are and there are some reduce for them their dose of training, but at least you give the opportunities for all.

How can we reconcile between giving leadership opportunities to the largest possible number with a focus on the outstanding ones?

The Thing, which we can do, is to give the excellent one more sessions, we give him more opportunities, for example, someone gives him 80% and gives the other 90%, herein we make the balance, which is maintained between the two matters. For example, if we want to get the future leaders in the Kingdom, we desired to make thousands of super leaders and we must give them more focus, it is not necessary that we open a school for them, because there are many elements that stand out in the field of leadership from ordinary schools, the studies have demonstrated that it is not a condition that the leaders have graduated from a University which has a particular innovation, but some of them emerged from the villages and some schools which are not known, and some of them from other simple universities, and it in turn some of those who emerged from prestigious universities did not have the qualities of leaders. Here we must look to the matter with societal view where it is essential that we support an extracurricular activity in almost all schools.

Even if the measure of leadership is accurate, I see the availability of the opportunity for all, and I see no distinction among them in giving the opportunity. You expect that some young people have the leadership now, but then change your opinion the next year, when some of my students graduated; I think they are not leaders, but the practical environment proves the contrary. You find some simple ordinary children are sitting alone, but he has thought far from your thinking. I must say that we give opportunities to all the persons who do not even give themselves a chance. If you have an extracurricular activity, some of them do not participate, I think at the stage of 12-18 to put pressure on some students to participate. It can be mandatory; we could reduce the number of subjects, to be two subjects and from them the subjects of the leadership. The intensification that we teach him what they will benefit from it. We stuffed the head of the student from the age of the intermediate stage and most of the subjects that he learned it did not benefit him in life, we did not teach him how to be a normal spouse or how to be a normal leader?

I think with the right way, it taught me self-confidence and bear responsibility, even if I canceled half of the subjects, I do not want it and gives me half of them. If the resolution was by my hand, I will make half of the subjects in the intermediate school and secondary school to be extracurricular. How? That there will be leadership training for six years, including three or four curcullium, it contains how to think? How to create? How to lead? How does he affect on himself? How does he affect on the others? , I think if we create in this important point, though we did not succeed in anything, but we succeed in this and it was an achievement. At least we can divert them from drugs and destructive ideas,

Because if you give him self-confidence from the beginning and taught him how to trust in himself - not what one could be insincere to him and play on him whatever.

In addition, the constraints in the community?

Of course, the society has constraints, because it contains the cultures in the country, and these cultures affect on the emergence of the leaders and the development of the leadership aspects of the students. Sometimes you see a culture of frustration

if it prevails in the country, it will be something very unfortunate. For example, there is a culture in Finland, of course, Finland does not have any treasures such as oil and

others, and its population is simple, but they have the creativity and bearing the responsibility, and focus on specific something. For example, if they put a particular goal, they will reach it, and one of their most prominent creations is Nokia. There is also Japan, for example, one of the things they blame the world on it where they are engaged in teaching their children hours of study more than necessary, too, but we believe they were right, as this study is part of leadership development, as they are training their children to lead and self reliance. Therefore the cultural constraints which we are have are important, now a few who read the story of the success story, for example, ask anyone from the age of 12 to 18 when is the last time to read a success story?! We have at King Saud University in the Preparatory Year in a certain period each one of them comes and tells the story of the success of a great businessman as it is a personal well-known and successful in something. If the culture does not have the love of the thing from this knowledge and training, leadership and bearing the responsibility, also if the economic situation is grim and impressive, and the ideology of the people if it is extremist on both sides left or right These are all matters that affect on the ability of the people in the leadership. Regarding to the culture, the society stories that reflect the heroic aspects of effective leadership ... etc., it is certain that this is conducive to the child, and we have in our heritage of many of these models, but unfortunately, no one read it now. As we are a society which has a heritage that can be invested in the development of leadership. Even the superstitions which have the useful myths with a great thing, this idea is more and used in many companies, they start inventing stories to reach them the message.

 The Culture plays a role either to help the human or to hinder him in the leadership training. Some of the scholars came to the point that the food which the boy accustomed to it affects on the leadership that there are some dishes that we have such as rice, this is reverse to the leadership because it makes learning by quick sleep, and even the dietary habits also affect on the leadership, as well as some games have a great effect. Also it is supposed that the night is for sleep, the scientists say that the night's sleep is different from sleeping during the day in several important things in life, when talking about leadership training and training and developing the leader, the problem is that the strength of the concentration is one of

the most important leadership qualities and can even be more important than Intelligence or part of the intelligence which is regarded as the focus, if the young man did not sleep at night, how will he focus? Thus, he` will not be a leader. I turn now to a great constraint in the Culture, which is an associated subject and it is a lack of sleep and lack of regularity, we must know the benefit of sleep at night and how we work and we are working in the daytime. We Start to have storage at night, the human being is not like the computer which stores the information work by making save to it, but the human being begins with making the conservation of information when he enters deep sleep, thus if the one who does not sleep at the right time, he will not become a leader, now, we will make study which there is a relationship between the regularity of the sleep and the effectiveness of leadership.

What is the importance of the desire in the leadership?

If the young man does not have the desire to lead, he will not be an effective leader, even if he had the traits of the leadership. For example, the one who owns money but he does not want to spend, he owns the traits of the leader but he does not appear his leadership.

My professor in PhD Mr. Fred Dansereau god be upon his health and wellness, he is the founder of the input of individualized leadership, we used in this input multiple-level analysis.

We had three circles, the individual himself, and Dyadic Relationship, and the third circle is the group.

The desire must be existent as the first thing in the first level; does the individual himself have the desire to be a leader? In addition, the second level is his contact with the others bilaterally, does this reaction develop him or not? In addition, does this person obliged to do it or not?

The bilateral that we had in Arabic language is easier and existent but in the west there is no except the singular and the plural, but in our language we had the singular, the plural and the dual, everyone is different from the other, even the husband and the wife are different from the group of the family. In addition, we find

there the elements of urging and motivation; do the husband and the wife- these couples- have the motivation- according to their discussions with each other and their exchanging with each other- to make development to the leading attitudes within their children? Here, dwells the question mark in whether they are able to do that or they can't? If these two couples do not reach to a complete contentment with the importance of developing their children, you will find that one of them trains his sons at the right side and the other one trains at the left side, it is necessary that both of them agree on concerning training. It is possible that the father tries to let his son bears the responsibility but the mother says that he is still young.

The third level is the group, of course the group affects. They are with each other as a group, there are methods inside the group processes whether they help in emerging the leaders in the family or they suppressed the emergence of the leaders. Whether to train them or don't train them and that happened as a group, its probable that the father and the mother agree on the dual level in developing the leadership, but if the matter transfers to the standard of the group, it will enter within it the brothers and the sisters and maybe the matter will not be straighten. For example, if there is envy between them, here the matter will be different, or there will be gangs in the family, like the duals between so and so with each other, as the brother's start with making the struggles with each other. Or the father himself applies the theory of Leader-Member-Exchange, the leader acts with a different method with the members of his group, there is the In group and the Out group, here the family is divided into two groups, half of them is near and lovely to them and the other half who is interested only on the food and drinking and sleep, but they give all the good qualities and the good things to the lovely and the nicest part. The leadership develops in the great section and does not develop in the other section. The quoting question does the group affect or not? It is absolutely that the group affects, because they either make to give the field training to the leadership or suppressed it, and then by the passing of the years, we find that this child is not motivated to work. Love to work is found inside the human but it is found in his inner side and there are other tendencies let him love the drowsiness and get used to it, but if there are temptations for the human from his childhood to train on it, and learns from it self confidence, this matter will be good. Be confident completely that that the Japanese formula and my formula is

one but why he can control his life, I cannot believe that I get a vacation and I will rest from work.

If the incitation with the individual is high, it maybe help him to face suppression in the second and the third circle, but if the suppression is in the second and the third circle is high, so what's more dominate the bravery.

The wholes or the details?

The concentration on the basics by giving examples or practice, the concentration on the practice is better, but if you cant give the opportunities to practice like the extra curricular activities, here it will start the other alternative, which is giving examples by making it on video or something like that, its better to give them the basics with the practice, and if we own the time for the secondary things, this will be good, but the greatest probability in our current situation is that we can not get away from the key issues, because we are limited with the system of the schools.

The formal or the Informal?

Both of them, its better that there are lectures which explain for you exactly what is the leadership, and these matters can be from small booklet, but also it has training and practice. I mean with the training not only the trainer who will give them a lecture but also the training will be great training. For example, the training with the way of play roles. Also, to give them opportunities, and to see them how to lead on the nature, for example, how to form a group without putting for it a president, and you send them and tell them that they have a mission work for three days and to bring for me a report, then if they return, I will bring with each one of them and I ask from him to give me a story about what happened with him during the three days. In the United States of America and in the year 1982 I reminded that I made a journey in the master stage. We had a project; we were divided in the class into five groups. We chose to go to Catalina Island in California, we stayed in it for three days to make an explanation for Group processes, and I learned from this stage what I had never learned in my life. I learned in the college the theoretical side and now I am learning the practice, as I gained a great experience, which means that if I stay for three years reading books in the same subjects, I will never gain for what I get in this

journey, we went and passed hard circumstances, the rain fell on us and we passed with more problems, what we thought him to be a leader, isn't a leader, and another one emerged in him the leadership, and some of them gets stable for a short time from the difficulty of the circumstance that we passed with it, and the other bears till the end, the field is different in its matters. Here, we learned various and fearful things that we will never learn it if we stay for tens of years. The practical training is from the points that must be available. Therefore, I concentrate on the extra curricular activity and the practical training, which is the Action learning. What's emergent in learning from this journey that I cant see it after my return directly from the journey?

The development of the leading characteristics?
Its development is important. There are qualities in the genes, that I cant abolish it, but we can develop it and enlarge it, we give him means which help him to discover his intelligence, it is important to mention that there are intelligent people who believes themselves to be foolish and also we think them foolish but if you attract him you will discover the intelligence that he had, here appears the creation because the leader is creative.

Incurrence to leading situations?
Both of them completes each other, because the one who has the leading development and do not incur him to the leading situations, he will not have the development with the correct way, at least you can give him examples, or makes him practice, and he could be part of the training.

The cultural context?
The culture affects on the development of the leadership with a great extent.

What is your first comment?
It is very good even excellent, characteristics can be leadership styles characteristics, I do not think the characteristic is a stable thing, and there is not a stable thing in life

in my opinion. Even I think inside myself that the genes may be change, because the only one who does not change is God all mighty.

This is also a good point that you mixed between characteristic and behaviors.

Can we add the habits?

You can add many things but when you expand, you will be mistaken more. Your second step for every dimension that there is a measurement and inside it, there are questions and factors. If it is numerous and controlled, it will be better than we can enlarge it.

In the situations, there are other things which maybe you can add to it, the leaders themselves, as you can tackle all the elements of the environment.

What are the changes?

If I think to make a frame, I will make the same thing. I do not like addition, because I do not like to expand more than necessary.

In addition, the qualities enter inside it the morals and the beliefs, as the beliefs and the qualities are frequently one, one of them is for the farthest extent and the other is for the nearest extent

If we put here the society as an alternative?

The society is a broad word, regarding to the family, we know what are the elements that form the family, it is probable to form the number of the members of the family or the economic state, and also the family was religious or unreligious, the religion in the family affects on its members.

What will happen if we neglect the characteristics?

It is something missing, if we neglect the characteristics in developing the young leaders, on what we focus? This is from the basics.

It is sure that he cannot eliminate the individual because he is the character and you cannot abolish the character.

Situatedness

You cannot abolish it; it is existent in the leading character.

Cultural context

You can incorporate the cultural context with the situatedness and named it the context.

With another meaning: the characteristics are the antecedents and come after it the situadeness, which is the contingency theory, and the action science is the process

What about the intelligences system?

I like this system, I think that it remains and if we delete it, there is not anything will happen. I think that the sentimental and the mind side have the greatest effect.

If we delete Action science?

If we delete it from the formula or we delete it with the method of learning them and training them, there will be practice there, we will have leaders and time but where is the operation itself? Here it will not be existent.

Do u want to add anything?

It is a very good subject, excellent.

The question here why do we spend all this energy to train them?

Why do we attempt to develop the young leaders? Why do we make from the young man leaders? Why not all of them are followers? Isn't better to be followers? To be the life easier? Because it be will be easier to us to let them move on what we want, and we make the leader a single individual only, and we give the remaining people the books about the science fiction?

Of course, the development of the nations and its people, in this development for the leaders, if u get lost, the country will be illiterate, and even the nation as a whole will be illiterate and not only the country.

Why are we late? We don't lack the money and the hospitals and we don't lack the good fathers and mothers and thank god, but we lack one thing- not to praise your research- but we cant produce leaders in our houses and inside our schools and our environments, if we make this process, and we lived on it from the last time, our situation now will be the best socially and religiously and economically than Japan

and America and the other countries. However, what happened to us? Unfortunately, we have a gap in these matters, until now it does not use with the correct form. If you do not make an education for the society, so how will he be a leader? How will he move? How will he create and invent? How will he build and conserve his sons? How can he make investment and profit? How will he develop? If he does not have this vision, he must have self-confidence. So, self confidence is one of the important elements that you must teach it until I make an assessment as a leader, if you don't give the young man self confidence, he will not be a leader, unfortunately we burden our generation hundreds of years, not only twenty or thirty years, because we plunder from them the simple thing that god all mighty granted to us, Islam gave them self confidence and we plundered it from them.

These are from the matters that applies on it the saying of the prophet peace be upon him :(all of you are a shepherd and each of you responsible for his flock) I am not only the caring person but also more with me. I hope that one day that you write an essay about this PhD, and you said in it that the reason for our delay in kingdom of Saudi Arabia is not a mistake on concerning country or conspiracy from the west countries upon us, but the mistake is found in ourselves, I think that this is the summary of the topic and it is the reason that makes us discuss this topic, and this due to the importance of the study.

Case 20: Salem Alqahtany, managerial leadership expert

What at this stage makes young people become future leaders?

The things which shape young people's future are education, training and practices, starting practices and fieldwork through extra-curricular activities in schools, being involved in cultural programmes at universities and scouts, because it deepens the concepts learned in school and training courses and is important particularly in self-development.

To what extent do you think that leadership can be taught at this stage?

If we talk about young people, leadership can be learned to a great extent, because young people are like soft dough which can be shaped any way you want. In the same way, we do not see young terrorists who are still soft and tender at their ages. They can be imbued with radical ideas of terrorism, gangs and so on, only because there are people who take advantage of this flexibility in their minds and can shape them any way that may be destructive to themselves and others. Therefore, it is best if you can shape them into leaders.

What are the specific core characteristics you think should be focused on this stage to develop leadership?

There are great personal and physical qualities, which we do not interfere in, but we cultivate behavioural and educational qualities such as self-confidence, courage, the capacity for dialogue and communication, openness, acceptance of criticism, acceptance of the opinions of others, the ability to foster dialogue and negotiate, willingness to learn, not being afraid of admitting mistakes and the desire to correct mistakes. These are all the characteristics or behavioural attributes which can make young leaders. In my opinion, in rank of priority, first comes the desire to learn and not being afraid of making mistakes; secondly we have self-confidence and acceptance of others' opinions; thirdly, to ensure development and self-development.

What are the responsibilities and opportunities which young people should be given at this stage to develop leadership characteristic? Let's talk in the family.

In the family, young people can take a leading role or take responsibility for the family budget, planning family holidays and helping the youngest siblings.

And in school?

Schools, for example, allow them to lead the school broadcasting and work teams and be, for example, the head of the class. They also give them the opportunity to lead sports teams and other team activities. Then they move to university, where they

can lead university student teams, participate in student clubs, lead theatre groups and lead mobile teams or scouts. All of these deepen the leadership concept and show them the importance of the leadership role that can be exercised through his work.

Do you think leadership development at this stage needs a short term or long term approach?

It needs to be a relatively long time, because it depends on the impact upon them and the speed at which their stage attitudes change. It is true that you can easily affect them, but we have to maintain this positive impact of a longer period until the change becomes brisk. It is not easy to change people's mind, attitudes and positions, but if you gave up at any stage, it may interfere with some of the trends and directions in which you change things that you develop.

What are the obstacles to youth leadership development? Let's talk in the family.

In the family, it is the father's dominance. He does not give his children the freedom to express their opinions. He tends to impose a single opinion of the father, mother or elder brother. The problem of the elder brother is at the level of the family or the father.

And at school?

At school, there is the lack of education in the school, teachers' dominance of the closure of debate and dialogue, the imposition of one opinion, the lack of leadership models in school and the poor curriculum. Also, there is no presence of curricula that qualifies people as leaders.

What are the obstacles in the community?

At the community level, the culture of society. In some cases, young people don't speak before their elders and I think that's a very ancient culture which dates back to the old days of the first Arabs of Abdul-Allah bin Umar. As it is mentioned in the hadith, the Prophet – peace be upon him – said, "Tell me about the tree that does not cut its leaves" and the young person knew the answer but was afraid to speak before the adults. So, the issue can be more cultural at the community level, as the community also must change its culture.

To what extent do you think the motivation to become a leader is important at this stage?

Certainly, we can create inside them a desire. I do not consider the desire innate, but I think that the desire is set up according to the environmental conditions. If the desire is found to be stimulated, the desire will appear, while if there is no stimulation of desire, even if the desire is there, it will be buried and end.

Is there a relationship between developing leadership at this stage and having more leaders in the future?

Certainly, there will be more leaders in the future. I think that if we had programmes to develop future leaders at this stage we would have more future leaders. If you do not have programmes, future leaders may emerge accidently. We should not leave it to chance. The existence of programmes guarantees the presence of leaders in the future.

If you had to go back to your youth, what are the things that could help you develop your leadership abilities?

It was out of my own hands to take or do anything, things were given to me. For example, one of the things that would have helped me in developing my ability is being given leadership opportunities in school and being encouraged in school to play a leading role. Of course, the teachers dominated. Dominance also takes place in

both the community and family. Moreover, in terms of guidance, the family and social and academic counselling, we did not have a guidance and counselling about leadership roles. This is the most important thing which was missed in the earlier era. Most of the things I learned about leadership I learned from at an old age.

Do you think that the programmes are more effective at the intermediate stage, secondary stage or university?

They are all complementary to each other; we cannot say that one is more important than the other.

What should we focus on most in the intermediate and secondary schools?

Giving students courage, learning the art of dialogue, the art of conversation, the art of dating, communication with others, openness towards others and acceptance of learning. Behaviour is easier to deal with at this stage as students are still learning and coming on the verge of learning and this is why we find them learning from the teacher more than their father.

At this stage, which is better: focusing on generic leadership or focussing on a wide range of details?

I do not encourage details, because they raise too many questions in young people and you may not have answers to them, and therefore you have the opposite effect. However, at the university level, when people are strong, they can handle details. At the beginning, you should give them generalities and then drop in details as they are growing up, because this results in a direct correlation.

To what extent is there a relationship between developing youth leadership and focusing on leadership characteristics?
The personality traits, in some cases, cannot affect them because they exist, for example, in their height, width, weight and expressions.

What features can be changed?

The behavioural characteristics, because we cannot re-create one another. And personality theory proved its shortcomings in a very great way, because there are many leaders do not meet the features it claims are necessary. These people were successful, and there are many examples, such as Napoleon, Pilgrim Thaqafi and others.

How do we formulate personality theory to benefit youth leadership development?

You can only benefit from it in the selection of leadership, even in the selection of young people who have the ability to develop more leadership. I mean, for example, you see individuals who are spurred on by their health and physical attributes, as well as their duration and focus upon it. But it is not necessarily a successful experience.

To what extent is there a relationship between developing youth leadership situatedness?
 I believe that this is one of methods of developing simulation in the field and in practice sessions. The positive impact of situations is to develop firsthand experiences.

To what extent is there a relationship between developing youth leadership and the cultural context?

It is very important because, as we say, openness, frankness, and trust is important. In addition, even dealing with the customs, traditions and culture of a country is very important, but we should not make it a barrier. The leader's understanding and awareness of these customs, cultures and traditions is very important because leadership operates under these parameters, or determinants, if you will.

Framework

Regarding the four aspects of cultural situations and cultural text intelligences, these dimensions are good for attention, the long term and action science in light of the environment. However, I what I'm not sure about the manner. I'm talking about the shape and not the content – does it reflect the manner in a good way? Does it build upon system theory, which involves output and input? If you mean that this is the framework for this study, we will call it a contextual framework. If you mean that, my opinion is that they are suitable. I do not think that I can add anything more to the discussion as long as the four aspects are valid and the action will be under the shade of the environment. I think can derive possible models from it.

Is there anything you would add?

You add a lot of things, but I don't know about the time factor. The individual can be everything. If you put this person within a circle and they are the circle and the environment shapes the circle in this way, you put the individual at the top and the environment below.

What will happen if we eliminate leadership characteristics?

It will result in internal demons, because they are smart and have a lot of things and great skills.

What will happen if we eliminate human intelligences?

It will result in routine leaders, leaders who are not innovative and visionary futurists. They will be managers, rather than leaders.

What will happen if we eliminate situatedness?
 It is possible to take many wrong decisions.

What happens if we eliminate the cultural context?

They will not succeed in a work environment.

What is the weakest dimension in this context?

Characteristics, because they are soft skills, and soft skill are always weak and may change. It is like the cultural context, which can be influential to human intelligences, which can be evolved even when the person reaches an old age and then goes back to learning. Medium situations have medium impact

What is the most influential in your opinion?

Of course, I told you that the most powerful is the cultural context, if we are talking about the long term.

Do you have examples of programmes that created future leaders?

I read the programme provided by Al Rajhi for their children, which is an integrated programme. There are training courses and practical cases, which kind of demonstrate the next row.

We have reached the end of our interview. Is there anything you would like to add? The need for programmes to create future leaders is very important.

Case 21: Saad Algoiab, Sociology expert
Saleh: What can make the young man to be leader in the future?
Professor: There are many establishments can play a role in this regard, the first is the family, as if the family realizes its role completely regard the sons and their bringing up in accurate manner including the future expectations, it will build the rules and bases of completing this structure. Then, it will be the turn of the school as a support establishment for the family role, then the last role will be for the university in building the character. It is supposed that all the establishments have clear view regard the young men development and they are agreed for one track, as

the youth should be built either for character and ideology as integration should be coordinated between both of them, we do not want a school builds and a school demolishes. For the family level, the family should create imagination for the youth commencing from his childhood to help him to adopt concepts and think about these concepts, and try to achieve. I remember that the son of my sister, I used to call him doctor, and now he became a doctor, I did not expect that this calling will lead him to be doctor one day till I asked him and he told me that I was the reason. Some parents make their son frustrated, so he can not become a leader, even on the level of the self leadership, but if the family plants the meanings of masculinity, independency, and clear vision. I consider that the family is the bases, and any structure without base will not continue, if the family structure is strong, the building will be gradually completed.

Saleh: To which extent you think that the leadership can be developed and taught in this stage?

Professor: In 7 years old, as teaching in this stage like inscriptions on the stones, but the leadership starts in the 10 years old.

Saleh: In accordance to your view, what are the responsibilities and opportunities to be given to the youth to be leader in the future?

Professor: First to be dependant, in his study he has depend on himself, and in case if he is male, he should be given some responsibilities in accordance to his stage as a big mistake should be avoided when focusing on one of the sons and ignoring the other regard the responsibilities as this can damage his leadership capabilities.

Saleh: In the school, what are the responsibilities and opportunities which can contribute in developing the leadership?

Professor: The intelligent teacher who leads the class should discover the leading students and give them the supervision and control during the break times, and gives them specific responsibility. From this point, the leadership commences. The measurement is not the excellence in the study, as the student may be unique in his study but shy and has no the leadership capabilities, and also the students guide, the

principal or the social specialist have to discover these capabilities and try to authorize some of these responsibilities. We need honesty in this difficult task.

The history mentions the story of Al-Hajaj Bin Yousef in Iraq, when they looked for a leader for Iraq, and Al-Hajaj was not well known, he nominated himself two times, but Caliph told him you have neither view or body in the third time, Al-Hajaj answered, Prince of Believers: body for camels, and view for females, but the accurate measurement for any human is his heart and tongue, the Prince answered: you are for Iraq and he was successful leader in many of the situations.

Saleh: You have PhD dissertation and theses in the students activities, what is the role of students activities in developing the leadership sides for the students?

Professor: In my PhD study, I studied the effect of the school activity in developing the moral growth for the students, I found that the study reached to that there is positive effect and relation between the school activities and moral growth, the activities increase the students characters growth and teach them the leadership and courageous, and eliminate the negativity and shyness and teach them the positivity, and all of these lead to the character growth. The Kohlberg theory in the moral judgment and implementations in the moral growth.

And when the students have the enthusiasm that they are the future leaders and the hope of the nation and they have the leadership morale, this will affect them in the future. Leaderships are levels commencing from the family to be a manager, officer or minister.

Saleh: What are the supreme morals which are developed by the school activity ?

Professor: The commitments of the appointments, honesty, none selfishness, cooperation and these are the most important things.

The student should be taught not to be selfish during cooperation and distributing games between the students and to motivate the students by discovering their capabilities regard supervision or leading groups to discover the leadership preparations. The teacher should not receive the leadership but he should submit it to the students especially in the activities.

Saleh: What is the reason behind the effect of these activities on the students behavior and morals?

Professor: Because they reconcile with the desire, and hobby satisfies some of his trends, while he might not like the studying subject.

Saleh: What are the major leadership traits?

Professor: The human being consists of two characters, substantial character and morale character. The morale character is the shadow of the substantial character, both of them are completely connected, the substantial is viewed for you, which is the appearance, gentle, and care of self but the morale is not viewed but you can know from the actions and responses, if there are wise actions and wise responses, that will reflect a leading character, which is the mental and conceptual leadership.

For example the character of Abdullah Bin Abbas was ten years old and he was jurist till all of his companions were amazed for his wisdom since he was young, and Caliph used to encourage him and introduce him to the adults and get his opinion in the important issues beside the great companions.

The substantial character affects the morale character and vise versa, if the human being in good appearance, this will affect negatively and positively. How it affects negatively? He might be puppy and insult the others, these are negative aspects and you will find the morale character as dirty.

The person might combine both of the two characters as Caliph Omer Bin El-Khatab, the character might be weak, either morale or substantial such as Al- Hajaj Al- Thaqfi as he is short and ugly but he likes the excellence and owns the courage and wisdom.

When Muses, the most courageous prophet, was sent and spoke to Pharaoh, the biggest enemy of Allah, Allah did not order him to fight him but he ordered him to speak him gently, as he might remember of has fear from Allah. Think about the method, not to use the substantial strength.

How can the leadership be? Unique leadership has to have positive substantial character and morale character , but if the positive morale character beats the substantial character , the leadership will not be in the highest level.

In summary, the character can be divided to three levels:
1- The highest and the best is based on the integration of the positive substantial character with the positive morale character and as clear example is the character of the prophets.
2- The positive morale with the negative substantial.
3- The positive substantial with the negative morale.

If I want to be a leading character, I should look for these three variables.
And as educator, teacher, supervisor, manager, minister or king, I should look for these characters and form them, as each of them has gap.

Saleh: Does the development of the leadership needs long time or short time?
Professor: Developing the character, based on time, depends on the skills and self capabilities. The stronger self capabilities, the shorter time we shall need, and vise versa. For example in the previous classification for the characters, the first can take its track in short time, and the second needs to longer time. But the third needs to longer time as there is a problem related to body fitness and morale shortness, and needs to qualification programmes which need longer time.

Saleh: Why the human needs longer time to develop these things?
Professor: Be a question, because you are not the only effective factor, there are external factors nowadays such as satellite channels and internet. You build but the other factors demolish your building, so slow but sure building is preferable.
There are other internal factors such as the self destructive desires, devil and all of them are morale and affect the building.

Saleh: What are the obstacles at home which might prevent the development of the leadership sides?

Professor: Frustration, which is the most serious, do not describe him as a weak and make him doubt regard his capabilities, or do not give him by responsibilities to be leader. In case if he makes mistakes, tell him any one can make mistakes, but the best who does not repeat his mistakes, this will make him comfort and resume his work quickly, but if you blame or hit him as valueless, he will not step forward, and he will be frustrated and go back, and therefore he will not be a leader.

Saleh: Are the desire and looking for the leadership important in this stage?

Professor: Very important, because it is first step to be a leader.

But the important question: How to discover who has this ambition in this stage? I think that through our supervision for the activities and managing of groups, we can know who has this ambition, and in this case we have to support him and give him early special certificate. In case if he is given a certificate in the intermediate school that he is successful leader and supervisor or unique class leader, we shall help him to be a leader, but if he does not look for leadership he will through this certificate in rubbish. And then, in the future, we shall find the first have many certificates encourage him to be a leader, which will increase his self confidence as these certificates will help him hi his high academic study.

Saleh: Do you expect that the leadership programmes in this stage can lead to bigger number of leaders in the future?

Professor: Absolutely yes, as this built will be completed in the other establishments later.

Saleh: Do you think that focusing on the leadership sides in this stage should be on the wholes ore parts and details, which is more suitable in your opinion?

Professor: You can discover the leadership only from the general programmes, and this is the responsibility of Ministry of Education, the earlier discovery for these leadership traits.

Saleh: What is the relation between developing the leadership in this stage and focusing on developing the personal traits?

Professor: Important relation, because the leader will come only through the abovementioned classifications.

Saleh: The relation between developing the leadership and making the youth face multiple leadership situations ?

Professor: Very important.

Saleh: The relation between developing the leadership and growing a multiple matrix of intelligence ?

Professor: All of them are integrated for the character, if the leader is merciful and can feel the nations problems and gets afraid from Allah, not fooled, he will get needed morale.

Saleh: The relation between developing the leadership and cultural context ?

Professor: Very important.

Professor: yes, considering the leader here in Saudi Arabia is not the same in Egypt in accordance to the culture.

Of course very important because we do not want the leader to go out the culture context of the country, he has to adapt and accompany the others, and from this point he will be unique in his leadership.

Saleh: Framework ?

Professor: If we divide this character to substantial and morale, and make between them merging, duplications, and reaction to make integration between the substantial character and morale character, we shall get the best leadership, the less this integration, the less the leadership character.

And you are in this model agree with me in merging between the substantial character and morale character.

Saleh: What will happen if we ignore these traits ?

Professor: I say that these traits are unique morale, should be focused and absolutely not to be excepted, this which I meant by the morale side.

Saleh: What will happen if we ignore human intelligences ?

Professor: But the issue of satisfying the soul and mind should have accurate and correct mechanisms and methods.

Saleh: What will happen if we ignore making the human facing leadership situations ?

Professor: This side can test the character if integrated or not? If the youth get this test early he will be tested and will make him get experience.

Saleh: What will happen if we ignore the cultural context ?

Professor: This is very important issue which affect the leadership credibility and increase the self confidence for the others.

I suggest if we research this relation between the for variables and extract an easier model can be implemented as a programme.

Saleh: In the end, would you like to add something else ?

Professor: I stress on the necessity of establishing academic project or leadership centers to get qualifies staff either in religion, morale, behavior, and all levels, as they increase the building and not demolish it, and give the undergraduate the opportunity to get scholarships, positions, and parliament. So, you can imagine that the student in the primary stage will have ambition to be leader and a member in the parliament, imagine his ambition in this case.

I assure that the cooperation between the school and the family is very important, the schools says to the student superior thank you and be informed that your son is one of the selective leaderships and please care of him, and complete our work with him, as your cooperation with him will make him unique personality in the society.

Case 22: Alsadhan, Naser, Sociology expert

S: What makes the youth in this stage as a future leader?

D: The most important issue to be leader among a group from his peers. I think that the leader is made by(after having the basic natural skills) improving his skills through the surrounded environment. The surrounded peers will be competitors and they will not make him as he is made by his parents and school, but among his peers he imposes himself, he can not be made among his peers except if his peers are weak, as they can make him directly leader by their withdrawals, he can be a leader by what he has from natural talents. But in my opinion, I think that is not enough, as he might deviate and be leader in wrong way. There are many cases shown in this regard as there was a teenager has 13 years old led a gang, his gang consists of youth their age reached to 25 years old, and they were led by this young child. As we can see, talent without paying care and led positively, will not benefit the society and community, and the youth will not be an example for leadership.

S: To which extent you think that the leadership development can be learnt in this stage?

D: I think that this stage will be enhancement more than education stage, I suppose that leadership trends are discovered early, my study for master and PhD were about recreation in whole. My master dissertation was about the relation between deviation and recreation, while my PhD dissertation was about the relation between study excellence by recreation. Recreation is reach field to discover the leaderships, because the youth scientifically and noticeably behaves in accordance to his nature while recreation, so when you throw the ball between ten kids, you will find one of them going forward and starting to distribute the team, and then you start to discover his soul of leadership, or to see him in swimming pool and you see them starting to arrange his colleagues, and organizing a competition, or similar action. The leadership soul in this stage is shown clearly, and I thing that the discovery stage

differs than the enhancement stage. The problem that there is a gap between discovery and enhancement, between the primary, intermediate, and secondary stages, and I think this enhances and confirms the role of the family it self, because the family will be with the child and observe his growth in the earliest stage. Yes we can see some talents in the intermediate and secondary stages, but from my experience, the skills commence in early stage, we watch the skills in the earliest stage, and the leadership sole emerged as the child shows that he can lead the others. Sure that there is relative relation, the child leads the children around him, but when he grows elder, he leads his colleagues in the same age. I believe that the primary stage is the stage of discovery, but the intermediate and secondary stages are the stages of enhancement.

S: How can we invest the leadership development tools in the gangs environments and to function them positively in the schools and institutions of developing the leadership?

D: If you mean the street by all its effects, and in the front the companions, I think that this street makes leaders of gangs, as the bad companionship with the family carelessness will make deviated. This companionship made a leader because he has natural talents, and he thought that the others are weak regard the leadership, so two leaders can not be found in one place. If happened, violation will start, and the second leader will go to a new group. Therefore, in my opinion, that the leader in this group was made by the weakness of the others in addition to his natural readiness for leadership, and third what is found in a street from the daily practices, he starts leading them in fighting or stealing, then in bigger action, then to be transferred to a leader and to be the prime leader.

S: Can you say that the multiple practices, interactions, and experiences of the gang leader developed his leadership capabilities?

D: This is partial side, but it is not the most important in my opinion. I think that the gangs field fulfill a side from the adolescence needs such as challenging and self

esteem. In the educational sides in the secondary, there are no strong motivations which fulfill the adolescence needs, all of the educational side can do to fulfill the discovery needs and the companionships needs, but not the challenging needs. The challenging need is found in the core of the adolescence stage. Therefore, the leadership is strengthen heavily for the adolescents in the gangs environments. Trips for example in the secondary stage might show a leader for this trip, to be organized and arranged, and this is a sort of challenging, but not in fighting or stealing, or planning and challenging another gang, or challenging the policemen, these are the motivations of the stronger leaderships. The problem in these strategies and mechanisms that we look for them merely, and this is the reason of the defect in transferring them to the positive side. If we want to make leadership in this stage, we should consider the specifications of this stage, and the adolescence stage needs.

S: What is the effect of the participation of the youth in the non profit sector on developing his leadership sides?

D: One of the most important recreation goals that it draws a future profession, when the youth practices voluntary work, this work will fulfill his needs as adolescent, and the other issue that he will start to train himself for future profession. Of course the leadership can not be considered as profession, but a part from the personality sides. There is a thesis in the field of charity work about getting benefit from the youth in the endowments. This study presents what the youth own? They don't have money nor prestige, but first they have the time, second enthusiasm for work, third they fulfill a part from the features of this stage, if there three issues are utilized, and recorded in the voluntary work, their merging and under these three variables, and the environment which he worked to: be a leader and change this new environment, or to shock with them and withdraw. We saw many things like that, the manager says to the youth you should not do that, but the truth is not like that, but the others are not able to discover and get benefit from the youth capabilities. I remember that one of them has unique media capabilities, and he wanted to be median, but the establishment did not want him. It wanted him to work in arranging books, so he withdrew. I consider this youth has leadership personality as he did not accept to be a

follower and he took the decision for leaving the job. I think this environment is not ready for discovering and involving the leaderships, and therefore is not ready to develop the leadership capabilities. In our society we do not have enough to achieve this side or to enhance the leadership side as we do not have the culture of the voluntary work in Kingdom of Saudi Arabia. If there no acceptance for participation, we have to leave the youth to create and prove his independent personality, and this part of leadership can be left for the youth to work by in which he feels that he can create.

S: How can creation be a factor from the leadership development factors in this stage?

D: First, discovery, I think the first stage is to discover to develop, and not to leave the youth develop himself and he might not do. Discovery in this field will enhance the leadership side as through recreation, discovery will come, and then enhancement. The youth can be given leadership duties to start up, and this requires understanding and thinking, and this might be absent from some practitioners in the youth sectors. From the recreation features that it is optional. E-g, not do push the students to play football, may be one of them wants to play volleyball, and do not push all the students to draw. Recreation is optional, without commitment, obligation, or financial motivation, and not to govern the youth direction by any effect of attraction. I worked supervisor for many years, we were able to detect the gang leader, by leaving them playing football or in the restaurant or hanger or any other place. It was clear who issues the orders, and who obey the orders, we should mention that jouveniles deviation is collectively and not individually.

S: What is the reason behind this collective curve?

D: This is because to the nature of the adolescence stage, there is need for companionship. Adolescent can not live alone except if he has convergence problem or other. Adolescent should be with a group, either bad or good.

S: What are the responsibilities and opportunities should be given to the youth in this stage to develop the leadership sides for him, if for example we start by home?

D: Home is rich field, if the parents are aware by this side, it will be productive, and if not, it will depend on the chance, it might emerge or not, and this step in the companions group, either bad or good. The current education system does not encourage, but the education system which we taught which depends on the hours system has rich field, because there was freedom in selecting subjects, major subjects in addition to selecting optional subjects and also selecting the teacher who wishes and select the lectures times, as you can prepare your timetable, and this is not available in the current education system as you come from seven am to one pm, and you know the date of graduation two years before as there is studying class during summer, may be in another town, I know a colleague graduated by two years, and he continued by the same enthusiasm and graduated from university after three years, major subject: history, and now he works as a teacher. But this type from educational systems was supposed to be accompanied with fields which help to cover the leisure of student, for example if you find carpentry workshops, iron workshops, playgrounds, or many professional and entertainment things, this will enhance the leading side from the point of decision making.

In my own point of view, that the graduates of this particular stage in the first and second period are superb, but the third stage and beyond has gone away. Because the door is open, you can go out and come back and go wherever you want, it happened erupted deviations, and became an exit without the permission of anyone, then began in narrowing it, even transformed over time into its regular secondary, but for the first stage and second stage the situation is different: the door is open, you have the resolution to go out, and you can not attend and you not study, and you have the decision to come and go and benefit, and you have the decision to go home and come back again. I think it was a strengthened leadership in a very strong way.

1 – What bout the Opportunities in the house?

2 - Of course this depends initially on the ability of the parents to make the

discovery, the discovery of this talent. Not only are discovery only, I do not benefit from knowing that my son Nasser is a leader or not, if I turn to the second stage, which is a leadership development, and I think it is also insufficient if I am not communicating with the sector of education; to strengthen that side; because he spends with them 6 hours daily, you must promote this special six hours, and it is a fertile field for such development if it is available these three things. Of course, after the first stage there is the stage of discovery - that if the statement is true – it comes the strengthening of the family and strengthening the school, but the school with its present state and by its own can not be discovered, the family must continue   with the school boys or girls by: school broadcasting, school groups, and a master   class. Wherever we went we would return once again to strengthen the family, in my own point   of   view,   it   is   the   principle.

1 - What can be given to young girls or responsibilities in the family?

2 - But I refer you to a book for reading, and its title (adolescents) to Abdul-Aziz Nughaymishi, he answers about more things which u kindly give it, and the book of The   Psychology   for   stage   ages   to   Dr.   Omar   Emofdy. I think that the fields are very, very broad, and too often, those who have the conviction that he should make from his son a leader. Of course, it may make a leader with hundred percent or it may make the leader by ten percent. I think that the things are relative, the introvert boy is enough for me to raise him up to 15 percent, I do not ask him for most than his size, perhaps you may reach with him up to 70 per cent or 80 percent and then he collapsed and vice versa he may be increased by 60 percent and then I raise him up to a hundred percent. This is due again to the ability of the parents to discover their children and their abilities. If you want to indicate fields so they are many, which means assigning him the starting responsibilities? There is the realistic fact story which happened with me: I've got a girl who is the eldest among my girls which is her name Bayan- God makes good for us and you - she joined the University now, and I have another girl which is younger than her, when she was young and I have had to get out with her mother, we said to her:

"Bayan, feed your sister. We went out and she started the telephone communications: My sister did not eat, she refused to eat, and I did, left, and so on. When we returned back to home and we found the little girl asleep, Hanan is asleep and the girl is covered. We said: Who covered her? She said: I am. You must Notice with me for this simple partial, when we give her the confidence, she did not do only that by this stage but she gave her more and let her asleep, and when she slept, she covered her from the cold. Now you are going to tell me: does she still have the Spirit? I tell you: No; because we are lazy, we could not continue to build, we add to that if she was male, in my own point of view that there are fields of leadership, and there are fields welcomed for her to take the decision and this is unfortunate matter. When she joined the university, she chose the King Saud University, and I was raised to her alternatives and she refused and she insisted on this University, after a week, she asked me to transfer to another university, as she was suffering from a problem, and all her colleagues enrolled in another college, she becomes alone, she was tired from King Saud University; because it has long vacuum-hours, so she bored from this university; because it did not meet one of the needs of the stage; because she considered it that she is still in the last verses of adolescence, and may be she is in the middle. A witness says: The fields come back to the acknowledgment of the parents to the properties of the stage that it should be based on charge and sacrifice in some aspects. I know a lot of parents who assigned to his sons with missions which create spirit in them, it starts with the adoption of resolution, decision-making lead him that he can lead himself, at least. He May lead himself or may not lead himself, but what is important that he must have a kind of self-assertion, he can say: no, and he can say: Yes. It is a very important issue in the life of the young people. Now the fields are spacious, and I think for those who had been traveling so much that he should be entrusted his son with certain tasks, for example, and lets him bear some of the losses.

the Another thing: he Does not exercise the process of destruction, as we call it the issue of the twenty-will, if I want to give him to bring needs which costs five riyals. He goes to buy bread with riyal and we said to him more, you do not bring the bread burned as it does not become stale and does not not become bad, and the owner of

the shop does not trick you. The Child: he is depressed because we did not trust him, and we give him more than enough.

The other thing is found within the house: we get back to the issue of recreation. For example: if the family was traveling in the summer in the trips, we say: Come, so and so or, what you need in this journey? Let him think and remember last year what he had been lacking, and he starts thinking. The other thing: Let him choose his own needs, and this is a very, very important point. It strengthens the confidence in itself. There is no need to go to buy clothes, which I chose his color and chose for him the number, and picked for him many things.

 The other side: is strengthening him. This is due to the components of the adolescent personality, the strengthening of his character in front of his peers, not to destroy him in front of his peers, but assigned him with work in front of his peers; to feel that he took the confidence from his parents, in front of his cousins and the sons of his uncle and his colleagues.

the third matter: I think it's a new idea - I practiced it in the school - as I taught them a lesson or two lessons, this was in the sixth grade, it was in the school a program that enables the parents to be involved in it, so I took the period from the teacher and I taught the lesson of course. My son has felt pride and highly dignified   because this enhances the father character and therefore he accepts it from you. You need to enhance your personality within your child; to accept it from you your directions that you want to make from him a thing or a leader or to raise the level of leadership, not necessarily to make the leader, but at least to high his level; because people are not all alike, this point we believe that it is necessary to be comprehensible by the parents; because many children were fallen down; because they were unable to achieve what the parents want from him; because the parents want something very high, as he wants him a leader but the son does not want that.

It is not necessarily to reach up to the level of the leader, I must know his abilities and raise him according to the stages of life, of course, not to mention the issue of daily practices in the home and how to strengthen himself; because the strengthening of self leads to the manufacture of personal autonomy in himself, thus making personal leadership; because the leader is an independent one, not a follower and therefore this child, who promotes his character through the ordinary simple

practices.

I do not forget one of the times when we were in the hospitality of one of my colleagues, his son came to us with the juice; I think that his son was in the first intermediate or the second intermediate.

I said to him: Khalid, What kind of juice is it? However, the father replied: orange juice. Do you want to pour for you a glass? I looked to the father of Khalid and said to him am I asked you? Alternatively, I ask a child? Do you know that you have affected on his psyche. Let him speak.

In this simple actions that do not pay attention to it a lot of people, which adversely affect on our children; because we often appease others to the detriment of our children, and this harms them without feeling that. This simple situation you can see in it many situations.

For the leader I say: it is enough at this time to make an independent person, it is called the issue of self-assertion that he should have the ability to say: yes or no. We need to create opportunities for them, and do not let opportunities come by chance.

It appears for us a new thing, which is called counterproductive socialization. That means: You are raising your son, and your son also get accustomed you to doing a number of things, perhaps he obliges you without feeling that. For example: one of the parents came to me and spoke of a particular aspect. He said: "I never thought to use the computer, and I did not think of that, but now my children use so they drove me and they lead me to do that ... as if to say: they brought me up to use the computer.

Another example: I never thought that my wife and I go to a hotel, but when my daughter get married, her husband took her to the hotel, which affected on her mother .. Therefore, they lead me as I began the practice of exercise, as I brought them up and they start now to let me grow up.

1 – What are the key features that can help in making the leader in this stage?

2 - We believe that the independence of this is the first stage, he is not a trivial one, but he must have an independent opinion, even if it is wrong, it is discussed and

adjusted, but if he had an opinion, to discuss, and this is a matter we cant bear as parents, we immediately let him collapsed by saying: Shut up. With the independence, I think, is a key indicator; because it shows the willingness to think, it shows that he has started moving away from the intestines. I will say to you a joke: A man and his wife with their child are walking and the small child has signs of independence but his mother shatters it. They are walking in the street. The small child says: Daddy, who put this traffic here? Who invented it? The father said: I do not know. Then they passed by an enormous bridge. The Son said:" Daddy, who thought of the bridge and built it in this way. Why this bridge with this body? The father replied: I do not know.

 Then they walked and they came to a crane next to the house, which was built. The little son said: Daddy, why is this with that form? His mother replied: Dear little it is enough, stop talking as you busy your father and tired him. This is enough. The father said: No, no. Let him learn, he does not know anything. I think in my own point of view the Multiplicity question is as a sign to start thinking, but it is also a feature of adolescence, the beginning of it to issue questions, which means that he moves things, which they call the sensitivities to the abstract. He Begins to ask, he starts thinking to doubt; why is it with this way? In addition, he sometimes starts to ask questions greater than him, so that you are unable to answer them.

 I think it is a sign of indicators, but it remains the primary key when he entered the real examination among his peers. Does he lead or led? The fact that each group is vary in its strength and its influence, he may be a leader in this group, but he led in another group; because there is a leader stronger than him, or leaders stronger than him.

For example, you find that the child does not desire to go to his cousins, but he wants to go to his nephews.

This related to his character, he can be here a leader, and he is not to satisfied there to be led by another one, may be the opposite you find that he does not want to be in the front and he wants to be in the shade. For example: someone tells about his son that whenever he came from a sport class he says: "We played and we won and we did as well, his Father replied: If you have a regular sport, so why not play in the league? He does not play in the league because he will play in front of people, and he

is in the central courtyard, and the whole school is watching him. The son says: No, I do not like the league. When he said that he does not like the league, it means he does not like to appear before all people, it is possible that he is found in the middle of the group of his class, which numbers of them are 20 or 25, but in the center of the entire group, he cannot.

In my own point of view, it is the real examination when he is found in the center of his peers. The real test center of his peers is found in the school, not at home; because at home he is animated, he has his father and his brothers, but in the center of his peers in school, there is no courtesies, but there are the rights and duties, just as you have rights so your colleague has rights as well. He May be prove himself as well, and he may be stronger than and he proves himself.

1 - Do we need a long period of time or short time to build the leader?

2 - It is important to bear in your mind that building the leader is linked to the nature of the discovered person, it may be that God - the Almighty – gifted him with a strong innate characteristics, and he requires only a few things, like the parties for the road, and some of them need refresher courses; to come out of it a leader.
 I emphasize the point - it should be clear in the mind - that the leadership is Relative: the leader is leader; the leader is half a leader. We always call for the question of relativity; so as we do not unjust the halves and the quarters of the leaderships.

1 – Why do we need a long time to make a leader?

2 - In my own thinking, of course, there is an essential point, which is the difference between people: the contrast between the individuals themselves. As well as the differences in the other party, who makes the leader? He must have the characteristics that make him able to build leaderships. For example, concerning the young man we find that he had qualities which are different than you have, I have the capacity to make the opportunities and you do not have the capacity to make opportunities or vice versa, or I do not have an enabling environment, for example,

or I have a frustrating environment home, and you have other environmental assistance, and you measure that from the these things.

Here, the difference process should not be linked to the person, or the self-only. However, – in my own thinking - it is a combination of factors, which are combined to this the person himself. Who will make the development like the society or the surrounding environment to him, and I mean the environment: all the components, the individuals who are around him, his peers, the material opportunities, the abstract opportunities and so on.

1 – What are the barriers that hinders negatively to the development of leadership at this stage? If we start with home?

2 - Non-discovery, this is an important point which hinders the non-emergence of the leader; because he did not discover any more, it maybe subsided in its beginnings, and the obstacle is the ignorance of parents in dealing with the children. Now we hope that many parents do not destroy their children, they deal well with their children, even though they did not improve him as a leader, God may help him, and he made himself, or the school made him.

the third thing from the obstacles: the lack of opportunities, I am aware of the importance of their composition as leaders, but I am falling short in that, I do not have the opportunity as I am busy or for having relational things; or the lack of suitable opportunities to make material and moral atmosphere which find such these opportunities.

1 – What about the obstacles in the school?

2 - I believe that the whole school has barriers: the school environment, the education system itself remains an obstacle. I think that there was a chance of education by the hours system, it was an available opportunity if it is fully implemented the system as comprehensive as I mentioned earlier, but to be applied in part and then judge him with failure. I think they unjust him much, and I think that made us with a large group of our colleagues have the ability to make decisions when we have given the opportunity at that stage, it was actually a challenge.

1 – What about the desire in leadership?

2 - There is no doubt that this is a basic point, but this might be due to the issue of identification, we can enhance him that he is qualified for a thing, and he has the peculiar in this aspect; he may enter in a challenge with himself, and these are from the characteristics of adolescence, it may let him enter in a challenge to himself to prove his existence. I remember that I studied in the secondary stage for 5 years, after long years a student had visited me to thank me, and says: Do you know what will change the course of my life? I said to him: What is it? He said: these pages. He showed me zero papers. I said: What is this? He Said: You are the one who wrote to me these papers. Three sheets. He was a boy, who has the spirit of excellence, and it is clearly that he is different from his peers; I wrote to him paper sheets. I said in it: oh God, you have something if you did not notice it and did not   exploit it so, you will regret on it all your life, and I told him this thing and spurred him to invest it and transmitted in him the trust. He says: oh God, this is the thing that changed my life. what is intentioned that we make spark on him which may ignite in him this side, this is the future which you make it off and discover himself, and he is keen to be highlighted among his peers. This is the part which I come back and link it to a personal issue of the adolescent as well as, and our ability to identify these characteristics.

1 - If your life went back to the intermediate school and secondary schools. What are the opportunities and responsibilities that you would like to participate in it to reinforce the aspects of leadership?

2 - I wish that my father charge me with more things, I wish my parents were not eager to comfort us a lot, my father was not travelling more, but he was the owner of many works in his time. I would hope that he charged me with tasks, he charges us with the costs but it is not many. This is with regard to the family and home.
In the school, of course, the intermediate stage was normal or normal more than necessary, but in the intermediate stage I escape from some tasks, I remember that

the professor charged me to open and close the laboratory of English language; I do not know if he meant it or did not mean it. He felt that I am honest well or he sees what I think that I am the most prominent among my peers. Unlike the high school, I was escaped to bear the responsibility.

When we entered the arena experience, we started boarding in our decisions, and vice versa, I wish to assign with something; because I feel that I started to take a decision, and decision-making means that I started to prove my personality.

For example: What makes a great deal of smoking with the adolescents? It is an issue of self-assertion to prove existence. He can take a decision; no one can prevent him from smoking.

Of course in the secondary stage, the opportunities were not available in a very large way, so we went to another field, we began to look for work, I worked in the field of buying and selling, I was working with my uncle, it was allowed to me the field of taking decisions such as the communication with others and make decisions, even it is simple but great.

 The lack of opportunities in the high school turned us or makes us turn to the private sector, perhaps to meet our needs at that stage. I am not saying that to meet the needs of the leadership, we do not feel this, but I feel that I have something I want to do in one of the aspects.

1 – Does the caring of the development of leadership aspects in the intermediate school and the secondary school increase the number of leaders in the future?

2 sure... Sure. Even if I would like to be silent a lot; because there is a gap between discovery and promotion, which - unfortunately – is a missing vicious among them.

1- The details or the wholes?

2 - This is due to the existing capacities at the existing category, this is a point I would like to be present in the mind-frame as in the stage of adolescence that I have lived through, our environment and characteristics and manners are different from the group of adolescents who are found now, not because we are unique.

 The issue of attention to macro and micro details are based on the medium in which

you operate in it, it may be likely to go into the details and may not go except into the wholes.

For example: The sons of the village have more capacity - in my own point of view - than the city, The city is made fragile younger people than the village, the village of course, is relative. In addition, when I say: I mean the village, which is the least civility. When I compare Breda with Riyadh, we find Riyadh has severe civility and Breda, has less civility, it is still in Breda something from the nature of the traditional society.

1- What about the focus on the leadership traits?
2- The Relationship is attached and very strong, with no doubt.
Because they are part of the qualities of a leader and his personality traits. There is no doubt when it is already a feature of his personality that he is introvert, it is a waste of time and effort to make him a leader, but it is a therapeutic aspect which high his level of leadership he has. I would like to distinguish between the building of the leader, and half of a leader, and between raising the level of leadership, he has.

1 – What about exposing them to multiple positions?
2 - It is very powerful and influential, and in fact, it made him but we should not bear them and subject them to something greater than their energy and abilities. This is a basic point so as not to judge them with failure; because we cannot determine their levels.

1 - What about the Cultural context?

2 - Well, I will link you with another aspect similar to this completely. We are talking about recreation, and when we talk about leisure, we talk about something called the privacy of the community, I do not mean with the privacy the excellence. Our Saudi society has privacy, and the UAE society has privacy. I believe that the leadership is a part; we should not separate it from this Privacy Policy, the privacy of the community, or as it is called the cultural identity of the community.

1- Framework

2- what is the difference between the Actions-Sciences and situations?

Don't you see that the entrance of the center-makers themselves leaders are important? Do you consider them part of the environment or part of the culture; does that consideration be part of the situations? Is this account calculated with you? I think that the father may make a leader; the teacher may make a leader. I speak here about the makers of the leaders, I speak about whom deliberately making leaders, and those are closest to the incidental situations. I said: the situation of this person who is practicing the   leadership preparation, I do not see and I do not think that he enters within the cultural context. However, he is rather found in attitudes. I believe that building leaderships rely on it in a very large extent; because from it, we will take into account the young cultural context, and from it, we can make the attitudes. This person may discover the features and develops it, this person may discover intelligences, and develop it and reinforce it or convert it.

 I think, that if we consider the individual a mass in the process of leadership development, the maker of the cluster leader is the fronting mass, and that I considered it the boosters from the first degree.

Those who are asking now for the leadership courses let us contemplate is this coach a leader? Who gave you this certificate?

1- What would happen if we abolished the Characteristics?

2 - We cannot do anything without any one of these dimensions.

However, let me give you the proofs and the beginnings and the ends. Here are the beginnings of the issue of discovery, and the boosters come here, and here you cannot drop one. For example: a young man comes and I do not know who he is. Then you say: Try to make him a leader, you cannot do that without knowing his features, I know his intelligences, but I cannot deal with someone who is vague.

I do not think that man is born with the higher standard of features, but it can be strengthened, it can be increased, as it is subjected to a shortage if it is destroyed, and if it is neglected, and then it is fade.

As it has been said: The job creates the member.

Case 23: Ahmed Totongy, voluntary expert

Making young leaders:

Every human can be taught to be a leader.

The youth in this stage needs to make for themselves their future horizons, and ambitions, and to establish for themselves laces where leadership can be developed. The choice of environment has positive effects in developing the leadership. We should offer various activities in accordance with each student's capabilities, mood, desires, and hobbies. We should give them hope, and then the youth can bear the responsibility. The youth has energy which can be invested and directed positively, and they like to be productive.

Learnability:

If we train them, this stage will be considered as the real stage for learning. We should have gradual classification, and graded programmes.

Motivation:

It is very important. But this does not mean that the adolescent is aware of the meaning of leadership.

Leadership responsibilities:

To learn how to deal with housing expenses and elders' responsiblity for younger people. It is very important to be patient when you train them, keep patient one, two, up to ten times to teach them, and give them the sufficient time to learn. You should also appreciate their initiatives in front of guests, illustrating encouragement. At school, sports team leadership is important, sports teach them to be cooperative.Summer activities ares the only thing that make people learn leadership because adolescents have flexibility in dealing with actions. Giving them little work, then the adolescent is graded until s/he can be reliable and independent and also

explaining the benefit of the collective work for them such as finding school organizations mechanisms and associations, and to having a sort of motivation. Voluntary work enhancing waiting the good deed from God and working for heaven against no money.

Obstacles:

Unfortunately, we do not take care of girls, and so we have an obvious shortage. Some people try to implement the thing on which (s)he was brought up by his parents. To concentrate continuously on the adolescent's negatives rather than his positives, and one of the things which kills the initiative in kids is the punishment. At school, we kill the initiative for the child. Focusing on the unique student and ignoring others; everyone has a specific personality, and each one has advantages better than the others.

Generic or specific:

Both of them, some need wholes, and the others need details.

Short or long-term:

If the programmes are accurate and the mechanisms are suitable, we shall not need a long time as the person who shows a good example should be among the trainers to contribute in minimizing the time taken. Practicing also shortens the time.

Case 24: Alnafie, Abdullah, developmental psychologist
What makes youths become future leaders?

First of all, it depends on the characteristics, traits and essential capabilities which the human is born with. In addition, it depends on the role played by the characteristics and attributes that are enjoyed by the individual, which result in leadership development.

Secondly, it depends on the role of the family in terms of giving opportunities for growing the characteristics and features, for rekindling the spirit of initiative, the

spirit of continuity, the spirit of self-confidence and a spirit of ambition and achievement. The family should also encourage the motivational strength of the individual, and also show the existence of the model as an example to look forward to reaching the individual.

Thirdly, it depends on the role of the school, as the school is encouraging the student at this stage. Students spend almost half their time in school, which is considered to be the educational institution that focuses on scientific and academic development. In fact, school is about developing leaders, especially through extra-curricular activities, which enable the development of talents and abilities. Work in these activities is collective and allows the students themselves to have a degree of autonomy in developing activities and exposing them to order and organisation other than in the classroom. However the classroom is expected to be a place where leadership emerges, as students are engaged as researchers and explorers of knowledge, and contributors to the essential product of the lesson's scientific content. Really, the teacher has a very big role here, in which he or she either encourages or discourages. In addition, the pioneers of the activities in the schools have a major role and, essentially, the school fosters an environment for the students at this stage to play a major role in the development of the leadership skills they have. In addition, the activities are divided into cultural and sports activities. If they are organised on the basis of an enabling environment, this gives the student the chance to expose the talents inside him in a situation away from the classroom. This also allows the scope of the features and qualities of leadership to emerge. For example, a student who takes the lead is followed, and the student who shows a leading figure is not followed. This applies to both the student who has a major role that is positive in the development of work and activity as well as the student who has creative and new ideas and has courage and self-confidence.

The fourth element is the society, although at this stage the student is still in the custody of the family and the school. He or she did not come out to the community and did not become an independent member of the society directly, but he is a member of the community through the family and through the school. And this results in another important role at this stage – the role of comrades or peers. Usually

this stage is about the formation or paralysis of groups of comrades, which in fact represents a culture which has a degree of autonomy, and shows them values and habits.

 In addition, it also depends on leaders and followers, which have a hierarchical organisation, of course. This organisation is informal but it is a very important area of leadership development. Also at this stage, students begin practicing a kind of independence. We find that the student now starts to rebel against and feel the protection previously provided by the family and in the primary school. Affiliation will start gradually with comrades, in the family and in the school. This is the environment where leadership skills will develop. We find that the same person, the family, school, peer group and society will start to have some kind of interaction between him or her and the community. In addition, there is a very important role played by information, films, tournaments, models and who views them. The Internet is an online, silent and quiet companion and has direct impacts. We find an individual in his bedroom, spending hours engaging with these components which can play a major role in leadership development. Of course, all of these elements have characteristics, cultures and features, which support each other or disagree with each other.

To what extent is leadership learnable for youths?

I think that this stage is the stage which we call the critical stage in psychology, where the effect will be stronger in issues of leadership, especially as the student has the possibility to choose, and can be distinguished in more things. Leadership can be learned spontaneously, in an indirect way through activities, influences and different factors, or directly through educational or leadership development programmes. Unfortunately, direct programmes are few and far between.
However, sometimes it would have been impressive if we have paid attention to the indirect programme. The direct programme is standardised and targeted, and its supervisors are the leaders and followers of the students. We studied young men's welfare institutions in student residencies and in sports facilities; we found that

young people were reluctant although the facilities are beautiful. We asked young people "Why do not you come to these institutions?". They said "When we go there, we get a supervisor who tells us to do such and such", also, they say "Come here, go there and give us commands and directions". Therefore, these activities lose their freedom and make the young people live in a modular environment. For example, in the house we find his father and mother, who are the owners of the house and are the authority on leadership, and in the school, the headmaster and teachers are the authority on the leadership, but in such centres, the students should be the leaders. They should be the ones who organise activities and shape the best environment for their skills.

What are the positive things at this stage which can be invested in the leadership development programmes?

We can invest in the characteristics and features of adolescence, whether positive or negative. Rebelling against the family, for example, can be turned into a positive experience, and this needs a certain culture from the family. Another example is the search for independence; the individual cannot be a leader if the commander was not independent. In addition, the adolescent has the attribute for searching for the model and example at this stage, as well as pairing with comrades. At this stage, there is also the question of the emergence of talent, and being more specialised, for example, if the individual appears to have a flair for science.

If we confine the concept of leadership to that of the political leader, we are looking at the minor concept of leadership. Therefore, leadership can be in a specific field and the individual is the one who stands out in art and is characterised by it. He or she is the leader in this field, if he or she became distinct, he or she would now be able to teach others, who would imitate and follow him. The same thing is found in science and in sports.

In addition, the self-confidence is more highlighted at this stage than it was previously, because the young person has started to see himself as being grown up and is treated as a man, and not as a child. This is the transitional stage. The features in this phase are the aspects that we call negative attributes. For example, conflict in

this transitional stage could be one between childhood and adulthood. This stage of waiting at this time has a conflict of being treated as you once were a child and you are then told "You have become a man". In addition, these features result in the issues of sexual maturity and of course became a motive or instinct, and the individual is now mature and has needs to satisfy.

In addition, the other features are professional orientation, looking for work, and perhaps looking for someone to marry. These are all elements that could be invested in, in terms of developing of leadership skills.

How can we invest in the negative attributes of adolescents in the development of leadership?

For example, rebellion has various forms. The student, who rebels against his family and likes to have a prominent role can be directed to something positive, for example, he can direct the siblings and said to them, "Now you do not become subordinate to us, but you will be followed by us now". We can give the individual part of the responsibility in managing of the home and younger siblings. Therefore, this can be invested in at the school by involving students in managing of the school. I remember that young children who are distinguished in Qur'anic schools and have memorised the Qur'an are quickly entrusted with group matters. The Sheikh of the Qur'anic schools tell the individual that he or she has to teach three or four of his or her fellow students. This enables leadership skills and supervision to develop.

 Negative conflict can be turned into positive conflict. Conflict is divided into three types: Firstly, ventured-reluctance conflict. Secondly, ventured-ventured conflict. And thirdly, reluctance-reluctance conflict.

In addition, all of these things can be invested in as a whole if we are able to manage leadership development and methodology.

How can we simulate the real life model of LD which already exists within the gang culture of today, is it possible?

Leadership as an opposed concept can be formed with the commander of the gang.

The concept of leadership is not ethical thing. I remember the model of head bands and meadows of first-class drugs. The individual told his story in a terrible way, and he told the way he dealt with his mother, family, father, friends, wife, and so on. And he was a commander for years. After that, he remembers the story where he went to the mosque to pray, but he did not pray. He found someone in the mosque and told him his story and what he had done in the past. The most important thing was that he changed after that. Then he switched from being a leader and promoter of major drugs to the senior commander fighting against drugs, and was sent by the State to King Saud University in Riyadh and studied there. Since he has leadership qualities, he has turned his abilities into a message in life. I have heard him when he tells his story on tape, I heard him several times, and I like him when he tells that story. The fact that God Almighty says "You cannot guide whom you love, but Allah guides whom He wills and He knows best those who receive guidance". And humans develop both in good and evil, because they have the means evolve in both directions. Humans have now evolved scientifically and medically. They have developed in the murder of human beings in the production of atomic bombs, deadly weapons and biological weapons. This is the science. The science is perfect, but its use may be for good or it may be for evil. However, we have to focus and direct the positive aspects within the community, but many of the talented people do not finding school the satisfaction and pleasure of these talents in a positive manner. It is indeed normal for such talents to be invested in, and therefore maybe gangs took the individual and invest in him or her. These organisations are illegal, operated in secret, and the individuals are trained and examined in part. But the main objective is direct achievement. The gangs want to steal and sell drugs or sexually harass people. They want to undertake all kinds of deviant practices. Unfortunately, our culture stifles the spirit of leadership to the child, like a father or a teacher encourages pent-up leadership.

I remember implementing a programme in the King Faisal School, which promoted the development of thinking skills. Thinking skills, especially the critical ones, are an essential part of leadership, because they are based on the person who does not accept views directly, but who has to look for proof, evidence, and uses the calendar skills. We applied the programme and trained teachers to focus on developing the

thinking skills and creative thinking within the students. The programme is based on a lesson that has two goals. The first goal is teaching the student the lesson content, and the second one is to present the lesson through thinking skills. These are practical skills, not theoretical skills. For example, when individuals are studying a particular subject, they studies it in a compare and contrast manner. For example, if they studied the science of the digestive system or the bones system, we find that the traditional method is offering the lesson in a manner account of the system components and how its parts function. However we have presented our lesson with the concept of the whole and its relationship to the part as a thinking skill. The individuals saw the whole at the beginning and then looked at the details of its parts. We drew for them their marrow and then we divided the students into groups. One was representing the skull, another spine and other parts. This allowed the individuals to think with me "What is the role of the skull apart from being the skull bone? It protects the brain to the end. What is the role of the backbone?". The students represented this and then discussed among themselves in a scientific manner. The lesson was transformed into thinking. And then we measured what had changed in the students. The students first were sitting as listeners and the teacher was giving them the information. Now, it was the students who gave the teacher the information, and the teacher was directed and guided by them. The teacher gave them the items, but they exploited the information. In the traditional method, the teacher initiates the question and asks the students if anyone has their own questions, but now the lesson has a questions nature. One of the students went to his father and told him "We have changed the school. Previously, the teacher was the one who was speaking and we listened, but now we talk and the teacher listens, so some kind of change took place".

What role does the development of creative thinking play in leadership development?

Of course, creative thinking is more important than critical thinking. However, they also both overlap with each other. Creative thinking abilities develop four abilities. Firstly, there is the spirit of originality and novelty of ideas. Secondly, the spirit of

flexibility. The ability of originality results in the emergence of new ideas, but flexibility enables the development of various ideas, for example – a) If you have a problem, you can present the solution to it, (b) If the solution does not work, you will have the ability to provide the solution, or (c) If the solution does not work, you will have the ability to provide the solution. Thirdly, the ability of fluency is the ability to come up with many ideas. Fourthly, you develop the ability to recognise details.

Also, the programmes are for solving problems or solving them in creatively. When we train teachers, they say "We have our approach, I should finish it, I do not have time", while we say "You have so much freedom in the provision of the lesson and you don't practice your right to freedom in that, then you can formulate the lesson in different ways". The subject has not changed, but the way has changed. The teacher did not want to get tired and put himself or herself in a conventional fund. In one of the sessions, with the Director of Teachers in Jeddah, I was that my work is to receive instructions and regulations and only apply them. And we told him "Firstly, this session is not only your business but it is your life, secondly you can provide us with samples of your work, and bring specified problems and the instructions that state such and such to solve the problem". I said to him that these instructions could be applied in manner (a), manner (b) or manner (c). You can solve the problem through that and do not interfere with regulations.

What do you believe are the significant core characteristics which make youths future leaders?

There is no doubt that the basic configuration of the human is made up of the pillars of the environment, genetics and their result, attributes. Heritage is the first foundation and has its roots at the moment of fertilisation. In addition, the environment appears first – from the we are first exposed to, the mother's womb, then the child is involved in the home environment, the school environment and so on. However, this environment affects us within the limits of genetic data for particular individual attribute. While the people are varied, we find the person's aptitudes for education and training in a particular subject is greater than others

because that person has the essential preparation. It is certain that whatever we have provided from important training programmes, there is disparity in terms of access.

One of the main features is initiative. Someone who can work on their own initiative does not wait, but initiates. They must also have the ambition and ability to achieve and persevere. In addition, perseverance is the ability to continue working and the ability to work over a long time, the ability to endure and have patience.
 The method with which a leader deals with others must take into account the people. The leader must have the ability to understand, the capacity of mind/mental framework, and be able to control nervous emotions.
He must be appealing and have a personal charisma, which must be variable yet developable. It must be able to be developed and its growth and progress measured. The most important thing in the environment is freedom. If you do not give individuals freedom, you are taking charge over them. Therefore, you kill their initiatives, self-confidence, ambition and achievement. Individuals must be given the freedom to choose the resolution, given the freedom of opportunity to solve the problem, given the freedom of self-confidence, given the freedom to take the initiative and given the freedom to form their own opinion. One must have patience when dealing with individuals and these attributes.

Leadership trait theory does not succeed in identifying an agreed list of attributes for leaders. What is the solution with regard to young people? Can we broaden the circle of involving features, enabling the programme to involve a lot of them?

Of course. The problem with human behaviour is that the variables inside them are overlapping. Sometimes you might find contradictory attributes in the same person. It is possible to be shy yet bold. Of course, personality theories tried to classify people according to their personality, whether they were in bilateral categories or multinational classifications, for example, the 16 features. However, you cannot make a pure category, which means that the attributes work in a single way. This is because some of them contradict the others, and sometimes circumstances create this

inconsistency which in turn causes overlapping. However, the best method of development is freedom. It is not classified from the beginning, and you are putting into place the features that encourage and create the environment and then leave open the option for a person to develop further in what is convenient to him or her. Some people excel in sport leadership skills, others in the Boy Scouts and others in social leadership and so on. Leadership can also be formed in a practical way, and although the student is influenced by the teacher's performance method and his ability to teach, the spirit of leadership is found in his ability to distinguish the message in the way he conveys it to the students.

What responsibilities/ opportunities would be helpful for youths in order to become leaders?   Let's start in the family?

The first thing is that we give individuals a degree of freedom. It is not good if you suppress freedom at this stage. Young people are a developing energy, and rapidly, at this stage. Their energy is developing as a result of the independence and freedom. The first keys for this are freedom, of course, freedom of organisation, and then you should give them the confidence and trust. You should not look through their mobiles or rooms. The third example is that you are the pacemaker. You as a father or mother must be a model. Fourthly, communication. You should not be distant from your child and they must not be distant from you. You must communicate with your child, and do not just give him or her instructions. There must be a mutual understanding.

  This phase is considered late. If the foundations were laid earlier during the first five or six years, and gradually over time, they play a major role in this phase. There must be freedom, confidence, role models and giving of responsibility. You must assign children responsibility, even if they is wrong. This should be devoted to both the positive side, and losing the sight of the negative side. This is the environment in the home that can create and encourage leadership skills and attributes to grow.

And in school?

The school is the same thing, but in another way, of course. At home, the relationship between son and father is an interactive one, which is governed by emotion and the connection between both parties. If the model is in the school, the environment is more connective. In the school, there is the school principal, the teachers, the student advisor (if it's good), and there are comrades. The teacher is the closest. The principal could be a model and has a big role, but the teacher's one is greater. Comrades also have a big role. I remember when we undertook a study and asked our students who they go to within the school if they have a problem. The comrades/friends were the first people they went to and the last ones was the guides, or teachers. Because of that, the choice of leader and its role in the school is not clear. The school and the classroom environment itself must have some degree of freedom, raise questions and give feedback in a positive manner, as well as enrich the extra-curricular activities.

How do extra-curricular activities impact upon leadership development for young people?

If extra-curricular activities are exploited to their full potential, the initiative will be in the hands of the students thanks to the existence of a framework and the distribution of work. But the initiative and collective work comes from the students themselves, as well as from the formation of groups, where there is a team and a leader. In addition, freedom was given to the young people, and competition occurs between them. In school and in the classroom, there are tests, which are seen as a type of punishment, while in the extra-curricular activities; there is the reward for achievement, which is done in a non-codified manner. In addition, in the activities there are products for students. If they are, for example in Art Education, they create a play and they are heroes, as well as in activities that are highlighting community service. The field of extra-curricular activities is supposed to focus more on the development of skills, and chooses he outstanding teachers as a model and example which have a strong influence in the life of the student. This is not just on an educational basis, but also in terms of personality formation.

In your opinion, for the growth and development of youths as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

The process is a developmental and continuous process, but in the beginning, it gives less freedom to organise, then it cranks up to reach independence. The extra-curricular activity must continue to be in the intermediate and high school until the university stage. It is synonymous with liberal education and a companion education organiser. If you want to work in leadership programmes and focus on the systematic nature, it will have a standard scope. However, if you do it as training for situations so that you expose the individual to tasks and to problems, it is a programme of systematic and structured training. This is definitely not for all students, but for all students who have increased susceptibility. For them, we should organise a structured leadership programme.

If the programme is taken as a sequential programme, the programme length could be boring. It is better to periodical, and must be practical through regulation or through solving problems in community service. The laboratory for you is the reality, as is the practical training. We can train students, for example, in the art of dumping, charisma, influence and dealing with others, the pacemaker, the model, and so on. Of course, as many details as possible should be included in the programme, but it should not be isolated from practical application.

How can we modify the directly organised programmes to appear as if they are indirect programmes?

This requires investment in the programme rather than in isolation or a rehearsal or supposed training where you use this information indirectly. It would provide a kind of methodological skill. Therefore, individuals do not feel that it is a routine, but through activities. If you see the student has prepared for leadership, you have to focus upon him.

What obstacles do you consider effect YLD? Let's start in the family?

Of course, without doubt the first thing is the cultural concept, and the relationship between the father or the mother and the boy or the girl. If the concept of father and mother is that he or she is the owner and has the knowledge of science and that the son is young, so he or she should take care of him, in that case, such an environment becomes one of obstacles. However, if the father or the mother is convinced that this young man or woman is at the stage of seeing the main objective of education, this results in independence. Therefore, it becomes a stimulating environment. Even in the animal kingdom, animals nurse and raise their children and keep it small. If they had seemed dependent on themselves, they would therefore not know each other. However, in the human world, the aspects of moral rights prevail, and children's relationship with his parents is not biological. It is not just a relationship based on the fact that they give him food and drink. There is a real relationship between them, which will never break. This relationship is governed by true human values that are created by Islam, by giving sons and fathers rights and responsibilities. For example, at the outset of the father has rights over the son, and then the tables turn, as it becomes the responsibility of the father to the son, because God Almighty says, "the God who created you from weakness, then after weakness strength, then after strength, weakness and gray hair creates what It is Allah Almighty wants". This means that men become fathers who were in the process of weaknesses that need to take care of this time. I had a German friend who worked with me for a while, he told me once that he was going to Germany because his father was in a nursing home and he was going to pay the fees. I asked him "Is your relationship with your father such that you put him in a nursing home and pay him the money?". He said it was because now he has no importance in society. My friend has one child and he is always talking about him. I asked him about his son. He said "My son needs me now for the future in order to produce and to become a productive, but my father is old, his time is over and I am busy". I told him "My brother, the relationship between you and your father continues still. When you were young, he saved money for you, took care of you and achieved your requirements. Now he has become a child and you

have become a man. Your role now is to look after him."

The growth pattern is a gradual process, when you deal with young people when they grow up, it will be the same as when was a child. You missed the cosmic laws of God. They are no longer children, and no longer need you in the same way, so you cannot treat him in the same way. The obstacle is the concept of the relationship within the family. Usually the father or mother says "We live in a difficult society, if you left him, he would stay up all night, drink and smoke tobacco. I want to look after him; I want him to be under my protection".

I remember when I undertook a study on this stage, in terms of leisure for young people. In the simple societies, young people are children until the age of 15 years, and then they turn into an adult. There is no waiting period. For example, in some tribes, children only get to herd sheep at the beginning of adolescence, and some tribes are giving independence from the end of the childhood stage. Now, the problem is in the modern societies that the period of adolescence continues on. It continues in terms of the psychological, social and economic side. Why? Because these young people would like to be university students, and study at college. They therefore have no income, so will depend on their parents, and remain dependent over a long period. Young people can be up to 22 or 23 years and depend on the family economically, but in terms of the physiological and mental aspect, they have become mature. This makes you think that you are follower to them because you are depending on them, that you are the one who supported them for their needs. They could graduate and sit at home with you for years while being unemployed.

Unfortunately, the concept of education for young people is that they graduate and then become employed in the country. So, the education is a path to work. As a result, the number of employees is on the increased and it becomes hard to employ. They must turn from this thinking to another idea, which is that they work in the private sector or an innovate private sector. Young people who have graduated might not be trained in terms of initiative, self-confidence, freedom and ambition. The fact of the matter is that the environment must be changed.

What about depression and its effect on leadership development for young people?

The effect is exclusivity too high. Problems affect young people, as do crimes resulting from unemployment. The old poet from the poets who have a sense, said: "Young people, space, and the availability of money is corruption to the individual and has its evil".

Now, there are students who have graduated, their father is rich, he gives them a car and spends money on his child and spouse. As a result, there is a vacuum. The child has the capacity, but what can he do in his time? He alludes to problems and drugs and intervened in malpractices. However, if he did not have the money, he would have to work and find a job.

To what extent is the motivation to become a leader important in this period?

Actually, leadership is a motivation that exists in the human entity. Any person, who does not want to be an affiliate, wants to be followed, or at least does not become continued and not followed, the rebelliousness is located at this stage and is the result of this attribute. Certainly, at this stage, the ambition of leadership exists, and it is a key feature that even young children when they are two or three years old find; the child wants to be a leader by instinct. The two-year old who to rule the one-year . The three-year old is the boss of the younger two. It is a feature, an instinct and essential motivation.

To what extent do you consider there to be a relationship between intended leadership development programmes at this stage and access to a larger number of leaders in the future?

Certainly, whenever you think about planting and developing leadership attributes of each individual, this would give more leaders, because gradual growth takes place. In addition, the sooner the impact, the greater. It can start from the primary stage.

What are the comparisons between the primary and secondary stage in terms of leadership development?

Here we have growth characteristics. We call the primary stage a quiet childhood, which plays a dominant role on children and at this stage, children have two competing needs: the desire to be social and composed with others, and the desire to learn. Learning by having followers is one example.

The second phase is different from the primary stage. The stage of adolescence is the pathway to adulthood. Rebelliousness, conflict, and self-confidence can develop at this stage. In addition, leadership development is more difficult here than at the primary stage, but adolescence is the stage which is more suitable to the aspirations of leadership.

For youths, which is better: focusing on generic leadership or focusing on a wide rang of details?

The common things do not fit. The suitable thing is a detailed programme of practical tasks, which means that there are tasks, including practical ones, for which training is offered. The advice does not fit. We educate as in training sessions and we prepare training positions for leadership development. We are working on simulations of any hypothetical situations, and sometimes realistic attitudes in the environment.

I am not an expert in the art of leadership with its details, but it definitely has to be a frame of reference, but underneath it must be necessary details. Education and training (training in particular) depends more on the way/path/implementation rather than on the content. You can request for specific training at an institution. You get a bag full of training and the methodology of scientific details, but do not spark interest. We always find in education and training that the curriculum is taught by a teacher. He is the one who gives this curriculum. The ultimate objective of the final approach is to reach the student, and then to be understood by the student. Who would enable the curriculum to reach the student? It is the teacher or trainer in his

own way and style. The method plays a key role. But if you entered into the more tedious details, it would become more routine, and you're not supposed to give all the details. You should leave the details to come from the student, by allowing him or her to think, innovate and invent. If it is situational training and meaningful, it will transform to the person's conduct and turn into something concrete and practical.

In my opinion, we can focus on generic leadership and the necessary details interact without giving the details, especially with the talented students, as we are not in favour of giving details. We call these enrichment programmes. We do not give out details as in the school curriculum, which contains details of everything.

In the exposure draft for the talented people that you supervised, which lasted six years, one of the results was that the talented person is characterised by four types of qualities: educational qualities, motivational qualities, creative qualities and leadership qualities. What is the basis on which you adopted the leadership qualities?

Of course, the attributes came from the accumulation of information that was given to the talented people. One of the researchers, Terman, at the beginning of the 20th Century, undertook intelligence tests and chose 1500 people from a quarter of a million. He called them talented, or what he called "geniuses", and he was tracking their lives until they had grown up, married, had children, built families and died. After that, he moved on to their children. The process lasted 50 years. The researcher himself died and his students completed the study. He concluded from this study what formed the characteristics and features of the talented people. Of course, the talented person is different in terms of the psychological and healthy side. His differences lie in the talent and understanding that he possesses, that he has talents and capabilities, some of which are the academic side to leadership, and some the personal side. Leadership traits are one of these features, and can be separated from the academic features and scientific capacity, for example. Maybe one of the people is an economic or management scientist. He examines management, but when exposed to implementing the conceptualisation of what it says, maybe he is incapable of doing so. I remember once that was a university professor, and one of the

merchants heard about him and that he was an economic scientist who invested in companies, corporate management and ways in which to increase profitability. In addition, in a feasibility study and so on, he liked it and he enticed the professor to run the company with him. The work only lasted for two or three months. As the professor could not continue, the merchant said to him to return to his academy. Leadership sometimes has practical issues, as does the talented person when he becomes scientifically outstanding. So, he is a leader, even if he has not been marked out by by manifesting leadership, even if it did not tell people to follow him, no matter whether or not he was a good public speaker. If he has charisma, yet closed on himself in his lab when he invented theories, if all of those who followed him and become students on his subject, either directly or indirectly, this means he becomes a follower in this case. Therefore he is a leader and is effective.

To what extent is there a correlation between youth leadership development and the leadership Characteristics?

The attributes that are linked to leadership, such as self-confidence, ambition, achievement, charisma, voice, speech and appearance, must be developed. Of course, there is a link.

To what extent is there a correlation between youth leadership development and involve young people in various situations?

I firmly believe there is a relationship. The practical real attitudes of real process is proof of this, especially crises, as they shows if individuals have the ability to resolve the crises patiently when it applies to them.

To what extent is there a correlation between youth leadership development and the Cultural context?

First, human beings have common traits wherever they are. Their basic characteristics is one. For example, laughter, tears and love and so on emerge. Then comes the cultural characteristics, which are partially joined in a particular manner. For example, we have a cultural context which encourages certain types of leaders and discourages others.

Now my framework will be described in very brief:

The first triangle shows that the individual as a leader needs various situations to pass through, as it should be within cultural, and to guarantee this practically, the strategy should be through the action sciences. It is communities of inquiry in communities of social practice. Actually, action science will allow students to apply theories to a real-world situation.

The second triangle shows that to develop a leader we need to focus on developing the leader Characteristics as it focuses on developing a matrix of the human intelligence. It should be within an environment, to make sufficient change for the human being, we need long time.

And in accordance to the Bandura theory, which connects between the environment and individual, we connect between the two triangles to produce this comprehensive framework, which consists of 4 main dimensions.

The first dimension is the Characteristics, which includes developing all the Characteristics including .

The second dimension is the Human Intelligences, which consists of the intelligences emerged from the human needs, mental intelligence, spiritual intelligence, physical intelligences, and emotional intelligence, if we focus on these intelligences, they make balance in theses Characteristics, also they provide the leader flexibility for future changes.

The third dimension is the Situatedness, which focuses on facing the leader to a series of situations with the peers and …...

The forth dimension is the cultural context, which is gained from the family, believes, values, and ethics.

In addition to the four dimensions, there is the strategy of Action Sciences and also the long-term condition.

What is your initial response to this framework?

In terms of methodology, I have a strong relationship with details. However, it is certain that this approach is integrated. I naturally have a problem with the intelligences. You've also got the cultural context here. The culture is either the bowl as it is in the family, school and society, or it is the values that incorporated within beliefs, values and ethics.

Do you think that the family should be under the situatedness?

Of course, you have to divide the elements into those in which the young person lives. The beliefs, values and ethics are in themselves not absolute, but are bound to the place the young person lives in. I have tenets who are involved in the family, school, the street, tribe and organisation (if you are involved in an organisation). It is those things that create inside me and shape beliefs. The cultural context in my belief is the receptacle in which the organisations develop. I will speak from the perspective of common sense when there is an individual with his or her individual characteristics, environmental characteristics in which he or she lives, and the interaction between the individual's characteristics and the environmental characteristics that will create the properties and features. The situatedness is the one that is bringing the groups together.

What about the issue of human intelligences?

In fact, the intelligence is a big problem. Intelligence is a hypothetical construction, which means it is the default concept. In psychology, the default concept challenged us in selecting it, whether it is abstract thinking or not. After all of this, we interpreted after hard effort that intelligence is measured by Intelligence tests. The

recent developments assumed that intelligence is not only mental development but has a mental body and spiritual growth and others, too, as is the case with the theory of Gardner and others. This is in theory, but it has not yet been proven in practice. If you want to turn the hypothetical construction into the idea of a practical procedural process, it is essential to be measured. If you do not measure, it will be flawed. The problem is that these concepts are mixed with each other.

I now have a measure of mental intelligence. At the very least, I have standards which enable me to make the distinction between individuals; I apply it with a measure of this phenomenon. Of course, the measurement role is to measure the role of individual differences. What if something did not prove its existence through measuring? Therefore, the concept is blurred. For example, if we examine physical intelligence, what exactly is physical intelligence? Is it motor coordination, for example? Is there a difference between a footballer who is aiming at the ball well and has activist consistency and a basketballer aiming a basketball, or in volleyball and trying to see the weakness of the opposing team? However, this is not physical intelligence, this is mental intelligence. This is thinking. This player has a special ability to process information in this subtle manner, and not a physical one.

I think that physical does not fall under the umbrella of intelligence. But I do believe that the body is ultimately a tool which is driven by the mind. Intelligence does not come from bodily strength if there is no independent intelligence named physical intelligence. How can you use statistical logic to produce these types of intelligences, if you create test measures to separate the first type from the second, third or fourth in a statistical way?

What if we call it "human needs"?

You are talking about intelligence as the ability and need for a different capacity, the need to diverge completely.

Sometimes the problem is not the intelligence, but the uses of intelligence and the type of intelligence. For example, pilots in war aim and affect more and more. They

must have a partial capacity to do this, but can you call it physical intelligence? Firstly, in the evolution of intelligence, intelligence is called general intelligence, which is the general factor, and then come the details, which are the basic capabilities, such as the linguistic ability that forms part of the capacity and the evidentiary ability to reason and understand logic and mathematical ability. And all of that focuses on the mental side. You cannot say that there is one single intelligence, but there are ramifications. The military commander-in-chief, for example, may be intelligent. But the intelligence that is needed is different from the intelligence needed by the commander of social organisation or the organiser of a party.

When you transfer this framework to a programme for leadership development, you have to consider how you can develop this programme according to the framework. I am not a specialist, but for example, if I look at the experience of Israel in the kibbutz, it highlights the fact that leaders are not an official organisation, but in fact organisations that have a goal, such as a political party, ideological organisation, military organisation or terrorist organisation. These organisations are creating leaders. For example, if I examine the experience of the kibbutz in Israel and how they involve youth and develop their leadership, this is a practical model where the motivation is to highlight the leaders. Even in the case of a person who has the talents, the talents do not have a strong chance in comparison to a person who has a case and lives for it.

In conclusion, is there anything else you would like to add?

The open societies and open systems, which are not sealed off politically, develop a hope. For example, I would hope to I become a President of a Republic, and this ambition helps develop leadership. If Obama, for example, was in a community not in this society, he would not dream of becoming President. When we were in university, we had a system where the Dean of the College was elected as well as the Head of Department. However, it caused conflict at the beginning, but it makes everyone hope to be Dean of the College. This allowed the individual to develop relationships and strive towards that objective.

Case 25: Abdulrahman Alnoghaimshi, developmental psychologist

- Major Specialization: Adolescent development
- PhD, 1985, University of Michigan
- Dean of social college
- Professor of developmental psychology, Al-imam University
- Author of Adolescents (Book)

In your opinion, what makes young people as future leaders?

We have two aspects, in my opinion – the theoretical or cultural aspect, and the practical aspect. We cannot develop a leader or really have a leadership role unless we have nurtured both sides. The first aspect must also have a legal and religious culture in addition to a general culture and specialist culture. This might have happened because the individual may have raised his personal orientation, because the reality is that the educational orientation is very important. An individual may be average in terms of journalism and writing, take a keen interest in social and community service and also be average in yet love sports. In addition, there is an aspect of awareness and knowledge. Then, we have the practical side, which is the father or teacher– the person who teaches or the gives the young person the chance to exercise this aspect. Of course, we cannot say that every young person will grow up to be high-level or comprehensive leaders, but at least we can appreciate the fact that a large proportion of young people can have a leading role in one way or another.

To what extent is leadership learnable for young people?

To a great extent. If we make leadership relative, it won't be absolute leadership. And the truth is that if the young person's intelligence isn't significantly below average, we can say that it could play a role. And also, of course, your question is

raised here about having an absolute or brilliant leader. The ability must be at his disposal. The person's intelligence must be average, because intelligence is very important for leadership which needs the ability to solve problems and the ability to envisage the future with greater imagination and so on.

What do you mean by "the relativity of leadership"?

Yes, relative leadership can be looked at in terms of quantity and quality – the number of people who are followers, how many they are and their levels. It may be the case that the adolescent does not have high level in his or her abilities, but can lead a group of people that are a little below his level and therefore doesn't need those skills and capacities to strengthen, guide and teach them. This is in terms of quantity, as well as in terms of gender. It might be possible for someone to become a leader in literature and media, but they may not do as well in, for example, the social or even the legitimate aspect. This is because up to this point, we find that it is hard to find leaders among elders and scientists and to have a legitimate science. Therefore, you need here, from this, to have our leading scientists with a good education and flexible good practice but also from this side – they know the rules. Only then can they have a role in this aspect, but not necessarily to in other political aspects.

In your opinion, what are the characteristics of adolescents which make them more receptive to enhancing leadership development?

In terms of the adolescence stage, maybe the most prominent things are self-fulfilment or looking for the steadfast aspects and those which are imposed on society. Some specialists talk about these issues. One of these issues deals with the theoretical approach of the Islamic method, when we see how the Prophet – peace be upon him – deals with Ali bin Abe Talib, Osama bin Zaid and Mus'ab bin Amir. You find that they are in this stage and are between 13 and 16 years old. In this period, adolescents search for themselves and want to achieve success in life. They are not

all looking for the same realisation, as success is not just achieved through studying and taking part in programmes. Although this is required, you don't tell them to do this just to fill their time. You need to know how they feel with regard to their personality and role, what they value and feels about their job.

In fact, this is a losing point that applies to many of us, even on our own level as mentors. The Prophet's – peace be with him – environment was open and the opportunities were made available from the leader himself. This is really one of the important points. Also, maybe the important points focus on the positive aspects for young people, and therefore give them a sense of strength, competence, mental and psychological capacity, and a feeling of being capable of doing more things. This linked to individuals, but is also combined with the clarity of this aspect and the positivity of teachers who tell the young people that they are there and able to help them, so as to highlight the power that they have. This may not be apparent in similar situations in the other stages. Therefore, young people stand to benefit from the power and appearance of public or private aspects. This will be beneficial if is approved by a site or invested in.

And also one of the characteristics of adolescents is that they feel the need for freedom. They don't have the restrictions they had when they were young. So, if you put them into a free atmosphere, that will be better than a controlled one where they feel suppressed.

This is one of the things that I think can help in leadership development.

In term of leadership development, which is more worthwhile for adolescents: is it focussing on positive characteristics or negative characteristics?

In terms of the schools of psychology that I am familiar with, there are no schools in the middle ground. We cannot say that more schools consider adolescence in a negative light. Often, schools of psychology consider phenomena such as Freud and psycho-education, although they may be mistaken in their interpretation of the theme of origin, and therefore propose solutions which might not be appropriate.

For example, if we look at the sexual aspect, we all know that this first occurs in this

period for young people, when they become 14 and 15 years old. Their vision of the opposite sex has become quite different. How should we deal with this situation? If we look at the phenomenon in a natural way, we should deal with them habitually and seek to satisfy their needs in a suitable and balanced way. If we seek to act in this way – in my perception of leadership development in particular – because we want to develop leadership and generally find that this side of the aspects may be able to be refined and adjusted adequately, we also have to look at and consider the young people. But if you look at some young people and see that their behaviours are wrong and bad and you think that the young people have exceeded the limits of what you need to teach them or what they should be like, you will lose because you consider them in a negative light.

Moreover, when young people get plenty sleep, they have the capacity to grow. As young people only have the task of studying and don't work, they don't feel independent in terms of financial management aspects. This can generate laziness, which exists naturally, just like other characteristics.

In addition, there are negative problems. Why do young people pull away from adults, especially those who looked after him, and instead throw themselves into the arms of their friends? This is because they need companionship. If we recognise young people's need for companionship, we must admit that the companionship needed is not from an adult. Rather, the companionship must be provided by someone of the same age. But peers have both good and bad influences. And also when we talk about having peers, we're not talking about peers who we know or we choose for them. We should tell young people that they can choose what they want, but if they choose someone bad, we will give them advice and instructions. They should then look again for someone else who is convenient and appropriate to them, who is satisfactory and acceptable. Really, these are additional things.

There are attributes that appear to be negative, but if we invest in the positive side of them it is beneficial. For example, if we have insurgency, unrest and rebellion, it means we have something out of the ordinary, and this is an advantage. People think that young people have to have the same system and the same way, but adolescents

in the intermediate and secondary stage sometimes do not conform to routine. For example, we see that some students who are highly intelligent are in a great vacuum when the teacher is repeating the lesson and the students already understand the topic. Therefore, they have leisure time and start to get bored.

In addition, when these negative things are related to mental and even psychological characteristics, it is often positive from the other side or point of view. In this instance, my answer to your question that is that it is necessary to look at this, that and the next thing, the whole picture. Even if young people are stubborn and have natural justifications because of growth, it may be a positive advantage worth investing in.

What impact do you think peers have?

Peers learn from each other, and mutual learning can take place in a number of ways. The first way is spontaneous learning, which occurs between friends who are involved with some people and live with others. The aim might not be to influence others, but you will find that young people have friends who compare everything and even imitate what they do, how they move, how they speak, how they look and so on. This is the spontaneous aspect, which is very important and extremely influential.

The second way is spontaneous intention. Maybe one of the young people has leadership qualities whether they intend to or not. They impact on their friends by giving ideas and solving problems which face them and need solving and so on. Thirdly, we have the intentional impact. You see, here, the intentional word means being strong in everything at this level. For example, I'm planning to join together with groups of young people that are deliberate and purposeful. These programmes are planned and arranged properly, in a correct way, in terms of young people's knowledge and characteristics. The programmes must be acceptable to them, because sometimes if young people feel that you're imposing programmes on them, they might not accept them, especially if they have a certain level of intelligence, understanding and awareness.

Which is more influential on leadership development at this stage: spontaneous or structured programmes?

It's difficult to answer this question, because adolescents are different. Some adolescents have a high level of intelligence, and this might be made more positive with a wilful attitude if they are aware of having a kind of honesty and sincerity, are attention-oriented and aware of their life and future. In all of these aspects, young people are different. Therefore, we should be taking into account the youth opinion to extract the best things from them. This is one aspect. On the other hand, the spontaneous one may be deeper and more personal, while programmes and continued training for young people, which are intentional, might clearly be acceptable to adolescents.

Why the spontaneous programmes have greater influence on the personality?

Firstly, I expect that it's because personality was developed over a long time, also more gradually. Young people develop at their own rates as well, and sometimes spontaneous things became closer and are linked to simple matters such lusts and desires.

Do you think it is important to include vast numbers of situations in programmes, which appear to be spontaneous even though they are deliberate?

This is especially good at this stage. Adolescents don't always like having something imposed on them. If situations appear spontaneous to them, it is better.

You spoke about an open environment. How do you think an open environment impacts on the development aspects of leadership?

When we put young people in an environment, they have the options to choose whatever they want and don't feel that someone is placing an obligation on them. Also, this environment has some discipline that is striking a balance between freedom and some restrictions. This environment becomes distinguished to them, and once they have accepted it, it can be effective. If they don't accept it, this means that they were not affected by their parents. Studies suggest adolescents with parents who have their own democracy, but have limits, realise that their fathers give them a degree of freedom to choose their clothing, friends, what they need to read and so on. These adolescents really benefit from this aspect, unlike the restricted one. The problem we find now is that parents, or even teachers, harsh teachers, have their own intensity and don't provide students with an opportunity to talk or get chosen. Students therefore get few benefits from the materials they have studied; this also applies to the experience, as it will not be beneficial to look at it.

Educators and psychologists therefore said that this is not the case. We give substance or information, but the important thing is to benefit from the way or style of practicing this view from the horizon and examining the impact on young people's personality development. Therefore, we say that freedom or openness in aspects in this type of task is important to the father, mother and teacher in equal measure.

How easy do you think it is to build character and change characteristics at this stage?

This question is based on the theme of inheritance and acquisition. What's correct in my view is that the issue involves both. The amount of intelligence, the amount of talents, the basic features of a person who has a great role and the acquisition of a great role. Without all of this, there is no law and education. We should use the Prophet's model in the education of companions, as we then have a sensual witness. This method is aware that education is an issue where we need to deal with the nature of learners and their characteristics and qualities such that they will succeed

and produce the quality and quantity required. If we ignore learners' characteristics, they may fail and reduce the work significantly.

It is here that we tell you to look at the personality, as it is in fact a mixture of both sides, and we find that there is a positive space. Therefore, there can be great differences, in my view, in terms of what happened in certain situations, how to deal with them and pave the way to generate awareness, learning and teaching.

What do you believe are the significant core characteristics which make young people future leaders?

Intelligence is an essential thing, and there are many talks on the subject of intelligence. Perhaps the most notable one to appear in the last 20 years is emotional intelligence. We should bear in mind that intelligence based on the meanings that a person earns the people and affects the environment around them. We also talk about the ability to adapt, to solve problems and to abstract all these trends in the level of intelligence. These issues can be identified with standards and perhaps an expert, over time, becomes aware of these things, even if he or she doesn't conduct tests. We should take this principle of intelligence with its multiple meanings and not its own meaning, as it isn't mental intelligence that was being talked about.

The resounding success of the prophets was thanks to multiple intelligences. For example, the way in which the Prophet Muhammad –peace be with him – succeeded cannot be restricted to just the mental aspect of intelligence, which perhaps only represents 20 percent. So many people have gained through using more than just the mental aspect. We therefore say that the important work of specialists still remained incomplete narratives, which were correct yet had shortages. Then they came and said that emotional intelligence might complete a very large aspect on this subject. Here, this aspect has intelligence-related characteristics, and not just property. You may take into account one third of the educator, or of those who are interested in the subject of leadership.

We can call the second aspect the positivity, motivation or will. It is a serious case in

my opinion, but I don't think it reaches a solution. By the grace of God, you can find parts of aspects in your children and the environment. You may find that education almost always has one positive and one negative aspect. What is the reason for this? You will not find reasons. I personally faced this question, both in terms of students and children. From here, this aspect should be taken into account when considering leadership whenever a person is more positive, demanding and responding to these properties. This could benefit him or her to grow as a leader.

Of course, the teacher must be careful not to eliminate other people who are negative. These negative people must be involved and considered. They might be disobedient people, but the general reasons are not essential. What is important is the appearance reasons. If these are given importance, it will turn out to be a positive experience. As well as drawing on positivity from several paths or some kind of diversity, you may find adolescents being positive in certain aspects, yet they don't respond to you when you bring up other aspects. In this instance, you should focus on the aspects to which they are more responsive.

Also, specialists have seen some aspects that are important – perseverance and patience. This is very important, in my opinion. The leader must be diligent and be able to persevere. Of course, at first, this will be to a limited extent. But it is extremely important to find the seed of motivation there. This is very important in terms of leadership characteristics. There are aspects, in my view, relating to what we call faith motivation and the metaphysical aspect. There are people who have true spirit, so we say that they have faith motivation. We could call it the spiritual aspect, or maybe the metaphysical aspect which we don't have control over. You may find that young people or students are all praying, but this shows more desire, more demand and more sense of something. This is the side that deals with the metaphysical so you can also consider it to be an umbrella term for the collection of attributes which can be taken into account. In particular, honesty and reality are important elements in leadership. There is no doubt that a counsellor is trustworthy. The leader must always be a counsellor with the ability to be honest, sincere and free from utilitarian purposes.

What responsibilities/opportunities help young people to become leaders in the family?

I refer to the idea of separating needs from responsibility in my book about teenagers. For example, the things I have mentioned thus far are financial responsibility, by giving young people the expenses and money to pay bills, for example, being consulted on family matters, trips, and matters relating to family decisions.

What responsibilities/opportunities help young people to become leader at school?

Unfortunately, the school no longer offers very large opportunities. This is firstly due to the education programme, where 7 lectures don't provide an opportunity for students, as they are all sitting on chairs to listen and waiting for the bell to ring. We also found that the supervisor pursues the manager and the teacher, so how is it possible for the supervisor to educate them? However we can say it is non-existent, but the rate is limited. Schools tried to find student councils and called for the development of special student councils to take decisions on some of the matters that concerned them, such as the times of their examinations, how they would be tested, as well as the press and leadership in the classroom. These are fact issues which have multiple good ideas, but in most cases it has become routine as the uncompleted invisible spirit.

I hope that schools have been taught to work outside the school too.

What do you think is the impact of extra-curricular activities on leadership development?

Activities are good, but unfortunately they are tied to a certain segment, and these are the greatest reverence mistakes, as all or most of students are not given the opportunity. Moreover, activities are limited by restrictions and limitations because time is limited. I suggest that one of the researchers should study the situation of

students in other countries and compare them and the supposed problems which are faced by unsuccessful environments and how to solve these problems based on the experiences of those successful agencies.

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

I think that you should think in terms of a way to intensify leadership, so you should concentrate on the intensification part of development. Development would have a great range outside of this condensation, but it should be intensified only if it doesn't give the desired result.

If we assume now that we have chosen 20 or 30 students and we want to give them some characteristics, guidance and training for a few months or a semester, this would benefit them, but in my view it is not enough. The programme itself should either run for a year or two, or maybe longer, or be taken in stages but as part of a general programme. For example, if we want to train student leaders in one of the secondary schools provided that they continue in their subjects, we thereby increase the daily programme by two hours and we change it so it doesn't have any routine. That was in secondary school, as this an example as a vision from all the visions. This is the second type.

In terms of the first type, the programme originally ran for one or two years, or longer. And the third type is intensifying the programme for two or three months. But here, you must take into account that those are associated with my programme, so I give them individual costs after the programme under specified supervision, as if it was inside the programme and I had measurements and reports.

However, who says you become a successful leader in a week? This one does not look at this aspect. Every rule has an exception. In this instance, it may be the sane and wise person who benefits.

The issue of leadership is not easy. The first issue is saying that you are one who says the leader is to lead the people or a group and affect the community. So, you are talking about a person who has an influence over or leads people to the top of something or takes them to the abyss. Then when you have the will, you will have

ability to achieve and be sure that the person needs preparation. There is a difference in saying that this person who graduated from this university can be appointed as an employee. Or even if we say that he or she is appointed as a doctor. I think that the leader is more important than the doctor. The role of the doctor is to deal with the patient and once he or she has done so, he or she has completed his or her task. The leader, however, has an effect, then comes the importance of interest in the programme, the length and scope for the importance of leadership. In addition, the situation of Muslims and the Arab nations, in my view, is being at the bottom of the nations and being lifted upwards. For this, we need aware and capable people who have the ability to persevere.

To what extent is the motivation to become a leader important in becoming one?

I think it is important if young people have a seed of leadership, because anyone might like to lead, but that doesn't mean that everyone who likes to lead can be a leader. We should just motivate them in a simple relative way, therefore, based on that assumption and to identify the characteristics of these individuals and their potential and so on. We must be aware of the fact that no-one has an instant ability to do something. People differ, and some might be stronger or weaker than others.

Firstly, the young people's desire makes you feel relieved as a teacher or trainer, as you will not be imposing on them. Rather, they are the ones that make the decision. The second type of desire is that of working and giving. These young people should have the initiative to carry out the duties required of them and interact with the programme. They might also help other young people in completing the programme.

For young people, which is better: focusing on generic leadership or focusing on a wide range of details?

The generic aspect, because those are closer to the person who is linking the issues, rules and methods. They are not linked to content unless the content is necessary.

The more focus there is on the generic, on the general principles of the rules, the better awareness and flexibility is formed in individuals dealing with the future in a flexible and calculated way and the better the individuals handle circumstances and have attitudes that are appropriate to these circumstances.

To what extent is there a relationship between youth leadership development and leadership characteristics?

Development is very important.

In terms of the features, there are many leading features, and as we have enough time in the youth stage, we can inculcate the greatest features in young people, because some things can be useful in leadership while others won't hurt leadership. Meanwhile, in the adult world, we do not have enough time to give potential leaders this number of features.

Why do you think that?

Because it is true that adults do not have time for all of that.

To what extent is there a relationship between youth leadership development and situatedness?

It is important during development to have practice and attitudes. There is a major difference between continuing to give rules and theories and not attaching these things to operational and real matters. In addition, this was the Prophet's – peace be with him – method that he used when he was giving guidance in the field. This had a great impact.

However, of course, this is due to the fact that there are more developments in

science, the educational system and the technological system and so on. There is nothing wrong with having a system, but there needs to be training too.

To what extent is there a relationship between youth leadership development and Cultural context?

You must take into account the country's culture, in terms of this culture's validity on the one hand, and your need on the other.

Now my framework will be described in very brief:

The first triangle shows that the individual as a leader needs various situations to pass through, as it should be within cultural, and to guarantee this practically, the strategy should be through the action sciences. It is communities of inquiry in communities of social practice. Actually, action science will allow students to apply theories to a real-world situation.

The second triangle shows that to develop a leader we need to focus on developing the leader Characteristics as it focuses on developing a matrix of the human intelligence. It should be within an environment, to make sufficient change for the human being, we need long time.

I connect between the two triangles to produce this comprehensive framework, which consists of 4 main dimensions.

The first dimension is the Characteristics, which includes developing all the Characteristics including   .

The second dimension is the Human Intelligences, which consists of the intelligences emerged from the human needs, mental intelligence, spiritual intelligence, physical intelligences, and emotional intelligence, if we focus on these intelligences, they make balance in theses Characteristics, also they provide the leader flexibility for future changes.

The third dimension is the Situatedness, which focuses on facing the leader to a series of situations with the peers and …...

The forth dimension is the cultural context, which is gained from the family, believes, values, and ethics.

In addition to the four dimensions, there is the strategy of Action Sciences and also the long-term condition.

What is your initial response to this framework?

We can say that these are the aspects which will create an important aspect in the mind that tells young leaders about themselves. This will take into account the large number of attitudes and beliefs. Initially I think that the framework is good.

What would you add?

I wonder where the properties of the educator are – the educator who will lead this programme?

What is the weakest dimension, in your opinion? Which dimension has the least influence?

I wouldn't say that the framework is weak, because something can be weak in one aspect yet is strong in another. For example, in the cultural context, you own and influence the relationship to a great extent. This has a powerful effect, but perhaps we should leave it for another time.

What do you think of the matrix of intelligences?

Perhaps you've read my book on psychology, as you seem to agree with what I say about the diversity of intelligences. I enhanced innate intelligence, and called it "components of personality".
There is no doubt that the aspect I mentioned at the beginning is a system. This system does really take place, so I do not think it is an exaggeration to say it counts for 40 to 50 per cent, which makes that fact very important.

To what extent do you believe that this matrix of intelligences creates a kind of

balance?

Yes this is very true in my view, but it is variable. For example, I believe that the physical aspect is more minor, while the mental aspect is greater. Also the emotional and spiritual aspects are important, but in terms of quantity, they don't amount to the same size.

To what extent do you believe that this matrix of intelligences gives leaders the flexibility to deal with future changes?

It is fairly certain that those who develop their intelligence must have different trends and this is sure to make them have a greater ability to influence and accept and be more durable.

What happens if we eliminate characteristics?

The majority of the attributes are linked to each other to a great extent. This is because they are inherited and linked to intelligence, which is acquired by relating to the leader.

Is there anything you would like to add?

I would like to emphasise the issue of characteristics for those who are leading work, or the same teacher, and caring for themselves.
Of course, for young people in the adolescent stage in particular, we can say that the relatives have more phases than the other phases. So, they must take into account the mind of the teacher. You have to be aware that the teacher who is undergoing training at the age of 30 or 40 doesn't have the same environmental conditions and peer coaching like young people who are training as adolescents.

Generally, it is excellent work, in my opinion. Thank you for this good, outstanding work. It has been a great privilege speaking to you.

Case 26: Mohammed Almofada, developmental psychologist

What can make young people future leaders?

I wish you all the best, Mr. Saleh, in this important subject, which is related to a key layer in society. When I speak about that, I find myself going in two directions, which come from the person themselves, and a third one belongs inside the person themselves. Of course the person in question is the young person themselves, as there are personal variations and this issue cannot be excluded. But we cannot blame only the personal characteristics, which means you are blaming specific people and saying their personal type is not a leading personality. Meanwhile, you're advocating that others have leading personalities. We should not rush in this regard. Instead, we should be proud of people's personal characteristics, as they are what shape people. And in terms of outside effects, I can remember two issues. The first is related to the way in which someone grows up. I can say that our goal in this issue in the Kingdom of Saudi Arabia or Saudi society is to promote encouragement of leadership, because we do not encourage children to act on their own initiative, just like we do not help them to be self-motivated. Instead, we lead them by saying"You can do this, but not this". We ask them "Who told you that?", or simply do not encourage them as adults, whether we're the father, mother or teacher governing the children. We do not accept any initiatives from children, even if they make a lot of mistakes. This is the first dimension, growing up. The other dimension is opportunities. Opportunities to develop this leadership are limited and excluded in school activities. They only form a small part, while leadership development is conditioned by continuous opportunities in class, the community and so on. These two issues are very effective in limiting leadership development for young people.

To which extent do you think young people would accept leadership training and education at this stage, between 12 and 18?

Of course, if we consider approximate numbers, I can say that 2/3 of young people are trainable. Of course, in our study, the majority of this supposed layer, which is equal to 66% or 70%, are trainable and can be divided into sections. I say that those

who are trained will be leaders, while the rest can also be leaders through training and reach levels in leadership. But we do not suppose also that all of them are leaders, so we assume the same for these people as the third group, who do not have leadership capabilities and tendencies. Both capabilities and tendencies are required in this regard.

What responsibilities and opportunities are required at this stage to enhance young people as leaders?

Of course, the answer here will be adding to what we mentioned at the beginning. Of course, opportunities should be made available in the schools first, as young people spend time in school and deal with groups who lead. Meanwhile, outside the school, even if there are opportunities, they will not put themselves forward as leaders and cannot lead the information in their curricula which provide an important view or background for these young people involved in and affected by the curricula. We expect that preparations can be given to them, such as special intermediate-stage leadership development programmes. When they finish the intermediate stage and go to the secondary stage, they can be given some voluntary tasks which train them in leadership, such as working in hospitals and charity associations. These voluntary tasks can take place at the weekend or once or twice through the week.

This is at school. What about responsibilities and opportunities at home?

Of course, home provides training in dealing with responsibilities, or in other words, delegating some tasks to young people, especially as this is a gradually increasing process for responsibility from the intermediate stage to the secondary stage. Specifically, I'm speaking about the secondary stage, as some tasks can be delegated to young people, such as fixing problems at home or fetching technicians to make these repairs and negotiating prices with them. Parents should allow their children to complete the tasks assigned to them and should not blame them any mistakes. Rather, we have to give them the opportunity to learn.

What are specific core characteristics that can be developed at this stage to make young people leaders?

I think that we think first about the knowledge aspect. Young people should know how to handle things. And as leadership is a scholarly issue to be available to them, this is both a knowledge aspect and a personal aspect. We should encourage responsible handling of problems and promote their self esteem and initiative such that they keep pace with their peers, no matter if they are unconvinced. This could be in asking about something but the time is not suitable. It is easy to say no. Or asking me about an issue at a busy time when I have many tasks. Here, I can also say no. It means that the goal is not other people's satisfaction at the expense of the person in question. Another important issue is insisting, as long as the person is right considering the other variables. For example, if the individual orders some people, whatever the nature of his authority, such as a school committee leader, they have to be able to confirm the order to promote self esteem and be aware of how to deal with people. This involves both a personal aspect and a knowledge aspect.

Do you believe it is easier to change characteristics at this stage than in adulthood, for example?

Certainly. Personal nature becomes more established in its ways as people grow. But we shouldn't start just at the youth stage. Self-esteem starts at the childhood stage.

What are the most important aspects of self-esteem?

The most important thing is not keeping pace for keeping pace's sake. We expected people to say "No" rather than a non-convincing "Yes". This of course is useful for children in terms of respecting their opinion and getting used to gaining respect for their opinion. When I find children have a fixed opinion, I have to appreciate this opinion. I think that some characteristics start from childhood. For example, there was t-shirt campaign, NO TO DRUGS. The more we start at an early age, the more we can develop these characteristics.

What adolescent characteristics can help in developing young people as leaders?

First, the tendency to an adult. If we give young people the impression that leadership will make them adults, they will feel powerful and proud among people and society. If we also give adolescents the impression that their leadership can improve other people's morals, they will be encouraged to lead.

How is it that young people can become leaders of gangs?

The satisfaction of the psychological aspect satisfies the aspect of strength and being an adult. Young people are convinced that they have become strong and have self-esteem. They might not get the same level of authority in another place. They might be among prisoners or in similar situations where they are looked upon as second class, young and worthless, but in this environment, they are an important person who has strength and authority. All of these issues in addition to money make this kind of leadership appealing.

To increase the value of young people or adolescents in their communities, I have to listen to their suggestions carefully instead of ignoring them. I have to listen to their opinions and initiatives and give them a vital role instead of giving no role at all. For example if we were to establish a group in the school, we could appoint one young person to be the supervisor or teacher of this group, where everything is in accordance with their plans, not my own. This person would also execute these plans, and they have to have the full appreciation and respect of their peers in this regard.

Can we consider the gang environment as being more practical than the school environment, which is theoretical?

I believe that the psychological aspect is more important, as is the issue of making him valuable. This means if the young person is involved in something, others will respect their opinions and encourage them.

Do we need a short or long term approach to developing young people as prospective leaders?

This will of course depend on defining what is short and what is long. At this period, we need years. We do not speak about courses in months; rather we speak about 2 or 3 years.

Why do we need a long time?

Firstly, because of the psychological nature. This issue is related to growing up and education. It needs time. This is a normal issue. The other issue is also the nature of life, opportunities and issues, which all be can put and pressed into one capsule. Young people must participate in many courses and activities, as all education cannot be achieved in one course. Real opportunities or facts cannot be extracted, as they need various opportunities with multiple persons in various places.

Do you think that one from the reasons is that young people have more time than adults?

I think that our need for time is because the changing nature itself is practical. But focusing on this stage and before the subsequent stages, it is because of the ease of modification. If you stay in the same stage during adolescence and then also the maturation stage as young adult, you will observe that because you have grown four years older, and therefore another four years as an adult, the earlier stage will be more productive than the later ones. This is because of the ease of modification at this stage. In addition to establishing this modification, it is also easier to develop this modification rather than demolishing it.

And changing behaviour, does that play a role?

Of course changing the behaviour plays a role. If the behaviour is not satisfactory, we will need intensive treatment sessions as well as the purposes used for modifying persons with normal behaviour levels, especially when we speak about a behaviour that governs the whole character. We're not only talking about partial behaviour, which can happen sometimes in months or maybe weeks.

Theories of educating adults suggest that the education level for the adults is higher than for adolescents. Does this mean that adults learn quicker?

The issue here is related to thinking about an issue, should we wait on the thing or not? If we consider it, we shall develop our leadership at this stage. If we fail, we shall face the second stage, and if we wait, it is not certain whether we shall still have an opportunity. Then we are shocked by the results of previous experiences, which might be failed, and therefore prevent persons from having the skills to gain useful courses or useful development. We might find that others are limited by the previous results, and we have to set about treating this limiting. One issue found will not prevent the others.

What are the obstacles facing leadership development? Let's talk about the obstacles at home.

For the home, the most important issue is the behaviour and way in which parents bring their children up, which is well established and cannot be eliminated. The hierarchy is the younger you are, the lower position you have. The father is the leader, the person who leads everything, as all of his habits should be transferred to his sons and daughters. Therefore, we find variety in our society from level to level, even inside our country KSA. This is because individual variation in our society tends towards strictness, and we find that other societies and countries have different ideologies. In KSA, we grew up having complete respect for elders. The elders are everything and younger people have to do as they're told. This is one of the growing up issues. The other is not being aware of how important this issue is and how best to perform it. For example, when there were discussions, they would get surprised

because of our correct opinions and concepts. This issue should be considered as very important at home.

What are the obstacles at school?

We do not stray far from this issue. Students are the result of the environment. The bureaucratic nature of schools involves restricted time, limited activities and crowded classrooms. The opportunity is not found. Even if there are some administrators or teachers who have the desire to invest their time, they will not find anyone who wants to help, either from the substantial environment in terms of location, conditions, time, harmony and so on, or from human acceptance at the administrative level, which means that the teachers might refuse the tasks assigned to them if they get these tasks from a student, because they are used to getting orders from their manager or head teacher.

What about in the community?

Here, there is a greater lack of opportunities and non-acceptance of young people representatives. For example, a son wants to go to the charity organisation and finds his mother does not accept it.

Why is it important to consider individual variations when developing leadership for young people?

If we consider the intermediate stage, it is supposed to be set up from general issues, and therefore distinguishable at this stage, as it is a stage of discovery. We need to discover individual variations; therefore we can say that at the intermediate stage specifically, capabilities are not fully grown, so we should not pay more attention to individual variations at this stage. In the secondary stage, we pay attention to the capabilities as we find somebody tends towards leadership, but it's consultancy leadership for giving opinions and suggestions. They cannot break other people's orders as although they like leadership, they do not want to feel isolated or have to

face another person and deal with them. In other variations, in this case, they can be directed to the suitable activity for their personality.

What is more important at this stage: focusing on generic leadership or a wide range of details?

As these capabilities were not proven or shown, it is preferable to set up based on generics until the person reaches the intermediate stage such that they have clear view.

In the secondary school, or at the end of the intermediate school, which means that this issue is connected to age, and age is connected also to maturity, we can have two students who are both 15 years old, but one of them is in the childhood stage while the other is into adolescence games, which reflect that the intermediate stage has very important issues which I will move onto later. Another thing is that the establishment of any science or art emerges from the background, which is sometimes shared. Therefore, we find in the intermediate stage and the first year of the secondary stage that all the students are together. So it is normal to find in the field of medicine some of doctors are general practitioners and others are specialists, this is quite logical. It is up to the young person to be able to take decisions in determining his life path. We shall have space for direction, because this stage is not complete yet. The stage of growing up, training and preparation is not complete until 18 years old or more, and we say that we still have time for direction. But if we begin in detail from the previous stages, we focus on one particular aspect and we might move in the wrong direction. This is not suitable for people with capabilities and tendencies.

If you had to go back to your secondary stage, what type of opportunities or activities would you like to participate to increase your capabilities and opportunities for more leadership?

That's supposing that a person has a tendency for leadership. For me, I have academic tendency more than leadership, but it seems, in my opinion, that school

activities have an obvious role in this aspect, which is opportunities as you said before, which may or may not give two issues to avail the opportunity for who those who lead.

Is there is a relationship between developing leadership at this stage and having more leaders in the future?

No. Certainly, development in the intermediate and secondary stage helps us to discover who has leadership and help us to develop those who have these preparations such that we have more leaders. To weight this issue partially, we should not take this to mean launching educational programmes or methods that to eliminate the rest of the aspects.

What is the relationship between developing leadership at this stage and enhancing characteristics?

Of course, we cannot develop something if someone is not willing or prepared for it. In other words, we cannot start from nothing. Of course, this is not an accurate scientific concept. Rather, it is suppository, which means it is not possible to find a person or thing, but we say that when we develop these things, these things don't have to be developed yet and might be contained by the person and are not clear as the things are not found. Meanwhile, the person has to be willing to discover them, therefore, we say that there is relationship between these things being developed by the person as long as they are willing to discover them.

What is the relationship between developing leadership at this stage and enhancing intelligences?

If we consider social intelligence and emotional intelligence, it could be the case, but absolute intelligence is affected by givens, which is the wide concept.

What is the relationship between developing leadership at this stage and the cultural context?

If you mean by "the cultural context" habits and customs, there will not be a problem, as society started recently to accept from young people what was not acceptable before, and started to accept youth leadership. For example the leader in the mosque (Imam), 40 or 50 years ago, it was acceptable for him to be above 40 years old, but now we can find a university or even secondary school student in university playing this role and leading people during prayers. Considering the cultural aspect, if it is related to the country's customs, religion and values, if these are considered in this programme, you will find it consistent with regard to problems with the acceptance issue, which is gradual and needs time. But we should remember that leadership does not violate respect and appreciation for elders. It considers the feelings of others, which is one of the roots of learning leadership skills that cannot be isolated from the structure.

What is the relationship between developing the leadership at this stage and having more people facing leadership situations in the future?

It is supposed to be training, as there is a knowledge aspect and a training aspect. You cannot provide training for swimming by writing.

What would you change in the framework to make it better?

I can give you my first impressions about this issue. Cultural context should be the general framework and not excluded to young people only. This is related to the young person, trainer, opportunities and everything. It is like a cycle or umbrella for all. It is the scope and umbrella between situatedness and cultural context, because it is approximately one unit, except the physical environment. But when we do not consider the physical environment, it will be the surrounding environment.

QUESTION

The four intelligences – I am not familiar with this naming. I mean, if I exchanged this by going through the modern theories related to dividing intelligence then and intelligence now, it will become emotional intelligence and social intelligence. The word "spiritual" always goes too far in its meaning of the soul and religious aspect, and this is not intelligence, but tendencies. Now you are speaking about intelligence as in dealing with situations. The situation could be emotional, recognising the feelings of others, understanding facial expressions, body language, or speaking about intelligences. Because all of the points you mentioned are limited and related to the person themselves or you can design them. The environment, however is out of your reach and related to the trainer or leader and is leaded by text or the situational factor.

QUESTION

The phrase "action science" simply makes me think of science and not action. I do not know if I deny the role of action training or performance. The impression I have of action science is that this is the science related to work. It means only science and not action. It needs to be imagined.

QUESTION

Each model has chart and has requirements, therefore the time, in my view, is not in models, but in requirements.

QUESTION

Characteristics might include intelligences, which might also be included in features and comprehensive details, not in part. Then as for the features, we look for the features that have emerged from the person's intelligence or psychological needs. Therefore, human intelligences are now invalid compared with the validity of human needs.

What happens if we eliminate characteristics?

The only way we shall succeed together is accidently, provided that we get somebody who is willing. Our combined efforts may not be productive, although if we consider the characteristics that individuals have, we will succeed. This issue lessens the burden of our work and reduces the probability of errors. If we ignore these characteristics, we would not say that it is a failed programme, but that it is not efficient enough. If the programme says it will focus on characteristics, it will focus on characteristics.

What happens if we eliminate human intelligences?

If we speak about capabilities regarding intelligence in general, as in that intelligence where all generalities govern, it will fail with some people, while for others, it means it will be a vain investment in people who do not have capabilities. If we speak about needs, we reduce the appeal of our programmes because they become unable to fulfil the needs of these people.

Is it true that developing these characteristics gives a sort of balance?

Yes. All these characteristics should be balanced. One characteristic should not govern another.

How does this affect adapting to the future?

There is a concept in psychology known as the training effect. If we provide training to deal with different situations and different issues, it is easier for a person who does not have this variety to deal with new issues. People who have already dealt with many situations can deal with new situation 100% more effectively better than others who have the same variety. We say that there is a transfer to the training effect,

especially if we focus on another issue, the issue to teach and train young people how to learn and not for entertainment.

What happened if we eliminate situatedness?
In this case, it would be like teaching young people theoretically.

What happens if we eliminate the cultural context?

Of course, there are joint cultural factors between people which are related to human characteristics, but when we do not consider the local culture, this means that we sort of fail and violate the environment. You are shocked because you need to succeed. Developing leadership is laboratorial work, but the work is not based on analysis and mathematics alone, but on society as well. Therefore, your programmes now, especially "situatedness" should be confirmed by society. If you do not consider society, you will be shocked by other people and their concepts, which are also products of the environment.

We have reached the end of our interview. Is there anything you would like to add?

In my opinion, it might be worthwhile preparing the trainers, as there are many trainers now in KSA. This much is obvious when we open any newspaper. It is more obvious inside KSA than outside. Inside KSA, training and developing trainers and leaders paves the way for youth leadership development. And in terms of leadership development programmes, I suggest as part of this analysis for the situation that you do not use them for analysis alone, but also for young people to meet the people around them, because they might not recognise characteristics or focus on characteristics while their parents or teachers remind them through other key point issues. The parents might come and say "No, this person is young. How I can give them papers? They cannot be effective".

Thank you very much for your valuable time.

Case 27: Willie Haughey, business leader

Today, I'm interviewing Mr Willie Hockey. Thank you so much indeed. Your response is greatly appreciated.

You're welcome. It's no problem at all.

First of all, I'd like to ask a very wide question and I'm focussing on the period between 12 and 18. What made you become a leader? And then I'll ask about some details.

It is strange, because when I was young, I did not understand that I had leadership qualities. But when I've been asked this question later on in life, I realised that – even younger than 12, maybe 8, 9, 10 – I realised that by working hard and being in charge of your own destiny, you could achieve things. For instance, when I was as young as 8 years old – my mother and father were normal working people who worked just to survive, so they didn't have enough to buy luxuries – so I realised that if I wanted really nice shoes, or nice clothes or whatever, then maybe I had to get them myself. So I would from 8 or 9 be working. Although I went to school at 9 o'clock, I would be working at 6 o'clock delivering milk or firewood, or going errands for older people, anything to earn money.

Was that every day?

Every day, yeah.

Let's talk about your family. What responsibilities or opportunities influenced your choice to become a leader in your family?

Well, my mother and father were normal working people, and I don't mean this to sound derogatory, but they were not good at balancing the books. So from a very early age, I was having to show my mother and father about "if this is how much comes in, this is how much goes out". They lived from day to day; although they worked, they never made loads of money. So, from an early age, I was actually helping with the money into the house. I was saying to my Dad "when your salary

comes in, you must put this by for rent, you must put this by for bills", rather than waiting until the bill comes in and not having any money.

And when was that?

Oh, that was when I was 11, 12, 13. I was really the accountant in the house.

And your level in your family?

I was the oldest son.

And did that affect you? Did they give you responsibility more than your other siblings?

Yeah, absolutely. At 12 and 13, I was in charge of everyone above me and everyone below me – in a nice way, an informal way.

When you were in charge, what did you do for them?

I helped with my income into the household. So the deal was, that if I worked at 13 and 14 and I brought money into the house, then they would agree that I would be in charge of all the money coming into the house.

Do you remember some stories?

Oh, yeah. I remember stories. The thing that brought it to a head, and how I took over... It all happened here in this area. I was in a boy's club, a community youth club, and each year we would go on holiday to Ireland. Away back then, 40-odd years ago, it was £6 to go. And what kids would do would be to come every week and give 2 shillings, so you had a year to save up. And I always wanted to go to this, but my mother and father could not afford to give me the money to go. So I decided that I would go and work myself, so I worked delivering milk every morning at 6 in the morning, and I used to go in and pay my money - £1. So I was better than all the other kids. I had more money than the other kids. And I would pay all my money. My money would be paid months before I would have to go. But then, just before I was due to go, a bill would come into the house and it would need to be paid, and

two years in a row I had to go and take my money from the club, not go on the holiday and pay the bills in the house.

And how were your father and mother? Did they encourage you?
They had no business acumen.

What about other things?
The greatest gift that my parents gave me was that they taught me the difference between right and wrong.

How was that?
That was fantastic. It stayed with me for life.

Could you elaborate?
Even when you were poor, you would not steal. Loads of people would steal, but we would not steal. As a kid, you would not tell lies. Although they were not big Christians and didn't run to church, they were Roman Catholics, but they didn't run to church. This is my church over here. They didn't run to church, but they had Christian beliefs – they wouldn't steal. They would rather have nothing than steal.

And what about the youth club?
Yeah, the youth club was very good, because that was where I got my grounding in life. And that was all to do with the church.

What did you learn from the club?
I learned about working in a team, I learned about people, I learned about being obedient to the priests and to my elders. So, I learned manners. I learned that this is a civil society and how to live in it.

And what was your role there?
Mostly in the youth club, I would be part of the football team, part of the swimming team. I would learn to play snooker there. I would go and watch Tarzan and the films

there. So back then, the whole community, and like most other communities in Britain at the time, all the community at the time came from the church. All the social activity came from the church.

When you left school, I think it was at 15, what were the advantages? What are the advantages you got from that?

Well, I think, going back to your question about "how did I know I was a leader?", and only then, when I think back that at 12, 13 and 14, in sports, I was always the captain. So, I was captain of the football team, I was always coming to the top, but pushing myself. I was more assertive in being a leader. The advantages of leaving school at 15 were that I think there was more of a hunger and a desire, and there was also a need for cash. And also, it endorses the hard work ethic. When I left school, and I went to start work – I started work at 9 o'clock in the morning – I continued with my milk job. So I got up in the morning and still delivered milk as I did as a boy from 6 o'clock 'til 8 o'clock, and then I would go home, get washed, and then go to work at 9 o'clock.

And what was your first work?

My first job? I was waiting to go and work in the post office. My uncle was a mail manager, he drove a mail wagon, and that was all I wanted to do, because he was my hero. I wanted to be a footballer, I was going to be a footballer, but then I damaged my leg.

Then you're lucky.

So I'm lucky. I'm very lucky. I say to people that I am very lucky that I did not make it as a footballer, because I don't think I could live on the money that they earn today.

Who inspired you in that period?

Probably, when I lived in this community, my friend's father owned a fruit shop. No, he sold fruit from a barrel, and then he had a shop, so he was like a millionaire to me, and he was a nice man. So he was a sort of inspiration.

What did you learn from him?

I learnt from him to work hard. Work very hard morning and night. It's the only way to get money. There are only two ways to get money – steal it, or work hard for it. And I would never steal it.

That's in the family in that period. What about in the community?

In the community?

Responsibilities and opportunities.

From 15, still moving from the church social community, to then going to play for youth clubs, football. I was always involved in sport. Always football, football, football. And that meant that I was working hard, and this was my hobby so that I wouldn't get distracted by drugs or anything like that. Getting the balance of hard work and the social element. But also, going back to your question about leaving school at 15, I also appreciated and realised that I was lucky that I didn't go to work in the post office. You asked me my first job – I was a delivery boy, helping deliver lemonade, helping deliver it. That was my first job. And then I got an opportunity to serve my apprenticeship as a refrigeration and air conditioning engineer. But I also realised at leaving school at 15, although I had to start working and earning money, I also realised then that once I'd left school that I should continue with my education. So I then went to college and got involved. So although I tell kids today "don't worry if you have to leave school at 15 or 16 with not too many qualifications, it's not the end of the world", I also tell them "be all you can be". If you can get the qualifications and you can get... I go and talk to children a lot in schools, and they ask me what's the greatest day in my life, and I say "without a doubt, watching my son graduate". Of everything I've achieved, that was my greatest achievement.

About your son. Let's talk first of all about your company. What's your philosophy in preparing the next generation?

First, you have to ascertain if they want to be part of what you've been doing. And I think if you have been very successful in what you do and are high-profile, then only really if your son or daughter 100% wanted to get involved in the business, then I

would encourage them to get involved in the business. But I had an idea that I would not try and get my son into the business, but if he wanted to go and do something, that would be fine. And I also wanted to broaden his horizons. And I sent him abroad, so he went to Geneva and worked in Geneva. He's been there now for 7 years.

What else did you do, or do you do, for your son in order to prepare him?
What we've tried to do is... I think that his Mum has done a very good job, in that he has the same Christian beliefs that we do, and he is very charitable. He is not spoiled or phased by the money. He works, he works hard. He has his own businesses. And he has on many occasions told us "Mum, don't leave me any money". So although we helped him at the start, which you should do, now he is finding his way in the world, and he's not sitting about waiting for his inheritance.

Let's talk again about that period, 12 to 18. What do you think are the critical factors in your youth period which affected your success?
Well, I was very fortunate, very lucky. My mother bought a new tumble dryer from the shops – brand new – I think it was the only new thing that my Mum ever bought, and it broke down. And I was working at the time as a delivery boy, and I was home, in the house, when the chap came to fix the tumble dryer. I gave him a cup of tea, and we were talking, and he said to me "what do you do?". I said "I work, but I've written many letters away for an apprenticeship with no luck". And he said to me that his boss had said to him that morning that he was looking for apprentices, and he phoned me the next day. I got an interview on the Friday and I started on the Monday. So luck played a big part, and then realising that if I got my driving license and I passed my exams, then I was independent and I could go anywhere in the world and work as an air conditioning and refrigeration engineer. And I had plans at that age to go to Canada, I wrote away for a job in Bermuda, so I had big plans.

What else? Could you tell me more factors?
Generally in that period... I think that period in your life shapes you for your life.

How?

Well, I think you could either go the wrong route, or that route. I think by 18 you have an adult mentality, and you've made mistakes between 12 and 18, and in that time as well, you find out friends. You find out social friends, you find women. Your experiences in that life there are... Probably, I would think, that you learn more in that 6 years than you do in any other 6 years of your life, and it can be the most enjoyable 6 years of your life.

And what about your peers in that period?

My peers in that period would be a mixed bag. If I take all the kids I went to school with, and we grew up together, unfortunately some, because of the environment, got involved in drugs. Some got involved in crime. And some just done well in life, some better than others.

Also I'm asking more about your close friends.

My close friends.

How did they influence you? What did you learn from them?

It's funny, because during that period I didn't learn much at all from them. I learnt mostly from myself. There was nobody round about that I could say "I saw him doing that, I saw him doing this". Most of my friends went to work as apprentices or tradesmen. Some, too, would become footballers. So there was no influence there at all about leadership or about business.

Let's talk about your opinion. What do you believe are the significant core characteristics which make youths future leaders, which make young people future leaders?

Desire. Ambition. I think, integrity. Trust. Whether we know it or not, people sometimes look to others for guidance in leadership, and sometimes we don't notice it. And I think that these are the characteristics. Also belief –belief that... My wife thinks that I'm someone who can fix any problem. So it's having the belief that you can do that.

Do they need a long or short term approach to learn that?

I think that some people will have it in them. I think that leaders are born. I think leadership can also be taught, but you need one of the four characteristics to have that. You will have quiet leaders and you will have forceful leaders. Sometimes you're in a dictatorship, and that's what's required, or you can rule with a velvet glove. So I would say that, to answer your question, I think that the characteristics that we discussed are what you need, but you also have to realise if you're in an environment where people want and need to be led. We could be in a room here with ten leaders. That would be fun.

Actually, you have been described as a confident person. How did you learn that?

I think from an early age when you had to rely on yourself to really deal with any situation. And I think that that has put me in good stead. When all around you are losing their heads and you're keeping yours, I think that is great. One of the best compliments anyone ever gave me was... A CEO of one of the biggest companies in Britain asked to see me once to have a conversation like this, and he wanted me to come and have a dinner with his five managing directors. And although they were in a PLC environment, he wanted me to decide which one of these guys would be the most entrepreneurial. And after all of that, we went into a room, and we were having dinner, and the five guys were there and he was there, and I had spent two days with him. He asked me and he told me about the different guys. And he said "well, the difference between me and you is that if we were given a task as to how we could get all these supplies over this mountain, I would be working on that for three days, and you would have worked out in two minutes how to get round the mountain". And that's it – it's finding the easiest route to the solution. But one of the great skills that I've certainly got is thinking outside the box, so I'm a lateral thinker.

And also one of your key skills for managing a growing firm is to delegate. How did you learn that?

I think that the key skill – if you were to ask me "what is the main ingredient, the main thing for success in my life?" and I would have absolutely no doubt about that – is reading people. And having that skill allows me to delegate, and I have no

problem with delegating whatsoever. This whole business now is not run by me. I'm a figurehead. I couldn't tell you what is going on out there day-to-day.

What helps you to delegate?

People building up a trust in me. People being close to me. I will test them and give them a small task – done. If I give them a big task – done. Everything else now, I'll give them it. And go and make mistakes, go and do whatever, but I know that they've done the very best to deliver in what we do.

And reading people – how did you get that?

I don't know. I think it's just something natural in me. It's just an instinct, where I from a very early age looked beyond the person, looked beyond what they were saying at actually what they were doing.

And did you try to develop that?

Nope, it's just natural. I probably did in the early years, but later on, now, I can generally cut through bullshit very quickly.

And what about flexibility and diversity? You easily move in your business. How did you get that?

I think in the very sectors that I've moved into, there's been a reason. There's been no great business plan. For instance, how did I end up owning 27 pubs, clubs and hotels? The answer to that one is that I used to go and see my Dad, to meet him on a Friday night to have a pint, and I hated the pub. It was terrible, it was dirty. And then one day he phoned me and say "oh, the lady's selling the pub". I said "that's good, I'll buy it". And that's how I bought the pub. And then the community centre round here, which was the local club, was closing down, so I saved that for the community. So suddenly I was in the license trade. And then it grew and grew itself. But I've been very fortunate that whatever sector... I'm probably a unique entrepreneur in the

fact that I'm not a one-trip pony entrepreneur. I've been in maybe five sectors and I've been quite fortunate to be lucky in most.

For example, you said in one of your quotes "when we want to move into a new sector, we don't just buy a firm, we find someone to work with". You are always aware of people and how to get them.

Yes. We are a great believer in partnership. For you and going back to Saudi, what we have done here, Saleh, is that we've taken the old rules, torn them up and put them in the bin. In 2003, we were voted the fastest growing company in Europe. We were 30 minutes on CNBC and we had to go to Paris for a big award. And all the journalists there, all these European journalists, were all asking me questions when I was on the stage. And one journalist asked me "what was the unique selling point of the business?", and I had to think for about 30 seconds, and I said to him from my heart without thinking, "probably if you had the time and due diligence, maybe we're not the fastest growing company in Europe. But I'll tell you something. If you want to know about the unique selling point of the business, I could give you two quirky throwaway lines. 'We try to give our clients 10% more than they ask for, hopefully for 10% less than they were hoping to pay'. But I will tell you something absolutely unique about this business that no other business in the world can claim with confidence. We have grown this business from 1987, it was then. From 1987 to 2004 or whenever it was, from a £6 million turnover to a £200 million turnover without spending one penny on sales and marketing".

Why?

Because what we do is good, people talk to people, we grow the relationship. What we do is that we pick companies that fit our culture. We pick people in those companies that fit our culture. We work in an open-book, transparent way. If you think that maintenance is all about "you have a breakdown, you call us, we come out and fix it, we try and sell you for so many hours, try and sell you for so many parts and we hope it breaks down again next week". We work the opposite way. We want to show you how much it costs us, we want to get you the parts, I'll show back up, and if we get back shortly, then we've failed. We don't want to come back. So we

want to fix things so they don't break down. And that's a recipe for a client to get you to do more and more for them, and that's what we've done. So when you deal with the largest retailer in the world, Walmart, who chop people up for breakfast every day, we've just signed a new contract that now means we'll have a 25 year relationship with them, a wee company in Glasgow.

Also in one of your quotes, you have said "I have learned how to manage by doing the job".
Yes, absolutely. I understand it. I came up through the ranks. I just didn't walk into this. And I can take my jacket off and go in with the guys. When I go to meet now with new clients and they come and meet the boss and they bring the technical guy in, the technical guy talks technical. I've just returned from India, where the guy was wowed that we were able to have a full discussion with the technical guy. Although, I must say, I must be a bit rusty. I don't think I could talk on electronics today. Things have moved on.

And also there's a very informal frame. What's your philosophy in informal leadership?
Everyone should be on first-name terms, no titles. You have to have a title for legal reasons, but nobody in this building calls me "boss" or "Mr Hockey". "Mr Hockey" was my Dad. So: very informal, open-door policy, and anyone can come in, from the doorman to the directors, and talk to me for five minutes or ten minutes on any day.

How does that affect your management?
No problem. There's no problem whatsoever. That's how I manage.

What are the advantages of that?
Sometimes, when you sit at the top and your style is cascade management, sometimes you don't get things coming back up, so everyone having access to you will let you know what's happening on the ground floor and what's happening at all

the levels. Also, you build up a trust, but in the early days, you tell your disciples, and then you have to double-check that it's cascading. You also have to double-check that what you told them is cascading, not their abridged version.

Is it simplicity leadership?
Absolutely.

In your opinion, for the growth and development of young people as the leaders of tomorrow, which is better: focussing on generic leadership or focussing on a wide range of details? Which is better for them in this period, between 12 and 18? For example, in business, to prepare them to be business leaders.
I think first and foremost it's to have a complete understanding of what they want to do. And although most youths at 12 to 18 are having a ball, there will be people like me who at 12 and 13 who have got an ambition. And my ambition at 12 and 13 was not to be the boss of an air conditioning company and have 12 000 employees, it was to be a successful businessman, and that could have been pushing a fruit barrel, it could have been owning a hair salon. That was my ambition. I remember at 15 years old, just before I left school, sitting at my uncle's house at a party, and he asked me what I was going to do. And I told him that I was going to have my own business. And I think he just looked at me as if I was stupid.

And let's talk about obstacles. In that period, what obstacles affected your youth leadership development, in the family, or –
There were none in the family. But obviously having to earn money to help the family, you could call that an obstacle. It was an obstacle to education. But I would have to say that there were not many obstacles. Now, to be fair, I never... I should make this clear. Although I had this ambition from this age to that age, there's a journey, and I realised that the one obstacle was money. So I had a plan, as I couldn't start my own business without money. So I had to first acquire the accreditation – getting my certification, getting my driving license – and getting the experience that would allow me to go abroad and make money quicker to come back to set up my own business. So, finance was the biggest obstacle.

What about at school?

Well, there was no teaching at school. There were no obstacles at school. But to be fair, I can't remember anyone at school ever trying to find out if you had any entrepreneurial flair.

And the obstacles in the community?

Obstacles in the community. Again, I can't think of any. But to be honest, it's kind of difficult to answer that question. At that age, from 12 to 18, I didn't know what the long term plan was. I never actually set up in business on my own. Although I had been doing loads of things, I actually never set up as a standalone businessman until I was 27.

Let's talk about today's life. What do you think are the main obstacles in the family that affect leadership development for young people?

Well, I actually think the opposite today. I actually don't think there is enough parenting. I think there's been a big breakdown, especially in Western society. I am who I am because of my Mum and Dad. And they couldn't give me a lot, but they gave me that, and I think that's the greatest gift they could have given me. So I think whatever you want to be, personally, I think that your religion plays a big, big part, whether you're a Muslim, Christian or Jew, whatever you might be, but your religion is at the core of what you do. It gives you your values. And all of these religions have the same values. Everyone is decent. We have different Gods, but we're all decent people and we all live our lives in the same way. And I think that is vital. There's so many distractions for the youth of today. You know yourself that, in your own religion, people now have to be dragged to the church, synagogue or whatever they have. I don't know. People could tell me. Maybe the mosque is not as bad now, because the family values are there. But what I can tell you is that all the Muslims who came here and have been born here, all their children that are born here, they're Glasgow Muslims, and they're not the same. The parents are pulling their hair out, because we have Glasgow Muslims, they've got the Glasgow psyche, so it's very difficult to get them to go to a mosque on Friday and do prayer. I believe that

although it is sad that religion used in the wrong way is getting the blame for loads of things. And in my religion, Roman Catholic, we were responsible for terrible atrocities for centuries, and the shift is moving now and the Muslim community, the Jewish community, are blamed for everything that's going on now. So people are using religion as an excuse for things that are not good. So, going back to your question, my answer would be that parenting is vital between 12 and 18 – this is the time for you, this is the time where you choose which road you are going down, and parents have a big, big part to play in that. I easily could have went off the rails, easily, if it wasn't for my parents.

What are the most important things for parents in this period to help them to become leaders?

First you have to know, understand and believe that everything that the child is doing at that time, that they're telling the truth. So when they say they're going there to do this, they're doing that. So you make sure. So "it's not that I don't believe you, but I'm going to make sure were doing that, that you were not saying you were there when you weren't there". And I think it's building up that trust, and you have to get that across, that you build up the trust in that period and then you nurture that. I think the greatest thing you can do during that period is be close to your children, not to be distant. And I think that sums it up.

In your business, what are your core values?

Honesty, integrity, hard work, and I have a rule in the business: if you don't say "no" to me, then I won't say "no" to you. If any of the workers in here come today and they have a problem, we help them.

I'd like to know more about your leadership style. What do you prefer? Which leadership style is more close to yourself?

Natural to me is quiet. I don't bang tables, I don't shout at people, I just quietly tell people even when they're wrong. I will have occasions when I will raise my voice or do whatever, but I very seldom do that to individuals when it's about leadership. Everything that's done in here is in a quiet way, good or bad. And sometimes we

have to give people bad news, but we do that in a nice way. So my style of leadership is certainly not fire and brimstone.

And to prepare a business leader, what are the main strategies or methods that can be used, rather than teaching them in schools or something like that? In real life, if some people give you their sons or daughters to prepare them as business leaders, what are the main methods or strategies that you think help them to become leaders in business?

First, if it was on that occasion, where someone came to me and said, I would spend a lot of time with that person. If I could do it, what I would say is "right, you come and sit beside me for one week, and everything I do, you do". And after every meeting, I would ask them "what do you think?", "what would you do?", so then at the end of the week I will actually work out if they've got the potential of being a leader, because I might be saying to them "you'll never be a leader". And to be fair, we need implementers, we need planners, we need strategists, so not everyone can be a leader. If everybody was a leader, nothing would happen. So we need a team. So, the first thing I would do is that I would assess that person and at the end of the week, I would do a Belbin's test and say "here is what I believe", and I'd say "look, don't waste your time", and I've done this to people, "you would be very good at that". For instance, my Financial Director in here is a fantastic Financial Director. If anything happened to me, then he may see himself as CEO of this business. He knows and I know that he could never be CEO of this business because he is not a leader. He is very, very happy being a number two. He's got no problem with that. Even bringing in an external candidate. So it's assessing. So, to answer your question I would be with them and work very, very closely with them for a week, and I would not form an opinion until I had really looked into their soul and I'd seen everything about them.

When I was downstairs, I was looking at your framework for the future, and one of your strategies is people – get, grow and keep. How do you grow people?

I believe that it gets more difficult as you get larger. How do you describe your succession ladder when you've got 10 500 people? And what we do is that we have a

fantastic HR team who we indoctrinate into them our methods of bringing out the potential in people. So we have got spotters everywhere. For instance, we've just opened in Australia. So before we open in Australia – we're not opening for five weeks – but me and my team were in a canteen, in a garage somewhere and we see someone and think "wow, this boy or this girl". I'll give an example. They had an operation for selling sandwiches at lunchtime in the head office of the company we deal with, and the thing was a shambles. And we could have went in and fixed it in two minutes. But one girl stood above everybody at doing the sandwiches. She now runs our call centre. We spotted her. So we've got people here, and then we've got people in the organisation that spot people. And what we're also very conscious that we have to move people on all the time to create positions below, so people do see that there is a succession ladder for them there. There is a future and they can grow in that.

And how do you keep them?

Again, I think the thing that I get most satisfaction out of being the owner of this business is that I'm sure that all the people in here don't get paid the most for what they do. I think fairly for what they do. But I think because of the way we run the business, because of the way that we take care of people – an example: everything in the restaurant is £1, for a breakfast, it's £1 for a three course meal, we bring a doctor in once a month so everyone can go and see him, we bring a dentist if they want – so we take care of the staff. And also they know that in times if people are ill, sick or whatever, that this business is not just about what the bottom line looks like. We have a philosophy in his business: if we take care of our client and we take care of our staff, the bottom line will take care of itself.

I'll explain very briefly my framework, and I'd like to have your comments. This first triangle illustrates that to develop individuals as youth leaders, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science is a community of practices, places where youth can do and practice their leadership. And the second triangle illustrates that for youth leadership development, it is essential to enhance

leader characteristics. And in order to make leaders more balanced and flexible with the future, there is a need to develop a matrix of human intelligences. Characteristics and human intelligences are enhanced within an environment. To make sufficient human change, a long term approach is an essential condition. I connected between these two triangles – so please, if you want to use the pen – to create a comprehensive framework for developing youths as future leaders. The first dimension is characteristics, which includes developing aptitudes, knowledge, skills and behaviours for each characteristic. The second dimension is human intelligences, which consists of intelligences that emerge from human needs. Any human being is made up of four parts –mind, heart, body and spirit. So, we should enhance mental intelligence, spiritual intelligence, physical intelligence and emotional intelligence. The third dimension is situatedness, which involves the youths or young people within situations within context, with peers and followers in an innovative environment. These situations will demonstrate the youths' weaknesses and strengths, and we will deal with that from an early age, rather than waiting for them to become older and it's difficult to change their weaknesses. The fourth dimension is cultural context, which is gained in the family, from beliefs, values and ethics. The four dimensions will work further via the action science strategy and a long term approach. I am here to develop this framework, to modify it, to cancel it, so please feel free to make suggestions. *What's your initial response to this framework?*

My initial response would be that I would certainly move cultural context up to here. That would be my first.

Instead of characteristics?

Yes, definitely. And knowledge, skills and behaviours will all be interlinked to human intelligences. So for me, everything else is fine, it's right, but I would just... And I don't think, to be fair, that your diagram here is putting things in order. It's just the four parts that come together for the whole. But I certainly think that if I was going to drive this, then I would say that in order for these leaders to be successful, that if I had to prioritise what I'm looking for, first I would find out about these, then I would find out about some of these and some of these at the same time –

Some human intelligences and characteristics.

So for me, beliefs and values align to behaviours and skills. And again, we've got spiritual up here under human intelligences when it can sit under culture as well or whatever. So for me, I would just prioritise, and what I would do is that I would have a checklist. But I'll give you a tip: a great eye-opener for me was that on a day-to-day basis we can only judge people with situations, and most of these could be emotional, they could be intellectual, and it could be aptitudal. But where we found, where we could really spot, although we could sit down and do the checklist – "oh, I think that he's got the knowledge, he has got the values, he has the skills", "ok, we may be right about this" – but where we found that we were definitely right was when we took them out of the environment and we took them away for an "away day" and we gave them physical tasks. So we set tasks out – a treasure hunt, to get from A to B, but you done it in teams. And you'd put four guys in four team, and you watch what happens in a day. The leader will come to the fore of those 16 people. On bits of paper, the ideas are correct, but actually watching someone in a situation is different. I'll give you an example. I was in a team with four people, and I had a guy who was an area manager, and I thought the guy was, of the four, weak. When we went away on the away day, I was in his team. He was the only guy of the four who forgot that I was the boss and gave me stick and said to me "shut up – this is what we're doing, get on with it, you're letting the team down". So the guy that I thought was the weakest was the strongest. It's when you see a guy in a physical environment. So, these small tests are very good. And there's a thing, I don't know if you know – *do you know about Belbin's testing?*

Yeah.

I found that although you sit down and fill in all the psychometric charts – "that's what I thought", "that's what I thought", "that's what I thought" – take all those guys away for one day, show them in a working environment, and you can just go "tick, tick" or you can say "no, I'll have to revisit that, I may have been wrong about him". When you couple the psychometric charts with what you've seen in a day, you're not wrong. You're absolutely not wrong.

How do you make it more practical? Could you add more about making it more practical?

To make it more practical, I think what you would have to do is that – the key to all of this is the thing that's got to be in here is decision-making, and that makes it more practical, because all of this, if you have a mix and match of all of this, there is a chance that you would be a leader. But what you have to add to this... So if I'm sitting here just now and I'm get through all of that, somewhere in here I have to have proved "this is what it takes, maybe, possibly, to be a leader". But what you need in here is something that proved that you were a leader. And I think you have to take that a bit further. So what you need in your psychometric chart here is a bit of proof.

Let's ask questions in another way. What happens if we eliminate cultural contexts?

You won't be able to tell if any of these people are going to be able to be leaders or not.

What happens if we eliminate characteristics, leadership characteristics?

There is no doubt that you need knowledge to be a leader. The behaviour has to be right to be a leader. But if you wanted to delete some of these categories, you could, because there's a lot of overlap. You could say that situatedness down here in the corner where you've got followers, an innovative environment, you've got weaknesses and strengths – all of that could be in behaviours. So for me, what would I change in this? Certainly, if this was a four-legged stool, then I think that you could survive on a three-legged stool, you could at best, possibly link families, beliefs and values – part of that would give you knowledges. But all the things you have here, if I was to write a chart, they would be on it. If somebody said to me then "you have to take off one at a time", then I would have to choose, and it could be that I would take away peers because it doesn't matter, peers wasn't a problem for me, it might be knowledge because I can learn, so that has not got a problem going in. Mental, spiritual, I think, has got to be up there, physical – definitely. Emotional – you get guys who can be good leaders, but there's no emotion. So it would be a case of seeing what you would end up with and then you would get down to four or five that

you could not live without, and values would always be there. It would be number one. And "values" covers religion, spiritual, aptitude, all sorts of stuff. So I would just add to this that one of the... I have to touch on this because it is there – maybe not in your world – but one of the big, big problems that we have had in youth leadership in the West, has been the people who are attracted to that are people who are deviants, people who are attracted to that for sexual reasons. And that is a thing that's like all of the things that are going on just now. And I can tell you right now that in all the youth clubs that I was involved in, in every youth club that I've been to here, there were at least three or four people there because there were young boys there. And although loads of them had never done anything, it was latent. It was there. And that's what you have to guard for. If I was setting up a youth programme here, I would make sure that I looked the guy right in the eye and that this guy was ok. And even "married with four kids" doesn't mean anything. You have to make sure that people are not abusing this. I know this is me taking it to the extreme, but it's something. Maybe in your culture it's not a problem, but over here, it's been proven too many times that it's a big problem.

Do you believe that we need a long term target?
Definitely.

Why?
Well, if you call 6 years long term. But you'll be able to spot a leader very, very quickly. But if you want to turn him into a world-class leader, a leader of men, a leader of businesses, then you won't do that in 2 years. It's an apprenticeship. And what you have to do– and what I have certainly done and one of the things I would do here, and this is not a waste of time – is if you want to be a leader, study the biggest and best leaders there's ever been. I've read so many books about leaders that you would fall down. So your knowledge about leadership is absolutely vital. Don't read a thesis in what you should do, but learn from the great leaders.

Read their stories.
Absolutely, about great pioneers, great businessmen. Read about their failures and learn from that.

How it affects you?

Absolutely, how it affects you universally when things don't go your way. The best leaders are the leaders who lead when things are not right, when you really need leadership. They're the best. Anyone coming in today here in this business could lead this business. But coming through all the risk management, all the problems, all the strategies that went the wrong way, it's great. I could sit here and wax lyrically to business journalists about how good it's been and I could spend another day telling them about all the things that went wrong.

We have reached the end of our interview. Is there anything you would like to add about what would help young people to become future leaders?

What we don't do is that we sometimes don't tell them the size of the prize. We don't tell them that it's not just about starting off in this room as the group leader of these six people. If you can be the leader of those six people, you could be the leader of a battalion. And that's really what we don't do. We open their horizons and we tell them... when you go into Harvard or Yale, and we look at all these guys at 22 or 23, the guys in there can tell you who's going to be a CEO because they've watched them grow up for the last six years. And I think, especially if you're going back home to do this, your country, the whole Middle East, they need this tomorrow. And the problem that you have with work in the Middle East – I've got a situation at the moment where I've got people flying in next week from Qatar. We're working with the royal family and they're looking for us to do all of what we do there in Qatar. The problem they've got there is that no-one wants to work because they don't have to. And the sad thing is that the parents – there's no pressure there because they didn't work either. So how can they tell them? So what we've got to do is that we have to install in them "why wouldn't you want to be a success yourself?", "don't wait on your Dad giving you a car or a castle or whatever it might be", and I think in Saudi and the other places, that's the big, big problem. For me, if I was going there

as a youth leader tomorrow, my number one priority would be about showing them the prize. That would be the one thing that I would do.

So if you get young people and you get them to come to your initiative, and you'll always be impressed with the theology behind it, but there would be nothing better than actually getting them physical experience. And I'm sure that you've thought about this, but try and get the government to help you, although you're a private business, because you're trying to do the best you can for your country, is to get them to give you a bit of leverage to get the big companies to take on a mentoring programme. That would be the key for you. If you can place the kids beside a leader that they know and respect, so the head of the oil, not just for 28 days. I've done it here with young kids from universities. They sit with me for 28 days and do everything that I do, go to London, go to wherever and after that, we sit down and assess to see what it's all about. And I think that will go far. People will appreciate that you've managed to do that. There are all sorts of examples. We do this here in the UK, all the leadership programmes, sending the kids away, building their confidence. You'll start off with ten kids in a room one day, and they'll all have their head down. And you'll only be successful if they're all happy in six weeks time to stand up and do a presentation. All of these things – you see them all. But we have seen amazing things in here where we've just brought kids' confidence out. Good luck.

Case 28: David Osborne, business leader

My first question is: what do you believe are the key characteristics for youths to become leaders? I mean the key characteristics, the key competences. I'm focussing on between 12 and 18, in this period.

I would say a sort of positive sense of self and confidence. *What else? What else is important?*
I'd like you to say that.

You know, sort of what Tom Peters was talking about – an action of orientation. A sense of you don't just think something, you act on it. Those would be three, anyway. I'm no expert in this, though.

Is there any motivational or cognitive, or skills or behaviours or characteristics? Maybe you remember something.

Well, a belief that you can change things is important. And that you can turn to motivation. If you don't think you can, why do anything?

Do you believe that it's learnable in this period? Leadership? To what extent is it learnable?

I don't know. That's a really hard question. We wrestle with that in the United States all the time – "can you train leaders?". I'll tell you my personal bias, and I'll admit it's nothing but just a bias from my experience. I think part of leadership is sort of in-born – that confidence, that positive sense of self and that belief that you can change things, and that you should, is fairly deep-rooted. I don't know how much of that can be learned. You can help develop it, but that's more through therapy and other ways of helping people get confidence. On the other hand, there are behaviours of leaders that you can learn, for example, how to empower others, rather than doing everything yourself. There are pieces of it that you can learn. And I really think there are pieces of it that you either have or you don't. That's been my experience of it.

Let's talk about yourself. If you had to revisit your youth, to go back to your youth, and you had your decision, what kind of opportunities, activities or programmes would you participate in to improve your leadership?

Well, when I was young, we had a Student Government in the school, and it was where we learned leadership. So that was important. I think you learn it in sports, too – you know, when you're on a team, you learn about leadership. There are many activities that I didn't get to participate in that are useful too. I know that people who work on youth leadership development do a lot with trust-building and things like ropes courses. Do you know about that? I have a friend who has created a leadership development programme in Romania, and I give him money. I donate money to it

every year. So I get their emails and everything. And they'll have these week-long camps for youth where they do ropes courses and help kids realise they can do more than they thought they could do and build trust in each other and that sort of thing. Experiences where you have to do more than you thought you could are really foundational, I think. When I was 10 years old, for example, I went on a canoe trip at a camp, and we ended up having to carry our canoes for miles at one point, and it was just more physical than we thought we were capable of. And when you have that experience, you realise you're capable of so much more. I think that's a powerful experience. My son went on something called "Outward Bound". Have you ever heard of this in the United States?

Yeah.

They really push the kids. It's hiking and canoeing and they have to do so much more than they thought was possible. And then they have to spend two days alone without any food.

It's a challenge.

Exactly. They're challenged, and they realise they have more resources than they thought they did. So I think that kind of experience is effective.

I'll try to briefly explain my framework. It starts with two triangles. The first one is about individuals. If we would like to develop youth as future leaders, as individuals, we should encourage him or her to develop their leadership by massive situations.

What does this mean?

In the UK it's situatedness. It's situations, from situational theory. Situations, or situation. Situations. I mean many practices, many situations to practice their leadership.

Ah. So, give them a lot of different experiences.

And we also need a cultural context. To do that, we need communities of practice – action science. Actually, it's in Europe that it's "action learning", and in the US "action science". It's a way of transforming theories into practices. And if we would

also like to enhance or encourage them to show their characteristics or to develop their characteristics and human intelligences – and I'll talk about that – we need an environment.

What does that mean? I don't understand.
To enhance their characteristics and their intelligences, we need an environment to make sure that we reach or achieve enough to change their characteristics or to improve their characteristics and some kind of intelligences which we can improve. I know there are some things we can't improve – they are born with it. We need a long term approach to develop these characteristics.

Are you saying that the environment needs to support these characteristics and support these intelligences?
Exactly. Using Bandura's theory in social science, which connects between the individual and environment, I have connected these two triangles to create this comprehensive framework. I'd like now to develop this framework through interviews, and then after that I will validate it using questionnaires. For youth leadership development, there are four main dimensions – characteristics, which is based on trait theory in leadership, situations, which is based on situational theory. To enhance characteristics, we need to make a comprehensive change. For example, if we would like to enhance the open-minded characteristic, it is not enough to enhance only skills. We need to encourage their aptitudes to be open-minded, and then knowledge – give them knowledge, skills, and then behaviours. We also need situations. To practice their leadership, they need to be in massive situations, massive practices. They will learn from their peers and followers if they try to lead some followers or a team through sport or anything else. They will also learn through an open environment, innovative environment. Within these situations, we will look at their strengths, to enhance their strengths, and weaknesses, to try to solve or treat their weaknesses. Also here, this dimension is human intelligences. I tried to get that from Maslow's theory of human needs or Stephen Covey. He said that there are four overlapping parts to a human being – mental, physical, spiritual and emotional. If we enhance these intelligences, these characteristics for the individual will be balanced,

because these are the parts of a human being, and he or she can be adapted to the future, because he or she has human intelligences – mental, spiritual, physical and emotional. And it will be a deep change for the individual. Also, the cultural context is an important dimension, which is learned from the family, beliefs, values and ethics. These are the four dimensions. And there is one condition, which is a long term approach. We need a long term approach, enough time to change them, to enhance them, to develop them. It's not enough for leadership development to enhance them through a short term approach or short training courses. Maybe that will change them one step or two, or something like that, but to become a leader, we need a long term approach. And this is an important strategy – action science. Action science is communities of practice. It's about transforming theories into practice, to do their leadership development, to be with some leaders, to live with some leaders, to work with some leaders, to do something, to do some projects. With these four dimensions, this condition and this strategy, we will get youth leaders, using a long term approach. I tried to develop this based on the literature of youth, leadership theories and, for example, some empirical studies which prove the relationship between intelligence and leadership, and cultural context and leadership. And I tried to connect these dimensions together to create a comprehensive framework for developing youth as future leaders. Really, I would like now to develop this framework before validating it with a questionnaire. I would like to develop it through interviews with existing leaders or with leadership experts. So, *what is your initial response to this framework?*

I think it's pretty good. I don't quite understand this one, though, just because of the word "situatedness". I don't quite get what that is.

I think in the UK, they use "-ness". But it's situations, or situated learning. Learning based on situations. Situation-based learning.

So are you arguing that their peers, their followers and their environment impact their leadership capacities just like these other things do?

Yeah. There are some empirical studies which prove that there is a positive relationship between peers and leadership development. They teach each other.

I think between the age of 12 and 18, peers are the most important influence.

Maybe more than their teachers.

Yes, absolutely. Peers are huge at that age.

What do you think? What is your initial response to this framework?

The other thing is action learning. I'm not familiar with the term "action science". I am familiar with the term "action learning". So what you're saying here is that to develop their leadership, they have to practice, they have to learn and do, do and learn and do and learn?

Exactly. Action learning deals with a short term approach, and action science deals with a long term approach. Action science deals more with a complex phenomenon, more than a simple one. And I believe that leadership is a complex phenomenon which has multi-dimensions.

I agree.

What changes would you make to improve this framework?

You have "aptitudes" here. Where are "attitudes"? Where are they? And what do you mean by "followers"? When they're aged 12 to 18 –

Yeah. For example, you can give them roles, saying "you are the leader, and you are the team; they are your followers". And you will lead them and maybe you will gain something from them. They will teach you sometimes. There is an interaction between the leader and the followers. So, of course the leader gives them something, but sometimes there is a positive relationship – sometimes the followers teach the leader. Sometimes.

So it's the idea that these things contribute towards their leadership. Their experience with peers, followers, with their environment, with their learning about their weaknesses and strengths – all of this contributes to make them better leaders?

Yeah.

Would another word here –

What do you suggest? It's situations.

Well, I'm just trying to understand it. Would their "experience" –

Maybe practice or experience?

Experience – is that sort of what you're getting at? In other words, their leadership is influenced by their characteristics, their intelligences, their cultural context and their experience?

Yeah. Do you think this is better?

Yeah. For me, it's a better word, just because I'd never heard "situatedness" and I don't know what it means. But if it's commonly used elsewhere, in the UK, for example, it may just be that I've never experienced it. But I definitely think that "experience"... We learn the most from experience. And it's very powerful. And if that's what you're getting at here, that word works for me. But I like the framework. It seems like it captures the important things. I like that you have mental, spiritual, physical and emotional here, because that's a dimension that people miss. You know, there's such a thing as physical intelligence, emotional intelligence and spiritual intelligence. People miss those things.

Do you think if they improve these intelligences, they will adapt to the future, they can change, they will change?

Yeah, absolutely. And they also can be more effective leaders. For kids at that age, for example, your physical skills are so critical to your sense of self. That's why sport is so important to boys. Well, in girls too.

Do you suggest some kind of sport is important for leadership?

I think they are a really good training ground in leadership. My wife used to say... You know, in the United States, girls didn't play sports in school until 1972. We had a big Congress that passed an act which basically said "whatever boys get to do in sports, girls should get to do", and it changed everything. So my wife didn't grow up playing many sports, but my daughters did. And my wife always felt like it was a disadvantage. She felt like the men had learned about working in teams and following leaders and being leaders and so on a lot through sports, but women hadn't. And now, girls get that experience in the United States. So I do think it's part

of... It's just one thing that helps. Because when you you're in a team sport, for example, football, which everybody around the world plays, your effectiveness is not individual. You have to be a team member. You have to work with others. And you learn that people follow leaders who demonstrate certain kinds of behaviours and don't follow people who demonstrate other kinds of behaviours. You learn a lot of that, and you don't even maybe think about it consciously, but you really learn it. I think that's true.

What do you think? What happens if we eliminate characteristics? It's another question. What happens to youth leadership development?
The conscious part of what you can learn about being a leader – the skills and behaviours – you lose that part of it. This is more... This is the stuff you can train. These are harder to train. Through experience, people can develop these. And you can help people develop their spiritual intelligence and their emotional intelligence. But it's a different process. This is the more conscious learning process. So I think these things contribute, definitely.

And if we eliminate these human needs, or human intelligences? Here, I don't mean Gardner's theory. I mean intelligences which we can deduce from the human needs – mental, spiritual. What do you think if we eliminate that?
Well, you lose that less conscious, more instinctive piece, like physical intelligence and emotional intelligence. Emotional intelligence, for example, has to do with your ability to listen and hear people. That's huge for leadership. I think one of my best gifts is being able to listen and hear people. And some people are so emotionally wrapped up that they can't hear. They just don't have space. Listening is a big part of leadership. When your followers feel heard by you, they will follow. When they don't feel heard, they won't follow. So that is an emotional intelligence. It's a big piece. And I think there are lots of others. So I think you lose all of that non-conscious – it's not unconscious; but it's unlike these, where you can learn them in school; these – you kind of develop them through experience. And they're very powerful and deep. So I think you would lose all that.

What happens if we eliminate experiences or situations?

Well, you lose all those things that you learn from experience. You lose something really valuable – the experience of leading peers and learning from that process, learning from being in an innovative environment. All that experiential learning, you lose.

And what happens if we eliminate the cultural context?

Then you're not dealing with reality, because then every individual comes from a cultural context. So the whole thing collapses, I think, if you lose that. I think they're all important. I like it.

Thank you so much. The last question – let me ask about your kids. What did you do for them to become leaders?

Probably not enough.

What should you do, maybe?

What should you do? Yeah. Well, I think the basics are giving them love and self-confidence, making sure that they grow up with a positive sense of themselves and a sense of being able to be effective. And believing in them. One of the best things you can do for children is believe that they have the capacity to deal with what they have to deal with. If you constantly try to solve problems for them, your underlying message to them is "I don't think you're capable of handling this, so I'll step in and solve it for you". If, on the other hand, you just say to them "well, yeah, that's tough, but I know you can handle it" – if you continually give them that message, you build their self-esteem and self-confidence. And then you can give them, actively give them, experiences where they will develop leadership, like we sent our son to Outward Bound. And that was important for him. You can encourage children to get involved in things like Student Government. But you can't make those decisions for your children. That's the tricky part. I think you have to understand that they're all individuals who are all different and they all need different things. You don't want to

force things on them. You want to encourage and sort of nudge without forcing. And that's a delicate thing as a parent.

Do you think it's better to give them fundamental development or key characteristics, then they will choose their life? Is it better than giving them too many details? If you give them too many details, you will choose their life.

Yeah, exactly. That's my philosophy, anyway. That's been my approach with my children. And sometimes I think I should have been pushier, but I guess my bias has always been that what's most important is that they know I have faith that they can figure it out. But putting them in an environment also where they can learn the right things, that's why choosing the school is so important. I got all my children involved in sports, because I thought that was good for them. They like it. It's not forcing anything on them. But as a parent, if you don't do it, they won't get involved, because when they're young, they don't make those decisions. So I think putting them in an environment where they can learn these things is good. Then, of course, all of this is fundamental. Their beliefs and values mirror mostly how you live. Your actions speak louder than your words. So the example that you give them as an adult is the most powerful thing.

We have reached the end of our interview. Would you like to say anything else about helping youths to become leaders?

Well, I'm just interested in what this would be like, you know, how you do that. I'm sure you'll end up writing about that, the details of all that. I think it'll be really interesting. I don't study leadership development, but this seems pretty sensible to me. But I'm no expert. Good luck with it.

Thank you. Could you introduce yourself in brief?

On the tape?

Yes, please.

I'm David Osborn. I'm from the US. I'm an author of a number of books, the most well-known of which is called *Reinventing Government* and I work with

governments to help them improve. I have a consulting firm called the Public Strategies Group. I'm both a consultant and a writer.

Thank you so much.

You're welcome.

Case 29: Sue Pinder, educational leader

You're well organised, well prepared person.

Thank you. First of all, thank you very much for your response.

It's a pleasure.

Your response is greatly appreciated. First of all, I'd like to ask a wide question. What made you become a leader?

I think even from quite an early age I knew that I wanted to do something. I wanted to make a difference, be different, not take charge, but shape things, make things happen. And I think even as a young person, I knew that about myself.

When was that? Do you remember?

Well, it's interesting, because when I was at school – I don't know whether your questions touch upon this – but I suffer from an inherited disease, which means that I have had real problems with my mobility. I didn't walk properly until I was 16. I spent a lot of my childhood in hospital. I missed a lot of school and did a lot of my schooling when I was actually in the hospital. But when I was well, and I think this is the part that answers your question, when you've got a lot of time on your hands, you think a lot about what you are, the experiences that you have and the place that you find yourself. And I think I did a lot of that thinking at a much younger age, probably, than many people do. And in the periods when I was quite well and at school, I was quite a bright student. I'll tell you something about me, Saleh. I had never failed anything in my life until I failed my driving test. So I found school quite a rewarding experience. And people seemed to somehow because of the experiences that I had had, they kind of looked to me and gave me a place in things that I don't know whether I deserved or not. But I eventually was a Prefect at school, I was Head Girl of my school, I won lots of prizes, and all of those things, I think, contributed to

my view of myself – not necessarily envisaging myself as what I am now, the Principal of a college, but wanting to do something different, if that makes sense.

Let's talk about your opinion. To what extent is leadership learnable for youths?

For young people?

Yeah, young people.

I think you can learn a lot about the behaviours of leadership, but if you don't have the hunger to do it, that learning is not going to fall on fertile ground. So I think what you have to do with young people is to create opportunities in the school curriculum where they can use their natural skills as leaders of people, where they can get some self-belief, where they can build their self-esteem. If you can create that environment, you can superimpose on that, in a learned fashion, in a structured way, the behaviours of leadership, which I think are easily learnable if you've got the appetite to learn them. There's this view, isn't there, that leaders are born and not made. I think it's a bit of both. I think you've got to want to do it, but then you've got to make yourself. Was it Ghandi that said "you've got to be the change that you want to see in the world"? You've got to make yourself into that leader. But you're basing that, I think, on something that is an inherent appetite within your personality.

And again, to your secondary school. Let's talk about inside the family, your family, during that period between 12 and 18. What responsibilities or opportunities increased your choice to become a leader in that period? Let's talk in the small circle, in your home.

I come from a very working class background. My Dad worked in a shipyard, and he had a second job as retained part-time fireman. My Mum was a cook in the school meals service. I had one younger sister. My parents were not and are not wealthy. My Mum, in particular, was a strong influence on me. She was a very, very bright person. Had there been money in her own family, she would have gone to school, but her parents couldn't afford for her to go to secondary school or university. And she had a very clear vision that she didn't want either of her daughters doing basically what was a menial, drudgery job at the time, and she was very keen that both my sister and I should get on. And they worked very hard, both of them worked very

hard to give us the opportunity. I went to a grammar school. The grammar school system in England at the time was very prevalent. It was an all-girls school. It was grant-aided, but it meant that they had to pay for a lot of what I did, so there was, not pressure, pressure's the wrong word, but an expectation that having made this possible for both of us, that we would do something with it. And I think we did, both of us. My sister was a very high achiever as well. My parents were, and still are, very interested in self-education. Both of them left school at 14 with no formal qualifications, but they're very well-read, very up on current affairs. There was a lot of culture in the house. We were taken to museums, places of interest. We were brought up to engage with our community and with the world, and to see beyond the street that we lived in and the small town that we lived in. So that environment, I think helped both of us enormously to do that.

Let's talk about the wider circle, at school, secondary school. Responsibilities and opportunities.

At school. Responsibilities and opportunities. Well, as I said to you, when I was at school, I was form captain, house captain, a Prefect. I had all of those opportunities there. I also on a couple of occasions was involved in initiatives in the school, fundraising, charitable activity, where I had to play a leading role, and I think those kinds of things helped as well. And also, I'm going back again, we're going back a long time now, 30, well, 40 years or more since I left school, but the way that grammar schools operated was very much on what they called at that time, you were put in a "set", and you worked with a "set" of people. And they were graded. I was always in the "A set", and the "A set" were always mentoring and helping others, not just in their own year group, but in other year groups as well. So there were a lot of things that were built into the learning that was about helping others, leading particular initiatives and scenarios. There was a lot of sport. I could never do the sport because of my physical disability, but there was a lot of sport. And the use of sport and drama, drama groups, extra-curricular activity – all of those when I could, I engaged in. I think they gave me a view on people. Because it's all about people.

What you have said is very interesting. More than that, what else did you learn from your leading roles, or leadership roles, that you held in that period?

At school?

Yeah.

Well, what I learned was that there are people in your life who will stand out like beacons. "Role models" is the wrong word. They give you something that you take away. And there were a number of people that I encountered through my formative years, that 12 to 18 stage. I didn't necessarily want to emulate them, although one in particular − I'll tell you about her in a moment − I did feel like that about her. But there were people that gave me something, for example, I can't do maths. I never could. Because I missed so much schooling, and you know yourself, if you don't know anything at all about maths, if you miss that bit where you get the basic concepts, you're never any good at it. So, when I went to back school after being off for a couple of years when I was 15, 16, they put me into the first year maths class, and I was rubbish. And the teacher was a guy called John Horsnel, and I can see him right now, and he picked on me like you would not believe. But I've never forgotten that, because he made me do the things that I didn't want to do. And one of the things that I learnt about leadership from him was that as a leader, you cannot task-avoid, and you should do the bits that you don't like before you do all the bits that you do like. It was him and his treatment of me, which wasn't particularly nice, that made me really knuckle down and get my arithmetical level, pass some exams and actually achieve something. So that was something that I learnt about leadership. The other thing that I learnt about leadership is that it's very, very easy to lose your standing in somebody else's eyes. It's very hard to build it, but very easy to lose it. And if you see someone, like a teacher, a person in authority or a family member, who you think is a very good person or has values that you would like to share, and then something happens, a door opens and you see that is not the case, it's lost, and it's lost forever. I learnt that about leadership. The other thing that I learnt, and this is going back to a woman that I did really want to emulate, our Headmistress at the time was a woman called Molly Blake, and I really wanted to be like her, because she was a superb teacher and a good person. So those kind of things I think −

What did you learn from her?

What I learnt from her is that leadership is about justice, and even if you don't like somebody, particularly if you don't like somebody, you treat them more fairly than the people that you do like. And it's also about consistency. And it's about values and not compromising those values. I also learnt that to do it, the point I was saying to you before we started the interview, there is a price tag. Her price tag was that she never married. She lived and worked for her job. But there is always a price tag. So, those kinds of things, I learnt at that age.

And let's talk about the wide circle, the community.

Well, I was brought up in a very small town. And, going back to my Dad, my Dad worked in a shipyard, he was a shop steward, he was very politically active. It was, as I said, a very working class town with very strong working class values. And my politics were formed at a very young age and I learnt that, for me, leadership is about making sure that everybody thrives, not just the few. Selby, where I was brought up, was a town like that where people knew each other, they helped each other out, and there were some very strong messages there in that community about true socialism in the non-political sense. So I think that my upbringing told me a lot about that as well. And I think we've lost some of that, Saleh. I think in the way that the world has moved, that family structure, that extended family, which doesn't just necessarily mean people that you're blood relatives to, that sense of community, that accountability – those are the things that we have lost and are losing, certainly in Western society. Whether we can teach that, whether people can learn that in different ways, that's maybe what your research will help us to discover.

Let's talk about your readings at that period.
What I read?

Yes. How were your readings?

Do you know, it's really interesting that you should ask me that. By the time I was 14, I had read virtually everything that was going. What influenced me was Dickens. Have you ever read Dickens? Particularly one Dickens novel, *Hard Times*. I am

extremely widely read, and I suppose, for a 14, 15 year old, I was very, very well read. So, I read a lot of non-fiction. I was and still am very interested in history. I read a lot of biographies. And at that sort of age, as I said, I'd read an awful lot of the classics, the English literature classics. Tolstoy, as well. I really like a lot of the Russian writers. But one of the things that I read and re-read was a whole series. There was a series of encyclopaedias that were published then called the *Junior World Encyclopaedias*. Tony Kinder will remember them. I used to collect them, you bought them on a monthly basis. I devoured them. I read them from cover to cover. So, lots of things like that, all kinds of things. And at that age, I was very interested in comparative religions. We had a teacher who taught us about comparative religion. I did comparative religion as an elective subject, and I was very interested in that, so I read an awful lot about that. I read the Qur'an, I read lots of really interesting bits about forms of amanism, about a lot of the Pagan religions. I read an awful lot about the great religions of the Indian sub-continent, all that kind of thing. So at that age, I was reading a lot. This might be an odd statement to make, but I never read "rubbish". Do you know what I mean? I read a bit more rubbish now than I did then, but at that age, I didn't read rubbish at all.

Was it regular reading?
All the time.
Do you remember how many hours a day or a week?
Oh, I would have been reading all day. I was sitting in hospital. *What else could you do?*
How many hours roughly was it?
Oh, gosh, there would be times when I could sit for a whole day and read, and I still do now. On a weekend, I'll get up on a Saturday morning, open a book, and read it from cover to cover.

And when you talk about comparative religions, does that affect your open-minded characteristic?
Well, isn't that an interesting thought? I can only speak personally. It did for me. It did for me, because it caused me to question a whole range of things, and also, it

opened my thinking to thoughts and views that I would never otherwise have had. I've always been really interested in that.

And the massive readings in that period, how does that affect your leadership now? How does that shape your leadership?

Well, that's interesting, again. These are very interesting questions. I think it must affect it, because if you read as I have read, a lot of the great works. A lot of the great novels are about only three things, aren't they? They're about money, power and sex, which is essentially what life is about. When you read a book, a novel, you are seeing those three things through someone else's lens, therefore it must cause you to question your own lens. So, absolutely. I don't know if you've ever read a writer who writes at the moment, a guy called Douglas Kennedy? He writes really interesting, thought-provoking novels about the human condition and questions "what is right?". You read something like Dostoyevsky – "what is right?", "what is wrong?", "when is it right to steal?","when is it wrong to steal?", "is it ever right?", "how can you make that judgement?". So I think what I have read has very much affected the kind of person that I am. I would say – you talked about characteristics – I would say that I'm actually a very non-judgmental person, and I think a lot of that is because I have had some very different experiences from other people. But I do think about and reflect on what is really going on around me and also what I absorb from literature, art, culture, the television.

History?

Absolutely. Things that appear to be absolutely right in the year 1547 in Outer Mongolia would not work today in Greenock, but who are we to say that they didn't work?

And what about your peers, your friends, in that period? What did you learn from them in terms of leadership?

When I was at school, I was part of quite a close circle of friends, but all girls, because it was an all-girls school. So really, I didn't have any male friends until I left school and went to university. My friends, let me tell you about them. My close

friends, what did they go on to do? One of them went on to become the editor of a national newspaper, another owns a very well-known restaurant and cookery school, a third is married very happily and has raised four wonderful children. So, they were a mixed bunch, but all bright girls from quite different backgrounds. Because of the school I went to, most of the people that I was at school with were financially better-off than I was, with a lot of them coming from quite middle class backgrounds, so it was quite strange, sometimes, for me to go and visit them, because it was a very different world. Their dads were going to work in a suit and tie, they had family cars, holidays and things. And some of them, a couple of my friends from that time, their fathers were professional men – doctors, bank managers, et cetera. And I think they opened a window on a world that was out there for me as well. Most of my friends were quite reflective as well. I keep in touch with a quite lot of them, not closely, because life moves on, but we know where each other is.

And what else? Did you learn much from them in that period?
From my friends?
Yeah.

Companionship, loyalty, and the fact that it is very hard to be a friend to someone. Very hard indeed. And there has to be something there about shared values.

Let's go back again to your opinion. What do you believe are the significant core characteristics which make youths future leaders?
Which make young people future leaders? I think that they have to have a sense of self, but not too great a level of self-interest. I think they have to be prepared to communicate, not necessarily to be an extrovert, because I'm not an extrovert, but to communicate. I think that to be a leader, you have to be bold; you have to have balls, to put it bluntly. You have to have a little bit of that real drive. So those I think are the core characteristics. And you can spot them, can't you? You can spot them in a classroom. You'll have seen it with younger people in the university. You can spot them. I could take you around this college now and you would spot them.

If we are talking now about the characteristics, for you, what do you think about yourself or what do other people think about you? Let's talk about two or three of your main characteristics? What do you think? I think you have talked about "judgemental" – you are a non-judgemental person. How would you describe that?

How would I describe myself?

Yeah.

I think I'm very open and people-focussed. I think I have a strong sense of justice. I think I'm a quite passionate person, about things I believe in.

How did you learn these characteristics?

I think adversity. It's not a soap opera, but having to overcome some of the things I've had to overcome has not been easy. And I think adversity shapes leaders, and adversity comes in many ways. It can be, like it was for me, a physical disability. It can be having bereavement at an early age. A lot of the kids in this area, Saleh, they come from families where three generations have never worked. That is huge adversity, and if you can turn that and say "look at what you've learned about surviving. Now, how can you translate that into helping other people to thrive?" – that. I think, is really very powerful stuff.

You have been described as a reflective person. How did you learn that?

I think my problem is that I think too much. I'm an overthinker. I spent a lot of time on my own; do you not become more reflective when you're on your own? I like being on my own, I like my own company, and as I said to you, all of those years of my childhood I was on my own. Not lonely, I have never felt lonely in my life, but I like being alone. And what do you do but think through where you are, who you are, what you do, what you've just learned, what you've just seen, who you've just spoken to. If you don't do that, and I know that a lot of people don't, but if you don't do that, you're not adding value to the experience that you've just had. So I don't think I learned to be reflective. I think circumstances meant that I became reflective. And maybe there's a message there about "how do we create opportunities within learning for learners to reflect?".

When you were young, I would like to know more. How were your attitudes towards being a leader?

I don't think that I ever saw myself as a leader. And I often say to people that if someone had said to me 40 years ago when I left school "in 40 years' time, you will be in Greenock and you will be the Principal of James Watt College", I would have said "away you go". I never saw that. But I'm not somebody that has planned out my career. I do what's in front of me. But in a scenario, whether it's a group discussion or whatever, and I find myself taking on the role of a leader. I always did. And sometimes, I have to say to myself "shut up Susan, let somebody else do it".

Let's talk about yourself, comparing between childhood and adulthood. How do you describe that period?

My childhood?

No, the middle.

The bit in the middle, from then to now?

Comparing between childhood and adulthood in terms of leadership development.

I would say that a lot of the experiences that I've had in my working life, some of which were for tuitors, have been such that they have given me the opportunity to develop my leadership qualities or not. Some of them, I've taken, some of them I didn't, because of whatever I was doing at the time, personal circumstances. But I think that my career, the work that I have done, the good fortune that I had had has provided me with countless opportunities that have helped me to develop as a leader. And by "opportunities", I mean working opportunities, social opportunities, learning opportunities, self-development opportunities, for me, they've all come together to build that skill set, almost subtly, without knowing it, not necessarily consciously. And also in that period of time, I have continued to meet and benefit from some really wonderful people, because you actually learn leadership from other leaders. And I have been in the company of some very, very able leaders.

What about time in that period, comparing between adulthood and childhood? Do you find much time in your adulthood or was there more in your childhood?

No, no. I think that I've had a lot more time to develop my leadership skills as an adult than I did when I was a young person, no doubt about that. And I think that may be the case for a lot of people, because the environment you're in as a young person is essentially contained, and the opportunities you have are very much dictated by geography. As you get older, you've got disposable income and you become the master or mistress of your own choices, you make those decisions and you build a life that enables you to take advantage of opportunities. As a young person, you don't have that. Your opportunities are very often visited upon you, or not, as the case may be.

In your opinion, for the growth and development of young people as the leaders of tomorrow, do we need a short or long term approach?

Oh, I think it's long term, don't you?

Why?

Why do I think it's long term? Because there's no quick fix. Leadership isn't a pill you can take. And also, when we talk about the bits that are learned, it's experiential, it's contextualised. You have to have the period for reflection. You've got to unlearn the previous things that didn't work, relearn those that do, go and try them out again, transfer them across to another set of different contexts to test their durability, and then you're getting somewhere. That's not a quick fix, that's a really long term programme.

Which was more influential in your youth period: formal development or informal development?

The most influential thing on me in my young life was the fact that I spent so much time in hospital, without a doubt, which was nothing at all to do with my education, but was everything to do with my learning.

You feel that one of your characteristics is self-belief, you believe in yourself. How did you learn that? Because many young people nowadays do not believe in themselves.

That's because everything that they're bombarded with tells them not to. Look at the adverts on the television – "have you got spots?". All those television programmes aimed at young people – it's just all angst, isn't it? Everything about it erodes your self-belief. I think that self-belief and being self-contained are interconnected. I think what we've got nowadays with young people is that they're very much dependent on each other, on social networking props, on substance abuse, whatever. There is a real dependency issue there. One of my problems as a human being is that I actually don't need anybody. Everything in my life made me depend on me, but that was circumstance. And the way that we live now – the speed, the pace, the use of technology, the media, the way that we socialise our young people – you remember, one of the things that I think is really vitally important – 60 to 70% of the socialising that our young people do isn't out there. It's in cyberspace; it's not real people, so the dependency on a PC, a mobile phone or whatever – that all takes away from your self-belief, doesn't it? And how you get back to that without being a total luddite, I don't know. I really don't know the answer.

Again, let's talk about your youth period. I would like to talk about obstacles. You have talked about some of them. What obstacles did you face that affected your youth leadership development? Let's talk in the family.

Well, there were no real obstacles in terms of expectation or the will, but clearly I was constrained by a health problem. Money was short. The world that I lived in then when I was growing up, it was quite a small, parochial world. Not a lot of travel. But I wouldn't say that they were obstacles. They were contributing factors, but not obstacles.

And what about at school?

The same again, I'd say – largely to do with geography and the environment. But again, not really obstacles, because when you can read a book, the world's there, isn't it?

Would you add something about the community, the wide circle, in terms of obstacles?

I think that in the community, there are probably less obstacles there, in a way. There weren't a lot of opportunities for young people to find their voice in the way that there is now. The young person's voice is ever-present, isn't it, now? When we were growing up, children were seen and not heard, that the voice of youth did not have a political impact or a social impact in the way that it does now. And certainly, we hadn't the buying power, because young people didn't have money, so there were obstacles of that kind that I don't think are as present now.

If we talk about the young people of today, what are the main obstacles in terms of youth leadership development in their family?

Oh, in their family – expectation, a lot of the time, because the gap between the "haves" and the "have nots" has grown, and if you look at well-heeled families where education is prized, there is a good income, a good social infrastructure, the children coming from those families will be encouraged positively. But certainly, in a college such as this and in communities such as Inverclyde, for the vast majority of young people here, there is no expectation on them to be anything, let alone a leader. There's no expectation on them to get up in the morning. They don't have work, they don't have jobs, they don't have anything of real intrinsic value in their lives. And that is a huge obstacle.

What about at school? What are the main obstacles that affect youth leadership development?

The main obstacle on youth leadership development in the school is again, depending on whether you're a high achiever. If you're a high achiever, there are fewer obstacles and you will get the chances. All the things that are going will be there and you'll take that opportunity. But for many, many young people going to school, the

school curriculum is an obstacle, because the school curriculum actually narrows down the experience and the knowledge of young people. And certainly for under-achieving youngsters, the school can be a very punitive experience, and it's not necessarily one that helps them to blossom and flourish. So the learning opportunities are constrained, let alone the leadership opportunities. There's the thing about Scotland, the thing about the psyche of schooling in Scotland, which puts you down – "sit down, be quiet, do this, follow that, if you don't do that – sit outside".

It's a closed area.

Absolutely. "Close it all down", and the slightest bit of energy can be misinterpreted, and I think that can be a real obstacle to young people as well. If you look at the kids coming here to the college, you see that they don't want to lead. There is also comfort in anonymity. Because if you want to develop leadership skills, it means that you've got to put yourself out there, and you put yourself on the line, and that just is not done. You blend in. There's a lot more bullying, both physical bullying and cyber-bullying, all of that is an obstacle nowadays to young people standing up and being counted. It was always there, but it was never quite in the extremes or to the extent that it's there now.

I'll ask some questions about the relationship between youth leadership development and some factors. To what extent is there a correlation between youth leadership development and enhancing youth characteristics, or leader characteristics?

I think there's an awful lot there. If you look at really successful programmes that have worked, like the Princes' Trust scheme, which we've embedded into the curriculum here, go back a few years, things like the Duke Of Edinburgh's award scheme, in programmes and projects like that, I think there's a massive correlation, because what they do is they build that self-belief that we talked about earlier on – that you are somebody that is valuable, and in this context, in this group, you have a place. Because what is lacking for a lot of young people is that they don't know where their place is – they don't have a place in their family, they don't have a place in their community, they don't have a place with their friends, sometimes. So

anything that gives them a place and a purpose and gives value to that purpose is really, really important.

What happens if we build these characteristics from an early age?
Then you get a far better and well-rounded human being. Much better. But the "how" is the important thing, isn't it? If you look at primary schools, go and have a look in a primary school, and you will see leadership, self-belief, values and behaviours being taught, explained, evidenced, demonstrated and enhanced. If you go to a secondary school, you don't see it.

And to what extent is there a relationship between youth leadership development and involving them in various situations?
I think that there's a big relationship, because the more experiences, the more varied and wide experiences you give people, good and bad, the more that you can develop them as an individual. And I don't think, I don't know if you would ever deliberately design an experience that would be damaging to young people, but I do think that sometimes they have to have experiences that challenge them and let them see that failure, or shall we say, not fully succeeding, is not such a bad thing, because you can actually learn something from that. But we don't do that. We mollycoddle. We cosset our children nowadays.

What you have said about good and bad is interesting. I have a question about gang leaders. We always see gang leaders developing their leadership in the streets, but unfortunately it is a bad leadership. What I would like to ask is not "how do we change them?". I would like to compare gang culture with school culture or community culture which would like to build good leadership development. How can we simulate some tools or strategies –
Take some of the good bits from the gang culture? Because there are good bits.

Why?

Because to start off with, there's loyalty. There's an understanding. There's a common purpose, for good or bad. Now, this area suffers hugely from the gang culture, and we've got a programme in this college that we run. What we've done is that we've equipped two rooms upstairs as gaming rooms, you know, where they can all play games, computer games, and we bring in the young people from different gangs, and we put them in the gaming room, working together on computer games to try and break down some of the differences between them in terms of their gang culture. But just to go back to what you were saying, the gang culture is hugely prevalent in the school and in the playground right from a very early age. You cannot get away from that. It's what human beings do. It's a human condition. And somebody emerges as a leader, and the emergence of a leader is for one of two reasons – either because they are loved and venerated, or because they are feared. And people follow for one or other of those reasons. Now, if we could get young people to understand what they were doing and to analyse their behaviours and use that to build cooperative groups that would move an agenda forward, I think that that would be very powerful. And I think that we're doing that here. We've got money; we've received funding to work with it. There's a big drug problem here in Greenock, a very big drug problem. And the other big problem that we have here is that we have a lot of debt, and we have loan-sharks operating. So we got some money from a community fund, and we've put together a programme, and we're dealing face-to-face with some of these issues in partnership with Strathclyde Police. We're trying to do the very thing that you're describing. "Let's look at this", "ok, you're a gang leader – are you a good guy or a bad guy? Well, you're a good guy to your guys, because you give them strength, but you're a bad guy to his guys, but what's the same about you?", and it's really interesting.

And to what extent is there a correlation between youth leadership development and a matrix, or multi-intelligences? A matrix of intelligences or multi-intelligences?
Oh, there is. I think there is, because again, it's all about the pecking order and the place issue, isn't it? And I think the more we understood, the more people understood that, the more they would understand how a leader emerges as a leader. But we haven't done a lot of work on that in terms of the school curriculum.

And the relationship between youth leadership development and cultural contexts?

Oh, it's so important, isn't it? It's so important. Very much so. But the culture of a place is about such a lot of different things. It's that cultural web – the history, the values, the traditions, the totems. The things that matter to people, and those kinds of symbols of leadership are very, very important. Here in Greenock, it's a very hard community with violence. Violence is valued. How do you move people away from that? That's an interesting one.

I'd like to describe my framework, and I'd like to develop it by asking you a few questions about it. If you would like to use the pen, I would be happy. Actually, the first triangle illustrates that to develop individuals, youth individuals, as leaders, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on actions in the community. It is about understanding and producing action, incorporating theories into practice. This is the place where youths can do action leadership. And the second triangle illustrates that for leadership development, it is essential to enhance leader characteristics. And in order to make leaders balanced and flexible with future changes, there is a need to develop their human intelligences. And I will talk about what I mean by multi-intelligences. Characteristics and human intelligences enhanced within an open environment. To make a sufficient human change, a long term approach is an essential condition. Using Bandura's theory and contingency theory in leadership and sociology, I connected between these two triangles to create a comprehensive framework for developing youths as future leaders. And I will describe it very briefly and then would like to hear your suggestions and comments. The first dimension is characteristics, leadership characteristics, which includes developing aptitudes, knowledge, skills and behaviours for each characteristic to make a deep change for every characteristic. The second dimension is human intelligences, which consists of intelligences that emerge from human needs. Any human being is made up of four parts –mind, heart, body and spirit. So, to make this human being balanced and more flexible with future changes, we need to develop mental intelligence, spiritual

intelligence, physical intelligence and emotional intelligence. The third dimension is situatedness, or situations within context, with peers and followers in an innovative environment. We will discover in these situations the young people's strengths and weaknesses, and we will try to enhance strengths and try to treat or solve their weaknesses. The fourth dimension is cultural context, which is gained in the family, from beliefs, values and ethics. That makes authentic leadership, real leadership. These are the four dimensions, and this is the strategy – action science, action learning.

But it's impacting like that, isn't it?

Yeah. And this is the condition – a long term approach. What's your initial response to this framework? I'd like to develop it, to change it.

I think that what you've got here is quite powerful. In your cultural context, I know you've got peers here in situatedness, but what about the young people that have no family? What about when it's your pals in the gang that are impacting on your cultural context as well as where you find yourself and the sort of interactivity there? The other thing that I would say to you is that this issue about authenticity is really... For me, one of the things that I always say is that unless you take yourself to work, you cannot do the job right. As a leader, you must be authentic. What you see is what you get. So this authenticity comes out of here, is expressed there, builds that –

It's expressed in human intelligences?

It's expressed and it builds that.

Characteristics.

And what I think helps in that is this sense of mindfulness, being in the now, because it's ok to be reflective, and it's important to be reflective, but you can disappear into yourself. You have to sometimes, in fact all of the time, when you're faced with a new experience or a new person, step into the now. The secret is the mindfulness of the here and now. And what do you learn from that that you can then add to your intelligence, to any one of these, and then use there.

Characteristics.

Yeah, to develop your authenticity. As a leader, going back to what we were talking about earlier on, you're always a working progress, so what happens when you've worked through the action science is that you have to keep looping back constantly round that diagram, mustn't you? Because you're never finished. Because you as a person are constantly developing, and the next leadership challenge might take something out of one of these boxes that you haven't quite developed. And what happens then? And where does mentoring come in? Who mentors the leader? Who makes sure that the established leader is still building that? Is that helpful?

Yeah, of course. I'll ask questions in another way. What happens if we eliminate characteristics?

If you eliminate characteristics? Well, then all you're left with is the knowing, not the doing.

What happens if we eliminate human intelligences?

Well, then you're left with nothing.

What happens if we eliminate situatedness or situations?

Then you've got something quite dangerous, because you've got lots of ability, but it's not grounded.

What happens if we eliminate cultural contexts?

You don't have a person.

And what happens if we eliminate action science or action learning?

You can't eliminate that. That's life. What you're doing with that, what you're saying in action science, is that you're taking life and you're structuring it to deliver long term benefits in leadership. You can't eliminate it, because people are living anyway, they're going through experiences anyway.

What happens if we make it a short term rather than a long term approach?

Then it's probably episodic and you'd need to find something that would join the episodes in the mind of the person.

Let's talk about the weakest point and the best point here. What is the weakest point in the framework? What do you think?

The weakest point? "Weak" is the wrong word. The most unknown bit is how you structure the action. And the thing that I think you would need to, would only emerge in time when you monitored it would be "how". How would you monitor the changes that happened in each of these boxes in the individual as they went through the loop? Because unless you monitor it, you couldn't enhance the programme, and you wouldn't be able to measure the impact, what the impact analysis is at the end. For a established leader, the impact analysis is "how well is their organisation doing?", but that doesn't tell you how well the person's doing.

And what is the point about it that you like very much, or one of the strengths of the framework? Is it clear, as you said?

I like the framework as long as it's completely iterative. And if it's completely iterative and it's monitored, and the progress and the process is captured, I think it would be very helpful to the individual and to the organisation that the individual worked in. I think that you could build it into and use it in recruitment and selection, for example, continuous professional development, once you've tested it and refined it. It's interesting.

We have reached the end of our interview. Is there anything you would like to add?

Only that it's been an absolute pleasure, and Tony Kinder should have come with you. I could have given him a cup of tea as well. Maybe the next time. No, I was happy to help, Saleh. And if there's anything else I can do, you know where I am. I'd be delighted to help you.

Thank you so much. You are so kind.

Tell me, is Saltenat still one of Tony's –

Yes, I think she will finish maybe this year.

Well, give him my regards when you see her. That's excellent.

Case 30: Graham Thomson, educational leader

Today I'm doing an interview with Mr Graham Thomson. He is the Director of the Scottish Centre of Studies in School Administration and Director of the Centre of Educational Leadership. First of all, thank you so much indeed for this. I know you are very busy. *First of all I'd like to start with a very general question. Mr Graham, what made you become a leader?*

Become a leader?
Yeah.
I always think you need to give some intellectual answer to that sort of question, but sometimes it just happens. You're in the right place at the right time. Certainly, as my career has progressed, I've become increasingly interested in the opportunities to influence events and people and the learning of children on a wider stage. When you're a teacher in a class, you might have 30 children in front of you and you can do an awful lot. When you're a head teacher, you might have 300 or 600 or 900, and your possibilities for work are greater. And the opportunity to work with teachers and staff in that wider sort of canvas, I think, allows much, much more to be gained. So I think it's the jump from the microcosm, the small, to the large, and increasingly in my role as Director of the Centre for Educational Leadership and from SCSSA, it's the idea that we can influence not just one school, but lots of schools through the medium of leaders. What is it leaders do in their schools, or in local authorities, or in government? Um, what is it they do which affects changes on the learning of children – positive changes on the learning of children and accelerates the, their potential and development.

Um, just to finalise that, I'm increasingly interested in what it is leaders do at the system level, very similar to your work in the government back in Saudi Arabia. When we have to make interventions, put money into a project, or develop a new direction, which is not just for one school but for whole series of schools and different age ranges, and that's not always done well in countries all over the world, that we don't have a sophistication around the change process that leads to really

improved learning outcomes for all children. And our current training work is focussing in on that, and a little bit of research that we do is focussing on what leaders at a system level do that makes a difference. That's the leader at director level or people who have control or responsibility for groups of schools.

Great. I'll ask you, I mean, about your opinion, and then go back again to your youth period. To what extent is leadership learnable for this period, I mean, secondary school?

Leadership learnable? Can I ask, in terms of teachers and head teachers and people that are dealing with children, or −

Yeah. I mean, how, to what extent is it learnable for youths themselves and teachable for, I mean, from teachers and head teachers?

Yeah. It's the whole issue −are leaders born or are they made − at the end of the day. And while I think there are some exceptional leaders who are kind of born into it, they've got the talents, by and large, I think we can develop as leaders. And I think if you start giving children early opportunities for leadership, and we were talking a little bit earlier, about some of the basic things are having rich dialogues with adults. And I'm interested in those cultures where the child's voice is welcome. That family, where the Dad might say, "Where shall we go today for fun?", and the children all have their suggestions. And very quickly, they learn that their opinion matters. It doesn't mean that their opinion is followed, but their opinion and their voice matters. And I think that we need to be doing these things throughout our schools. Um, giving children opportunity for their voice, for their thinking skills, opportunities for them to develop higher-order thinking skills − and you mentioned some − though critical thinking or creativity. But to do that properly, we also need to ensure that our teachers and our head teachers also are part of a process where their voices are heard. So we can't have one culture for the children and a different culture for our staff. So, I mentioned, in Thailand, where the tradition is top-down, if the tradition from head teacher to staff is top-down, then the teachers will also create those conditions in their classrooms of top-down. But whereas if the tradition, and this is what Thai head teachers are now trying to change, where the teacher voice is important. It may be

uncomfortable for the head teacher at times, it maybe means they need to change the way they do things, but where we're encouraging that teacher voice and that pupil voice simultaneously, I think we get huge, huge returns. I'm interested, you mentioned Singapore earlier, you know, sometimes some of the Singapore teaching is very top-down. But if we look at some of those ethnic Chinese families in Singapore, they go home to rich, extended families where their voice is heard. And they have a different sort of culture.

That's great. Let's go back to your youth period, between, I mean, at secondary school. What responsibilities or opportunities did you have or hold in your youth, in your youth, which increased your choice to become a leader? Let's talk first of all in the family.

In my family?

Yeah.

I certainly think, in my family, my voice was heard.

Oh, good.

And I was with my Mum and Dad. They were very interested in their children's voice.

Good.

So we didn't, you know, we weren't just seen and not heard. Our voices were heard and rich discussions took place. Interestingly enough for me, my father, who was very, very busy with his job, but most nights would come in at night, maybe he was late from work and I had gone to bed, and he would come up and tell me a story.

Oh.

So, sitting by my bedside telling me a story. And then we would discuss the story. He would make up these stories, they would be fiction stories. Or he would talk about his day. And that rich dialogue is about beginning to develop my skills and my willingness to offer opinions and have an opinion, which might even be different from my Dad's. So that, if you're talking about the family, I would say that family experience was very, very important to me. In school, in secondary school, from 12 to 18, there were opportunities for some children. Certainly, when I got to senior school, I had the opportunity to be the head of the debating society in the school, so

there was an opportunity for me to have a leadership role. And I also think that there were things that happened to me. I got to go on some trips that the school ran, which took me out of my environment into new environments. I had the opportunity to see things that were different. And the final thing that is maybe interesting in terms of your research, which has only got me thinking just now, my father's job meant that in summer he could go abroad, to work abroad, just in the summer, and take his family with him.

A new experience.

So it was a holiday for us, but for him, it was work. He was working. So, we got to go, even though we didn't have a lot of money as a family, when I was young, we got to go to America in the Sixties. That's the Kennedy era, a very exciting time, in the Sixties and Seventies. And we were coming from poor Scotland, there wasn't a lot of money in Scotland, to the land of lots of money, because it was extravagant. We'd never seen a hamburger. We didn't know what Coca Cola was. But we got to visit America. And what's interesting is, I got to play with American children in the summer, I got to go to American summer camps, which, we wouldn't have got the opportunity, and I got to see another world view, different from my own. And I would say that was a kind formative experience, because that led to a little bit of dissatisfaction about the way we did things back in Scotland. So, I don't know if that helps.

Yeah, yeah, yeah. Of course. Let's talk about, I mean, that's your parents. *What about your brothers and sisters?*
Yes.

How, I mean, did you remember if they affected you? In a positive way, I mean. In that period.
I'm not so sure about that. But certainly, I shared a room with my brother, and we were very close.

And you are the senior?

I'm the eldest. So there may be things in your research that you're tuning into. But I'm certainly the eldest, so therefore I had responsibilities for my little sister and my little brother. So, and interestingly enough, we're all quite close even today, and we live in different parts of Britain. So there's still that close proximity. And certainly, we were part of a very warm and loving family.

Let's talk about the wider circle, the community, in that period. What responsibilities or opportunities did you hold in that period?

Aged 12 to 18?

Yeah.

Yeah. Well, I think I mentioned to you that when I got to about 17 at school, I was in charge of the school's debating society. And certainly when you stay on at school, beyond 16, back in the Seventies in Scotland, there were opportunities that the students who left at 16 didn't get. So I certainly go those opportunities in terms of my learning.

What did you learn from that position when you were 17?

How difficult being a leader is. **[Laughter]** That things didn't always go smoothly. But, of course, being in that position, I had to liaise with teachers in a different way, so my role changed. And just adding, again, you know, my father was very heavily involved in the community, so therefore, by definition, I was involved in the community. Our house might be used for a sale of work on a Saturday afternoon, so it was packed with people making sandwiches, people would come down to our house and be using it. We were very much part of a wider community, and I was conscious that there were different people from different income streams, with different professional jobs, from Dumbarton, which was a shipbuilding town, so there were a lot of people who worked on the ships, et cetera. So as a child, I had a range of different people that I got to meet. My father was also very interested in different religions, so we might have round the dinner table, people from different religions sitting eating with us and talking about what was important to them. So it was a very... You can see as I'm talking here, it was a very open-minded kind of

home. And my father was very clear that his children would have this open-minded view of everyone at the end of the day.

How did that affect you, I mean, later on in leadership? I mean, what did you learn in that period?

I don't know. It's very hard to make the connection of "was my childhood a formative process?". My mother was a teacher, so I became a teacher. So there is that little bit of formative process. I certainly heard stories from her about schools, and sometimes outrageous things about teachers' behaviour. So, when I became a teacher, and then when I became a head teacher, nothing surprised me, because I had already mixed with teachers as well. And interestingly enough, my sister's a teacher too. So what did I learn? Probably that there are many different points of view, that even when somebody's opposing you and angry with you, their opinion might have validity, and therefore you have to, even if you don't, even if you ultimately disagree and do something differently, the real challenge is always to understand why that person has the different point of view from you. And I would say, yeah, fairly clearly, I got that from my upbringing – a bit in my school, but mostly from my family at the end of the day. The idea that they were opposite points of view and we should be comfortable with that kind of diversity. Now, I've had as a head teacher some kind of difficult moments with staff, and where people have behaved appallingly, and we have to absorb that and deal with that at the end of the day.

About your father's stories – this is an interesting point. In these years, I mean, when you are an adult and a Director and doing some work with people, leadership with people, do you remember some, *I mean, these stories or the morals and present them in your present situations?*

I think what's interesting there is that stories are an important part of my life. So our course programmes that we do with head teachers and other leaders beyond school – we work sometimes with business and other public sectors – we always have stories. So I had a group of officers, officers of the local authority – working yesterday where one person had a narrative about their position, and it was the "difficult member of staff" position, and another person had another narrative about being the leader, trying to change that person's perception. But each person, before they did

the role play, was not allowed to see the other's story. Now, what we're very proud of in SCSSA is we have lots of stories that people can role play on, and we have lots of examples of narratives, so that people can look at what happened to some other head teacher, and they read about what really happened and the steps that head teacher took. And we create lots of stories in our work. Now, until you and I talked today, I didn't make the connection, perhaps, with my youth. But certainly stories have always been terribly important. And when I was, as a father when my children were young, I also told stories. I don't think I told as many as my Dad did, I maybe failed, but certainly my daughter will tell, can still relate in a way that I can't remember my father's stories, she can remember the stories that she was told by me as a child. And that, I got from my father, this whole process of inventing narratives, stories, things like that. And I think we need to have our children and our leaders engaging with other people. Lots and lots of examples of good and bad practice for people to begin to understand that they are charting a route through that territory and that they're allowed to make mistakes, because "here's the story that Graham has given in his SCSSA programmes of this exceptional leader and his mistakes". And to know that in making mistakes, we become much more effective as leaders. There's a lovely quote, is it, by Nietsche, the German philosopher, who says "that which does not destroy me makes me stronger". And, do you know, it's great, and when I think of all those bad things that have happened to me, say, as a head teacher – head teachers will have bad things happen. I think "yeah, I survived that, and I'm better for it now". I didn't feel that way at the time, but now I'm better for it. And that's about resilience in the face of adversity, which is what leaders need. And if we come back to your children and the youth voice and developing leadership in children, we need our young people to realise that sometimes there are hard problems that they've just got to stick with. And what worries me at the moment in Scottish children is this lack of resilience. So, they come across something that's hard and they give up. And yet, I suspect in other cultures, they've got a much better approach which says "this is a difficult problem, what a wonderful opportunity for me to develop my skills in trying to solve it". I think that we need teachers that do the same. I'm not always sure that Scottish teachers do that well. "Curriculum for excellence – we can't do it. We don't have the resources, we don't have the time, we don't have the money". When,

in fact, we should be saying "what potential do we have to work together?", and that raises the issue of team-working, as leadership is also about working with other people.

Ok. I am with you for a few minutes, and it's easy to discover that you have a good ability of motivation and encouragement.

Oh, thank you. You're going to go far.

How did you learn that? What affected your ability of motivation and encouragement, inspiration?

I don't know.

Yeah, I mean, you have a good ability. It's easy to discover that.

Thank you, thank you. You're too kind.

I mean, what do you think? This is important for leaders. *How did you learn that or develop that or enhance that?*

I agree with you that it's important. Some of the work that we do with leaders is how are they communicating the message? How are they inspiring colleagues and how are they interacting with colleagues? I don't know where that comes from. My father would be, my father would be a good speaker. My father would be used to addressing groups of people in his job. My father would be, I would listen to my father in an audience, so there's an opportunity – I'm sitting in an audience listening to my father speak. I would listen to my mother and father speak after he'd done a presentation. So, around the dinner table, he'd be talking about something that hadn't gone well, and my mother would be saying "well, that was ok, I liked that". So I don't know, but maybe there's that whole process of listening. Certainly, my mother too as a teacher was interested in presentations, so she would come back with stories that she told about working with children. And certainly as a head teacher, the whole idea of the message and how you communicate it, how you develop a vision of the way the world might look if we work hard to get it, how you give a bit of hope and

motivation and inspiration – these things are important. They're not enough on their own.

Yeah, of course.

But they're an important part, and certainly that's something that's very, very important to me. And I would come back to stories, sometimes, the story, and even a little excerpt we looked at with the panorama, when you show that to head teachers and then say to them "how are you interacting with your teachers?", they get it. They get it.

Yeah, of course. More than one hour lecture?

More than one hour lecture. And they also get the fact that leadership is not a one-way process. It's the leader learning from the colleagues. It's an iterative process of developing meaning and next steps and how we're going to address issues. And what I'd be looking for is that iterative process in schools between the adults and the young people – this joint learning. And you can sense my frustration that we're not doing enough there.

Yeah.

And I worry. The guilt thing is as a head teacher. And I look back and think, as we always do, "if I had my time to do again I'd do more in that area".

Yeah. That's great. Let's, I mean, talk back about your secondary school. *What about your teachers or head teachers? Do you remember, I mean, one of them or more who inspired you or motivated you? Do you remember anything about that?*

Yeah, there was one. And it's always a cliché to always say "there was that teacher". I studied, I wasn't particularly academically gifted when I went to school, you know, I wasn't... I was in that middle group, you know, that middle one that's always forgotten. I wasn't one of the poorest academic children, but I wasn't a high flyer. I'm very clear about the high flyer. But there was one subject I did excel in, surprisingly, which was history. I studied history at university. I became a history teacher. See, the story connection there again? And reading. I wasn't a natural reader when I was at primary school, but history captured my imagination, and, eventually,

reading books and fiction captured my imagination. And by fifth and sixth year, I was beginning to get it, I was beginning to understand, and at university I got it, at the end of the day. And I had a very gifted history teacher in the first two years of school. Gifted, imaginative, story teller, captured imagination, was a little bit different from the other teachers, eventually went on to become a head teacher in his own right, a very gifted head teacher. And, certainly, he brought the story alive, he brought the past alive. And interestingly enough, my parents did buy me books, even if I didn't read them, I was getting books to read. And eventually it did click – I got it, and I started reading and I had those opportunities to read. I was encouraged by my parents. So, you can see there is a little bit of a jigsaw there in your exploration of what makes a good leader.

Yeah. You have talked about "gifted". Were you gifted in some specific things?
I don't think so. I think if you went back and asked my teachers about Graham Thomson in his first year of secondary school, they would say "a fairly ordinary pupil"," a fairly middle-of-the-road pupil", "a pupil who was fairly quiet, well-behaved", by and large. I got belted a few times, but then, every boy in a Scottish school at that stage got belted. That was part of the course. I would say that I didn't stand out in any shape or form. Not a gifted student. And even by the time that I left to go to university. I went to university and many other children didn't, so I had that process, and I had a family that was keen that I went to university. But I wouldn't, in any shape. I was a very ordinary student at the end of the day.

What about your reading in that period?
What about the reading?
Yeah. Your reading.
Yeah, I would do a lot of reading. I would read.

Can you tell me more please?
Well, I would read... I think the reading I would look back and say "my reading saved me", et cetera, I would love to read adventure stories of any shape or form,

even a Bond novel, I would read at age 11 or 12, you know, Ian Fleming novels – they're a bit racy, a bit different, a bit dangerous. I would read Ballentyne's *The Coral Island*. Some of the great classics, I would read – *Pride and Prejudice* by Jane Austen. So there are some difficult texts there, and I loved to read things like science fiction, things like that. So reading was not a problem for me and I would get so obsessed with the book that I could read it 'til 3 or 4 in the morning and still get up for school the next day. I'm not an avid reader, but I'm reading. I'm reading regularly. There are books in my life that I want to read. And I've got to say, from primary stage I am beginning to read. Yes, I would say books are important.

And do you remember something? I mean, when you are in your situations or leading some situations now? From previous years, do you remember these, some of these readings? I don't mean in the tales, but in the moral?

No. I know what you were saying there. As I was reading a Jane Austen or... No. I wouldn't be able to pull that out. The reading now that I can pull out and exemplify would be from business management and leadership texts, Steven Covey's Seven Principles, those things, or Keith Grinder or whatever reading I'm doing at the moment. Here's a book on change management by Mark Hughes I'm wading through at the moment, you know. So, no, I couldn't bring those out.

Good.

I always admire those people that say, you know, "here's the quote".

Let's talk about your opinion. What do you believe are the significant core characteristics which make youths future leaders?

Make youths future leaders?

Yeah, yeah. I mean, if you want to enhance these characteristics within this period or develop these characteristics. What are the core characteristics?

That's the sort of question that, depending on which day it is, I would answer it in different ways. So I have to say that. I've just finished a piece of work on leadership on Monday and Tuesday with a particular group of leaders, where we were emphasising particular core characteristics.

Oh, good.

So that's fresh in my mind.

That's great.

Next week I'm going on to work with a different group, and therefore I'd give you a different answer.

Ok.

Communication skills. The ability to coach and the ability to not always tell. Leaders love to tell, you know, but it's much harder, as we've talked about, to ask, to paraphrase, to summarise, to listen, to know where a person's coming from. Emotional intelligence skills would be high-order skills. The ability to create leadership in others, to look and get pleasure out of giving opportunities to grow and develop the potential in others. Leaders who are collegiate and team-building leaders. I think in the 21st Century, we need these people, as opposed to our heroic, charismatic leader who can lead us in this direction in a crisis, but then when the crisis is finished, doesn't know how then to build up. So I'm particularly interested in youth skills where sometimes children know that sometimes they'll lead from the front, but also know when to step back and become a servant leader and promote other people. And that's more than just leadership. That's a value position. That's about caring for others and being passionate about other people's voices. So I would like to see in our schools much more opportunity for teamwork, and also leadership, but revolving all the time. So, today, cooperative learning techniques very often say "you're the team leader today, but tomorrow you're a different role" – so those role-playing processes. So, what I was saying – communication is a highlight, a valuous position. So not just caring about what we do, but how we do it. Caring about the people and not just the task. All of those things would be important. But yeah, I don't get away from communication and vision and things like that. I don't know if that's fully given the answer yet.

Yeah, yeah, yeah. That's great. Let's talk about the obstacles in your youth period. What obstacles were there, I mean, in your period of youth, that affected your youth leadership development? Let's talk in the family. *Was there or were there any obstacles in your family which affected your leadership development in that period?*

I think maybe in school and family, I've painted a glowing picture of family, but there is something in the Scottish psyche and character which sometimes says, you know, you shouldn't put yourself forward. You shouldn't be creative. You shouldn't think out the box. You shouldn't get ahead of your position and station in life. And I really don't know how to answer that except to say, a number of years ago I got to interview some high school students in America, in Kansas, and some of those students, at 16 years of age, were talking to me about what they wanted to do when the left school. And one of them said that he wanted to start up his own flower-selling business and have a number of outlets in Kansas selling flowers. And I said to him "well, do you not want to go to university or get a trade before you did that?", and he didn't understand where I was coming from. And then I said "it would cost you a lot of money", and then he said it would maybe cost him about $50 thousand or $60 thousand to start up. And I said "you'll never get that money from the bank", and he looked at me quizzically and said "but I've already negotiated a bank loan with the banks, I've put my business plan into the banks". And he had a much more open mind about the opportunity. And that, in America, I know we're talking about stereotypes, which says "it doesn't matter if you fail", whereas in Scotland, we'd be saying "don't do that, that's too dangerous". And if you talk about obstacles, I don't think we dream enough for our children. I don't think we say to our children that lovely phrase "be all you can be".

"You can do it".

Yeah. Now, I know there's a danger. Because sometimes we get children into positions where they can't do it. We shouldn't do that. That's the other side of the coin. But I think, you know, that Scottish phrase "we know your father, don't get above yourself, don't get above your station in life, this is where you should be". I think we need to have that, and maybe a little bit at school, in the family, at home as well, we weren't ambitious enough. We weren't open-minded enough and we wouldn't play around with the possibilities and choices and opportunities. So I went to university just because that's what you did. But at the end of university, I didn't know what I was going to do in life because we hadn't had those sorts of conversations. And I hadn't had enough aspiring conversations. Now, there's a danger there. You need to be confident enough to know that "well maybe I don't

have the skills to become a brain surgeon tomorrow" but that offers you choice and opportunity. And I worry for some of our children that they'll leave school at 16, and they'll go on the dole because their dad's unemployed or they don't have role models that should show them the possibilities. I'm not explaining myself very well. But this idea that "you can be all you can be" – there are opportunities in this life. It might be hard work to get them, but sometimes it's not just about talent. There are some people who are maybe very gifted.

Of course.

But there are a lot of people out there who work hard. And this issue of resilience and working hard, I don't think I got when I was young. I think I get it now. But I think that's because I've worked hard at being a head teacher or worked hard at being a leader. And that issue is also something about, maybe coming back to your earlier question, what are the talents. A lot of the leaders I see in business work hard.

Yeah, yeah. Of course.

They work hard. And it's not naturally talented. And they learn from their mistakes and they're resilient. And I'd like to see us building a little more of that into the way we teach and the way our youngsters begin to learn. And I'd also argue, I think we need to build that into our leadership programmes and development programmes.

As an expert, I mean, in schools you are, you have good expertise in schools. For today's schools, *what do you think are the main obstacles which affect youth leadership development?*

I think there are many. We haven't talked about that family perception, that perception in Scotland that I'm talking about here, I don't think a lot of our parents are ambitious enough. So, "my child's happy at school and not experiencing problems, I'm happy". I think we should aspire to more. I think our teachers need to aspire for more for our children. And I'm interested particularly in the role of head teachers and other key leaders in schools – people who can affect change at a wider level. What are their ambitions for children? What are their aspirations for children under their care that they're responsible for at any moment in time? And I think when we start having these aspirations and a belief that each child can achieve and develop, interesting things are unlocked. And instead, what we sometimes say is

"well, he's from a poor, impoverished background, his parents really don't care, and as long as we give them busy work to do and they're happy in their school work. They're never going to amount to much, but we'll get them through, they'll enjoy their school. They've maybe not got much of a home life but we'll give them something instead". And that is a debilitating process – we want enjoyment, we want to give security, we want to give sharing and caring for each child, but we also want to say "each child should leave school with choices". You know, you talked about your background in physics – you made choices in your life. You've had enough. I don't know where it came from with you, reverse the process here. Something from your family or the opportunities you've been given, you've been able to say "I'm going to choose this route instead of that route".

Yeah.

"That route might have been the better route and I might regret it, but I have choices". I see a lot of our children leaving now without those choices, and I want to get them. And that's leadership. Leaders make choices. Managers just do what they do and they improve what they do. But leaders are people who can begin to chart choices for themselves and in collaboration with other people, and paint visions of the future saying "oh, it'll be better if we do this". And I want children to have those processes too. Now, to do that choice process, we need to have a different sort of education system. We need to hear their voice. We need to give them opportunities to try ideas and fail, but with the security of not letting them fail too hard or in a way that damages their self esteem. So I would like to see that creativity that "back to blooms" textonomy again, opportunities to try ideas and fail and develop a resilience of character. Winston Churchill's head teacher wrote in the 19th Century "we don't want academically gifted children, we want children with character". Now, he was into that British Empire, the Raj, and all those things – they didn't want that. But I do understand that. I do understand this issue about the leadership virtues, and not just leadership of the elite. The heathen leadership that says "there are only a few gifted leaders". Leadership of many people who can step in and take opportunities, show initiative, is what we're after. And maybe leadership is not even the right word. Maybe that causes us problems. You see, I'm using the word "choices", I'm using

"initiative", I'm using "team-building", I'm using "vision". And of course, we package all these things under the heading "leadership".

That's great. *When you were a youth, how were your attitudes towards being a leader? Do you remember that?*
No, I don't think I had too many.

When did that start? Did you remember that? Do you remember that?
It's interesting again. I was going to say no again, and then I thought "oh my goodness, there's another part". I was a Cub and a Scout. And when I was a Cub, one of my ambitions was to be a Sixer. And a Sixer was in charge of a platoon. And when I was a Scout, my ambition was to be a Patrol Leader, in charge of a group. And yes, in each case I became a Sixer and I became a Patrol Leader with my little team. I don't know where that comes from, but certainly I had enough of a drive or an ambition that in each situation, I wanted to go the next level. And so when I became a teacher, I wanted to become an assistant principal teacher. Then I wanted to become a principal. Then I wanted to become an assistant head, then I wanted to become a deputy head, then I wanted to be a head teacher. And after head teacher, you move on again. So there certainly is, within all that, ambition. And in a sense, I don't understand why in some cases there are teachers who say "I don't want the responsibility", "I don't want the hassle", "I don't want", when instead, I think they should be saying "I want the opportunity". "I want the opportunity to paint on a larger canvas and work with people in a different way and move out of my comfort zone". And that's a hard thing to define. And, I think, you know, opportunities for children is we should constantly be taking a child out of their comfort zone and putting them into new situations where we're supporting them and then moving them on. All the time we're stretching. So, the comfort zone is "here's a maths problem that's hard, but I believe you can accomplish this. It might take you longer than somebody else, but have perseverance, and you have the ability". And we take them into that. We might give them a little bit of help, but not so much help that they become dependent on us. So all the time, we're developing those skills in maths. And then we're saying "we're going to take you out of the comfort zone and I'm going to

put you in a team situation where you're going to have to listen to other children". And then "we're going to take you into a situation where you're going to have an opportunity to lead and your voice gets heard". And all the time we're beginning to explore the possibilities for each child in our care. Now, that's a great vision. What happens is we timetable classes to go to one teacher, they say, in the very worst cases, "shut up, listen to me" and they start to tell. And the children are socialised in a different process. And you'll know the same situation in Saudi Arabia because you have a variety of different school systems even within that. And sometimes for the best of intentions, we are socialising children, and you talked about this, to be receivers, to be passive, to listen to their elders and betters and not engage. And that's the whole process.

Thank you. In your opinion, are there any characteristics of, let's say, comparing with adults – adulthood and childhood? Are there any characteristics of adolescents which make them more receptive to enhance their, enhance leadership development? Are there differences between adulthood and childhood? What are the characteristics of this period? What do they have? What do they have?

What do they have or what should they have?

Yeah. What... No. I mean what do they have?

Right.

For example, energy. For example, they have energy in this period. What else do they have?

Ok, yeah. They're motivated. Certainly, that energy is there. There's a hunger for change, sometimes, to do things differently. There's sometimes a dissatisfaction with the way things are. I'm not sure what it really, exactly is. I think that there are some students – let's just look at the classroom – and I'm coming back to my maths problem, that when they sit and they deal with a problem that's causing them, they can't solve it, they don't know how to solve it. Their self image is not affected by that. Their sense of self efficacy is not affected. Instead, they say "how can I solve this? This is interesting. This is a challenge. I don't know how to solve it, but let's see how we can solve it". They're interested. And there are other children, when they

come up against problems or challenges, their confidence goes down – "I can't solve this and so I'm now out of my comfort zone. To get back into my comfort zone, I don't want to do it". They push away the challenge. They push away the problem. And I think there are some children, who really, given the opportunity, or because of their background and their sense of confidence, who don't have this damage to their self image and therefore are comfortable in moving out of their comfort zone, if that makes sense. So if you take them into a team situation, they enjoy it, they get there. I do a little exercise with leaders where we sometimes say – school leaders – and we say to them "are you against change? Are you leaders of change?", and they all say to a man and woman "we lead change, we're comfortable with change, we don't et cetera, et cetera". And the exercise we do, with their agreement, is they stand up in front of a colleague, facing the colleague, and they have to look at each other from top to toe. Ok? And you then say to them "turn your backs on each other and make five changes in your appearance". *Have you come across this exercise before?*
No.

"Five changes". And what you do is, when you say that, you take off your jumper, or you pull up your sleeve. And they start to copy you. So they start to pull off a jumper or they take off a tie, or somebody takes off a shoe. And then they have to turn round and guess the five changes. This sounds horrible. But they're laughing, they're enjoying it. It's an ice breaker. You then get them to keep the five changes and turn round again and make an additional five changes, so they do that, but now they're getting a little uncomfortable, because they try to take off more clothes but still stay decent. Ok? You can only do this with a group you're comfortable with. You'd never do this with a group that hadn't been working for a day or two et cetera. And so, they spot the five changes, there's still a lot of laughter. But then you introduce something and say "well, turn around again", and they think "oh, he's not going to ask us to make more changes". And you say "you can sit down any time you want when you get uncomfortable and you think you've had enough". Then you say "in addition to the ten changes you've made, I want you to make 40 changes".

[Laughter]
And at this stage, a lot of these heads will sit down. And then you analyse and say to them "what was wrong with that". And they say "well, we've no more clothes to take

off, you were pushing us out of our comfort zone". And then you say "well, why did you start taking bits of clothing off? If I was making five changes to my appearance, I'd pick up a book, I'd put my glasses on, I would look around the room and add". And I could make five or ten or 20 or 40 or 100 changes. And then you say "if you'd come to this exercise, how would you have come dressed?" and they all say "we'd come loaded with clothes".

 [Laughter]

And the idea is that, for some people, metaphorically they're loaded with clothes, so you go to them and ask for the change and they say "great". It's very interesting because they have the skills. They already have the ability to move into areas that are new for them. And the question I do, which is very similar to the one that you asked, is "what should head teachers be doing to metaphorically prepare clothes and staff for the change process?". And of course, it's staff development. I believe leader can be made. It's supporting them through that difficulty. It's the vision. It's all these things. So, you know, some children, I think, come, because of their family background and the rich backgrounds they have, metaphorically "clothed". Is that because they are the future leaders or because they've already been prepared? They're used to people listening to their views. They're used to challenging situations because Mummy and Daddy have got them going to clubs or in the Scouts, where the Scouts would solve problems. They're used to this whole ambiguity and the fact that sometimes in their life they'll move into areas where they're not supported and have to figure it out on their own and their confidence doesn't take a knock when that happens. And you've got other children who feel hugely threatened by that. So there are schools that I think are creating those conditions far more effectively. So that's not quite an answer, but it sums up the way I feel about that particular process.

I'd like to compare between two communities – gang communities and school communities in terms of leadership development.

Sorry – I've got another meeting. I've just realised, at ten past.

Ok.

I'd scheduled them narrow, and you and I... It's my fault, I took longer. It's not your fault.

Ok. Then we have time until –

No, I have just a few more minutes.

Ok.

I'm so sorry. Is there a problem?

No, it's ok. It's ok. If you don't mind, we can, if we have time again –

Why don't we set up another one later on? Is that ok?

Yeah. That's great. What you have said is interesting.

Ok. And I talk too much and I do slide off-course quite a bit.

It's ok. I mean, let's take this question. I mean, we observe youth gang leaders in gang communities developing their leadership, but unfortunately in a bad way. But we don't see that in school communities. What do you think? Why? What is the secret? Why do they develop their leadership in streets? In the streets, they develop their leadership while in schools. We can't see it as it is in streets. What is the secret do you think?

I don't know what the secret is. I can bottle that and apply it to schools and leadership. I think that one of the secrets, however, is, just one part of it is a sense of belonging. That sense of belonging which you get in a street gang which you haven't got at home or you haven't got in your community, that you haven't got from your school. If you have got that sense of belonging, "it doesn't matter whether you're good at maths or bad at maths, we care about you, you're part of this, it doesn't matter if you say the wrong thing". You might get a row for it, but you still know that people love and care about you. And that sense of belonging, I think there's a longingness in a lot of us in society, particularly in the Western world in particular, we sometimes have lost that sense of belonging. I visited Turkey a number of years ago – and gee whiz – that part of Turkey I was in, I think there was that sense of fellowship and belonging. There were local men at their mosque and sat outside with their coffees. And I was invited into that little bit. And I thought that was rich. I'd seen it in France, parts of rural France. People, I think, crave it. And when you've got that sense of belonging that's not conditional on how well you teach, it's not

conditional on how well you do at maths as a pupil – "you're still part of this community and we care about you". I think that's a powerful process. So, it's not the answer. But what these street gangs give, and very powerfully, to everybody concerned, is a sense of belonging and working together. Working together, common problems, but for the wrong things.

What about practicing leadership? Do you think they practice their leadership?
They practice leadership? In gangs, you mean?
Yeah.
Oh, yeah, they practice leadership. And they practice team skills. And they practice working as a unit. We need to create those in schools as well.

That's good. I mean, to simulate these things like loyalty and practice and action –
And creating opportunities for children to come together as opposed to the passive learners who, from 9 'til 4, five days a week, "do as you're told, sit here, do this – we're not explaining why and if you misbehave you're out". Do you follow me?
Thank you so much indeed.
If you drop me an email we could set up another time. I could give some examples –

In your opinion, for the growth and development of young people as future leaders, what do you think? Do we need a short or long term approach to develop them or create them as leaders?
Well, I think it always has to be a long term approach. You want to make sure that everything's fitting down.

Why do you think we need a long term approach?
Well, I think the short term things, we have to do immediately before we forgot, but we need to think in terms of the long term for the needs of the children. Children develop and change, because that's by definition as the development in adulthood. They have different needs. They see the world in a different way. And what we do today with a group of eight year olds is not what we do with a group of 14 year olds.

So clearly, there has to be a long term. And if we're working with a group of children to develop their leadership skills today, how are we building on that tomorrow? We can't just do more of the same, because then you've just got this even plain, and the idea is that you've got this projectory of always improving and developing the skill set and expertise of our children. So by definition, it has to be long term. Does that answer your question?

Yeah. I'll ask about some relations. Thank you so much. Thank you for your hospitality. To what extent is there a correlation or relationship between youth leadership development, or leadership development for young people, and enhancing leadership characteristics for those young people? To what extent is there a relationship between leadership development programmes for leadership development and enhancing leadership characteristics?

Are they not the same thing? I'm struggling to see the difference, at the end of the day, here. Leadership development would be to enhance leadership characteristics, would it not? I suppose as I try to tease out what's behind... What I think is behind the question is that we can teach leaders to do certain things that they do and it doesn't change their character. So we go through the procedures of leadership. I learn how to lead a meeting more effectively. I learn to take an interest in other people. But we haven't changed the way we are inside. There's no change in our character. There's no change in the way we think and the way we see the world. And therefore in terms of the characteristics, there has to be this deeper level of education, which is "We want something else" and that's to do with leaders who maybe have a sort of moral dimension to them. There are leaders who don't just know they have to look after the colleagues for which they are responsible, but they have a deep sense that the wellbeing of their colleagues is something fundamental to themselves, that there is something which, I suppose I'm trying to say, is altruistic here, which is a moral dimension to leadership, where people are genuine and authentic in terms of how they care about other people. Am I making myself clear?

Yeah.

I know that a good leader should exhibit the norms of care towards their fellow colleagues. But a really good leader feels that, is that, lives that. I suppose that's what I'm after at the end of the day. Ghandi doesn't just make nice speeches. What we're interested in about Ghandi is that he believes passionately in what he's saying. So he has the attributes of leadership at certain stages, but also is an authentic leader in the sense that he believes it. But although, I've got to say, even Ghandi, if you look at his biographies, is not the perfect person.

And the relationship between leadership development for young people and involving them in various leadership situations? Do you find there is a correlation or relationship? To what extent is there a relationship between these two parts? If we would like to give young people leadership development, do we need to involve them in various leadership situations?
Yeah, I think we do.

How does that affect leadership development, do you think?
How is it affected? The Leadership Trust in Hay and Wye take business from around Britain and they spend a week working with them. And each day, they're put in a different situation – so one day, they're the follower; the next day, they're the leader; the next day, they're the Chair of an organisation. But what they're trying to do is develop relationship skills and develop a deeper understanding in them of where they are, a more fundamental understanding of what sort of person they are, about their weaknesses and their strengths. And a kind of humble, reflective capability in that process. And while I don't quite like what they do, the idea that we take our young people and start putting them deliberately in situations where they develop their skills, I think, is important. I think too often we end up saying "Let's get our children, go into a group and work in a group". And some work very well in that group, but others drift and they're not learning anything. So we need to structure it so that each child is developing capabilities in a safe and secure environment, but they're being stretched. So there's that element. Is it Vygotsky that talks about the "zone of proximal development", between it being too easy and too hard? We need to get kids into those situations where they're all learning very, very effectively. And

that's about their leadership characteristics and the things they should be doing as leaders, but also how it is when they interact with other people. It's that interaction that I'm interested in. To what extent we have got people who are learning from the indirections. So hopefully, you and I, when we meet people and we interact and we say the wrong thing one day, we learn from that. We try not to do that again. And it's this reflective capability that I want in our leaders. And the only way we develop that reflective capability is by putting our students into situations where they can learn, but learn in a way that they're not stressed out, or learn in a way that they don't just block off the learning.

And to what extent is there a correlation between leadership development for young people and cultural contexts?

I think there's a very strong one. I think the cultural context would be – if I understand what you're saying – that head teacher that says to all his or her staff "We're going to listen to pupils' views, encourage them to express opinions. We're going to show that we care about every pupil". So there's the culture that he or she is trying to change. But if the reality is that teachers continue to dismiss views of children, and the head teacher by her actions dismisses views of children, we've got a mismatch between the rhetoric and the belief that "We should be doing this, but our culture is somehow not allowing that". So I am interested in, as you'll know better than me, the different cultures in business fields around the world. If you go to Germany, it's different in America, it's different in the Middle East, it's different in China. And there are these cultures that even when people come in with a particular style, the style no longer works with the culture and you have to adapt your style to change and work with culture. And the danger is that the culture will then suck you in and you'll end up losing the things that you thought were important and not doing the things you think you should be doing. So there is this kind of interaction between the leader and the culture they have. And it's a two-way process. The leader doesn't change the culture. And what you're talking about with children, I think that cultural thing often mitigates against the big changes we want. So we give lots of leadership opportunities in their school, but deep down we're still a traditional, controlling school. The culture itself undermines our own best efforts.

Now I'll try to describe my framework. This is my framework, and I'll try to explain it very briefly. I'd like to develop it, to change it, to modify it, everything, to delete it. Feel free, please. If you would like to use the pen, that's fine. The first triangle illustrates that to develop individuals as young leaders, there is a need to involve them in various leadership situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science is communities of practice. It's about incorporating theories into practice. It was here in Europe that the research we call "action learning" was developed. And then Argyris and some scholars developed that in the US, and they called it "action science". Actually, action science is the place or community in which students practice their leadership. And it is inside the programme, not after the programme. Within the programme, we will give them practice, rather than after the programme. And the second triangle illustrates that for youth leadership development, it is essential to enhance leaders' characteristics. And in order to make leaders more balanced and flexible with future changes, there is a need to develop a matrix of human intelligences. And I will talk about what I mean by human intelligences. Using Bandura's theory and contingency theory, I tried to connect between these two triangles to create a comprehensive framework for developing youths as future leaders. Actually, this framework consists of four main dimensions. The first dimension is characteristics, or leadership characteristics, which includes developing aptitudes, knowledge, skills and behaviours for each characteristic. For example, if we would like to enhance open-mindedness as a leader characteristic, first of all we will enhance the aptitude to be open-minded, then knowledge, skills and behaviours. This will make a deep change for leadership characteristics, rather than it being like a short training course. The second dimension is human intelligences, which consists of the intelligences that emerge from human needs. Any human being is made up of four overlapping parts – mind, heart, spirit and body, or physique. So, we need to enhance these intelligences which emerge from human needs – mental intelligence, emotional intelligence, spiritual intelligence and physical intelligence. The third dimension is situatedness, or situations within context, which involves the young people with their peers and followers – whether simulated or in real projects – within

an innovative and open environment. Actually, the situations will demonstrate the youths' weaknesses and strengths, then we will try to deal with that from an early age – to try to enhance their strengths and try to treat or solve their weaknesses from an early age. Because sometimes, adult leaders have some weaknesses which are hard to change, but if we start to solve this problem from an early age, it will be much easier than leaving it 'til adulthood. In addition, enhancing strengths for leaders is more important than dealing with weaknesses. The fourth dimension is cultural context, which is gained from the family, beliefs, values and ethics. This makes authentic leadership. This is the moral dimension. The four dimensions will work further via the action science strategy and a long term approach. This is a very brief description of this framework, and I aim in my interviews to develop it, to adapt it, to delete something or add something. So let's ask the first question. *What's your initial response to this framework?*

It looks very comprehensive. I like the bits at the bottom in terms of situatedness. You cannot be a leader if you don't interact with followers. And the followers will influence your style, and you will influence them, so it's a two-way process. And of course, that's where the cultural context will influence the both groups. That makes perfect sense to me.

And what would you add?

I don't know what I would add, looking at this for the first time. Human intelligences are there. Characteristics in terms of skills, behaviours, knowledge are all there. The situatedness, I like. Peers, followers. Weaknesses and strengths – what do you mean by that in terms of situatedness?

I mean, if we involve young people in various situations, we will see their strengths and weaknesses through these situations. And then we will enhance their strengths and deal with their weaknesses from an early age. Because without situations, you can't discover their strengths and weaknesses. What would you delete, or –

I don't know if I'd delete anything. I think, looking at this just now, I'm interested in culture on the right, the cultural context, and thinking of schools, which have a

culture of no change, a culture of just letting people do what they want to do, and to what extent is that the cultural environment that that we're in? And to what extent is an innovative environment a cultural thing? Do you follow me? I can see where your environment will affect the situatedness. So we don't have resources, we don't have a school, we're not allowed to take children out of our classrooms to do work. So that's going to affect the situation. But if we're talking about an innovative environment, is that a cultural thing? Is that the way we do things round here? We're innovative. And what would the opposite of an innovative environment be? Well, one that's resistant to change, resistant to new ideas. Is that cultural?

Are you asking?

I'm asking because if that's culture... Is that also cultural context over here? So, the culture I come into as a pupil – I go into one school that has us sitting in rows and the teacher speaks at us. That's the system, so that's the environment. That's the situatedness. But if the culture is that teachers don't expect pupils to express opinions, does that take us over here? I suppose I'm deliberately asking –

Actually, it's an open environment rather than a closed environment. To make leadership emerge, we need an open environment. We need innovativeness, we need creativity. We need a creative environment rather than a closed or critical one.

But my question is: is that a cultural thing?

It is a culture, but we need to make it quite away from the culture, to open it, make it more open to make leadership emerge. Of course, there is a relationship. Of course, between them. But I'm trying to make it wide, to separate it from the culture, to make it more open. It's important to deal with cultural context, but it's also important to make an open environment, to give leadership development more chances to emerge to develop leaders, rather than to close their minds, their thinking or something like that.

No. I agree with you. I agree with you. I like the situatedness and the –

What happens if we eliminate leadership characteristics? What do you think? Let's ask questions in another way.

Eliminate it from here?

Yeah. What happens?

I think what happens – when I'm looking at this just now – is that you produce very one-dimensional children, don't you? And I suppose as we're talking here, there is just one little warning bell – and it's not to do with you, it's to do with me. I sometimes use the word "leadership" when really what I'm talking about is "developing character". We talk about leadership as the kind of panacea. So we develop youth leaders and youth leadership...

I was just saying that sometimes when we talk about "leadership", we are talking about character formation. Churchill's head teacher said he didn't know why there was all this issue about exam results and whatever. When he was a head teacher, when Churchill was at his school, it was about producing boys of character, boys who had a moral dimension to them, boys who knew what was right or wrong, boys who were resilient, boys who in the face of adversity would come up with solutions and be innovative. This is kind of British Empire stuff, isn't it? But I can understand that kind of very exclusive, elitist school that Churchill went to. I can understand that I want that for our children, for every child, whether you're from an area of deprivation or whether your background's impoverished. "I want you to have standards. I want you to have a perspective in the world. I want you to be empathetic. I want you to understand what other people are thinking. I want you to be a good citizen. I want you to be resilient". Are these leadership characteristics? The answer is yes, but leaders alone don't have them. That's what we want for all our children. So I think if you took away the characteristics, the aptitudes, the attitudes and the beliefs, it doesn't really make sense of anything else. I think you've lost the whole thing. In fact, I could see totalitarian states, like Hitler's state. Do you follow me? You're beginning to take certain things away from this because they're much more two-dimensional, one-dimensional. They are fabricating and there is no formation of the character, because by definition, what we're trying to do, I think – certainly my belief is – "create a thousand flowers that bloom", or whatever the idea is. Each child

will develop in different ways, but we have to nurture that. And that's what I like about your action science. It says that we need to kind of create the conditions for that growth. We're not looking for a kind of Third Reich type where everybody is the same – that's totalitarian. What we're looking for is something which his diverse and wonderful, but the potential is allowed to go off in different directions. So that "characteristics" within situatedness, I get it.

And what happens if we eliminate human intelligences? Do you believe that human intelligences create a balance for the characteristics and make the leader more flexible for the future? If we eliminate the human intelligences, what will happen?
Well, here's a good question now you're there. What would mental intelligence look like? What are we talking about here that's different from skills, knowledge and aptitudes? What's the distinction you're making?

Actually, the intelligence is one of the characteristics, but because I'd like to make it a matrix of intelligences, I've put it here. So it's a matrix of intelligences rather than only mental intelligence. It's mental intelligence, spiritual intelligence, emotional intelligence and physical intelligence. It is a matrix which emerges from our inside rather than outside, because we are made up of mind, et cetera.

Are these fixed intelligences? Are these genetic intelligences you're talking about?
No. Actually, if it's genetic, we can't do anything. Yes – of course we can do less with mental intelligence. Maybe we can do more with emotional intelligence or sometimes with spiritual intelligence. I agree that most of it is genetic. Actually, we can encourage their mental intelligence rather than develop it or something like that. Some people are intelligent but we need to encourage them to demonstrate their intelligence, and this is what leadership development should do.

Yes. I think so. I'm a believer. I don't believe like you about fixed intelligence. I think we can develop and grow, et cetera. And that environmental process is there. But you can't really have one without the other, can you? If you took away mental intelligence, how can you develop your skills and your aptitudes? You need that

level. And what worries me, I suppose, is that some of our little children who come out of our inner city areas with a lot of deprivation, they're not getting the family context, the nurture there. They're maybe literally not being fed properly and have a deprived background – they're not getting the nurture there. They're not developing the characteristics. Everything is out of sync. And if you don't have all four working in synchronisation, how can you develop that healthy child? I don't mean "healthy" physically, but a health in mind and developing their potential. So yeah. And that's back to our longer term vision.

And what happens if we eliminate situatedness?
Well, can you ever eliminate situatedness?

What do you think? What will happen?
Well, I don't think you can ever eliminate it. So what would you do? If you eliminate peers, is a child sitting in a class without anybody? But that's the new situatedness, which is isolation, so there's no interaction and you've got huge problems there. I believe in kids, you accelerate their development. I know there'll be exceptions that prove the rule, but you accelerate their development – their cognitive development, their aptitudes, their understanding and, I think, a little bit of their intelligence – by the interactions they have, the social interactions they have with adults and with fellow pupils, with younger pupils and older pupils. And the richer and more secure these interactions are, the better. And then I'm back to the idea of, you know, in this country – I don't know about your country – has become obsessed with kids going into a playground and falling and cutting their knees. We've got risk assessments, and we've become very sensitive that people will sue you if their child gets bumped or hurt. And they understand the need for security, but because we're taking away that situatedness, which is have kids climb a tree, have kids scramble in the dirt, have kids come in all messy, et cetera, because we're taking that situatedness away and replacing it with another which is much more anodyne and antiseptic, then we're not getting the rich learning environment. And what I'm understanding from you is that we need to be taking kids into a zone, again, like Vygotsky's proximal development, where there's a bit of – not risk – but taking children into new areas where they're

going to be a little bit uncomfortable. By definition, we're stretching their learning. And unless we do that, then we don't get this development, whether leadership or character or whatever you did. Describe it. We don't get it.

And what happens if we eliminate cultural context?

Well, I don't think you can ever. It's always going to be there in some shape or form, whether from the school, or from the adults, or the parent background. One of my colleagues was in a school in Tanzania last year which was impoverished. Nobody had any shoes. They didn't have any resources. They had hundreds of children. And he was touring at the end of the day, about 6 o'clock, the school buildings, which were very often with corrugated iron roofs, and just mud and walls. And he came into a class with 50 or 60 boys working on rowed desks in this kind of shed, and they were doing revision and homework, et cetera, working late. And he looked around and said "Where's the teacher?". And the person he was with, who was from the school, said "What do you mean 'teacher'? They work on their own". Now, can you imagine a school here in Scotland where 60 would have worked on their own? Now, what interested me was here's a culture which is economically impoverished. They have no money compared to you and I. And yet, the motivation from family, the core beliefs, the belief in education, the value that these children put on education, their willingness to graft and work hard is very interesting to me. And what I'm interested in at the moment – and I'd love to study it – how we do get some very economically impoverished societies where there are some interesting things happening through the interactions, the family, the culture, the things you were talking about just now. I need to read up more. If nothing else, your visit today – maybe you could give me some good books I should read on culture, because I've not done enough reading on that at all.

And what happens, finally, if we eliminate action science?

Well, again, by my understanding – you correct me from what you know about action sets, learning groups, all these kinds of learning communities, learning by doing – how can you process knowledge? Even with you and I. It's what I don't do enough. You coming in has been a favour to me, because you've forced me to try

and think why I think some of the things I do. If we don't have situations where children are trying out ideas, talking about their ideas, exploring their ideas, doing their ideas, learning from their ideas, I don't think we get fast learning. And if we go back to a traditional Scottish school, with the dominator, the teacher, in front of the class and the kids listening passively... It was never like that. But do you follow me? If we use that like a stereotype, then you're not getting learning at the sorts of rates that we want. You'll get learning, but you'll get some who are highly motivated and go home to Mum and Dad and talk about it at night, and they'll process their learning in a different way. But a lot of children don't have Mums and Dads who'll go home and talk to them about their learning, so the talk about the learning has got to be in class. Now, if you've got fellow pupils who are not interested, if you've got a teacher who's not doing it, and you haven't set up the situations about learning or about leadership development where you're getting these glorious interactions, then you're not going to get the sorts of learning that we're after.

And what happens if we do that with short term rather than long term?
Well, if you did it short term, then that's it done, then there's no deeper, there's no reinforcement. We're not going down deeper in the long term. So one of the criticisms that I have of my courses that I run – the one I was up in Aberdeen – is that one day, everybody comes to get one day with me, and that's it. So they– most of them, not all of them, but most of them – leave quite enthusiastic about their learning. But they'll each go back into their different schools tomorrow, and nobody will talk to them about it, so there's no iterative process of their development. So, that's me already got a loss. As we speak just now, some are no longer applying the learning. One or two will. So a win for me will be maybe three or four are doing something deeper with the course. So the problem with my one-off courses is that we're not integrating them with what's happening back in the situatedness of their school and the cultural context. Now, if I could do that – do a course that then linked with each of these – by golly, would I not get much more impact in terms of the course. Now, that's why I think you need that longer term vision. And what you're helping me understand now is that I think too many Scottish schools are doing this one-off, so we've got to do this Curriculum for Excellence which develops children

in an action learning sets. So they do it, but they do it once a year. So they have a week where they all do it, but then they go back to doing things the way they normally did. So we don't get the change in the culture or the situatedness, or all the other things you're talking about to me today with this matrix or this chart that would mean there's ongoing deeper learning. So if I do work where my view is valued and is part of a group work, and one minute I'm acting as the leader, the next I'm acting as a follower, but we're learning, if I do that very intensively, let's say, in an outdoor activity week that the school runs, and I come back with a renewed confidence and a renewed sense of my own abilities, and I come back on a Monday into a classroom where the teacher says "Shut up, sit down, listen to what I'm saying, do what you're told" and I get that for the next year before I go on another leadership development course – that's crazy. So you've helped me, because that's what we're doing wrong in Scottish education. We're doing lots of the right things, but we're not putting them together with your matrix and therefore getting this longer term, iterative, reinforcing learning which is taking people up at different stages.

Would you add anything about the framework?
Not that I can think of just now. Can I keep this?

Yeah.
I wouldn't mind if you could send me some more references to this. You said Bandura was one.

Yeah. And contingency theory. Actually, contingency theory connects between leaders and the situation, and Bandura connects between the individual and the environment. Bandura in sociology and contingency theory in leadership theory. I have two very short questions. The first one – for young people, which is better: focussing on generic leadership, or focussing on a wide range of details? What do you think? In this period, 12 to 18. *Is it better to focus on generic leadership or focus on a wide range of details?*
Like what? A wide range of details like...?

I mean, generic leadership is core competencies, core characteristics, core skills. But if we are talking, for example, about core skills, we could talk about open-mindedness. If we are talking about details, we can talk about open-mindedness in some contexts, in some situations, in some aspects – like open-mindedness in your home, in politics, in science, in reading, et cetera. These are two aspects – starting with generic or starting with more details. So what do you think? Also, if we talk about relationships, this is one of the core characteristics to make a good relationship with other people. This is core characteristics. If we make it more details, we will go inside it, in a wide range of details in this characteristic. *Which is more appropriate for young people between 12 and 18?*

I don't know. I don't know. I really don't know. You could persuade me of each. If we're talking about the core competencies – and I think we do need to develop these – we can't, but if you're talking about the details – the reading, writing, the core things, how can you be a citizen in this world if you don't read? If you don't read? And I don't do enough reading. Even as I listen to you, I'm thinking "Oh, I must go and read Bandura". I've never read him, but "I must go and read. I must have a hunger to develop my skills". But I don't have a reading ability. I can't pick up a newspaper. Or if I end up reading trash like *The Daily Record* in Scotland, or *The Sun* – some of these horrible newspapers that have got drivel – and I don't have an ability to say "Oh, well, *The Guardian* – that's a very one-sided article". Do you follow me? Or "*The Telegraph* – that's a very Conservative Party article". And therefore the ability to discriminate... So my reading ability on its own won't give me the discrimination and the emotional intelligence and all the other things that say I could engage in an argument with you and not agree with you, but know why you said what you said. So, that's a core competency. But unless I have the verbal skills and the listening skills, I just see them as interwoven. Again, from our conversation which you're helping me in, is I feel that too often we end up too often doing one without the other. So we must have all children developing their reading skills, but it doesn't matter if they're good citizens. Or we want to develop good citizens, but for these children from inner-city Glasgow homes, deprived homes – they don't need to read because "Well, they'll never read properly". Do you follow me? So we end up trading off all of these cores and details when in fact you can't have one without the

other. So that's really – I suppose – not a very good answer, Saleh, but it's the best I can do.

We have reached the end of our interview. Is there anything you would like to add in terms of developing youth as future leaders, if you would like to add anything?

No, I don't think so. I think we do need to do more on this area of developing our young people in different ways, because I think there's a backwash effect. So if I develop my youngsters in terms of leadership development – all of them, not just say "Right, you're going to be the followers and you're going to be the leaders" – but developing leaderly skills, that's better way. Leaderly skills – which are about communication, emotional intelligence, vision, and whatever we want to talk about. These things are important. If I do that effectively, I think there's a backwash effect on the core learning issues that we traditionally value, like reading and writing. If I develop leadership aptitudes about resilience in the face of challenge and difficulties, then when I sit down and do hard maths, I'm less likely to give up. If I see the good in others, I'm less likely to be so self-critical that I don't take a chance. Do you follow me? Because I realise people are allowed to fail. So we're talking here about "I'm getting much more comfortable in a leadership organisation on the idea of character, the individual, the person developing their skills". And I suppose, that's at the core of what I believe in terms of education.

Thank you so much.

Case 31: Tom Farmer, social leader

Tom: I think there are many things that shape your life which you've got no control over. You've got no control over it. You didn't create that. And these are opportunities that come along sometime or other, and it all depends on whether and how you use these opportunities. But the biggest thing that shapes your life is the environment you're born into. It's where you're born into. And I was very fortunate. I was born the youngest of seven children into a very strong Catholic family in an area of Edinburgh called Leith, where the docks are. And the neighbourhood that we

were brought up in was a very close neighbourhood. Nobody had anything in material wealth, but nobody was short of anything. You weren't short of clothes or short of food. There was no excesses, no extras. And also being in the neighbourhood, when we look back and I talk with my brothers and sisters about being brought up in Leith, it always comes through that we all had a tremendous feeling of security. Not security that somebody was going to steal your bike or break into your house, but the security of being surrounded by people who cared for you, who encouraged you to do things and to try to do your very, very best. And that was a great environment to be brought up in. You were brought up to respect your people, whether it be the priest, minister, doctor, policeman or just the old lady next door. You had to respect everybody. And then I was lucky with the school that I went to. The primary school I went to was a very caring school. Again, it was a neighbourhood school. Everybody's child knew everybody, everybody knew the teachers. And the teachers actually, during the period of time that you were at school, replaced your mother. You'd go away from your mum. I have loads of memories of loving teachers who'd encourage you to do things. And then I went to my secondary school, and that was different altogether. That was a rude awakening. You're now at school, you've now got to look after yourself, you're now developing into being an adult, so what you do and how you do it is important. And I didn't like that very much, and I didn't enjoy my three years at secondary school. I didn't get the impression that they really cared. I didn't care, that was definite. When I left there, I got a job in a tyre company as a storesboy, and I joined a company, which was a tremendous company. Now, when I went for the interview, I had the opportunity to get the interview, and I must have taken the opportunity and done something right, because I got the job and the other boys didn't get the job. So I must have sold myself, that's the first thing. And I joined an organisation where the management, they were a bit like the primary school teachers. They cared for you and encouraged you. They always wanted you to try a wee bit harder. They set you targets. You could always reach the targets. They didn't tell you that you could climb Mount Everest; they told you that you could climb Arthur's Seat or Ben Nevis, or whatever it was. They didn't tell you that you could run a four-minute-mile; they told you that you could run a seven-minute-mile. Try, you know. So the targets were always

targets you could reach out for, and if you're really stretched and tried your best, you would get them. And they encouraged you to go to things like night school and all that. And then when I was 17 years of age, they told me that if I got my driving test, passed my driving test, I could become a driver of the van, that I would drive a van. And I did that. And I passed my test. An important lesson, one which I never realised until years after, because a lot of things happen in your life and you don't appreciate just how important they are until afterwards, when you look back on them. And the day that I'd got a job as a van driver, they called me into the office and said "Right, Tom, what's your new job?" and I said "I'm a van driver". They said "No, you're not. You're not a van driver". Well, I just about was in tears, because I got told I could be a van driver, and it was very important for a young boy to get a van to drive. It was exciting. And they said "We never told you that you could be a van driver. We told you that you could drive the van, and from today, you're now a company representative". So there was a difference. A van driver was looked on as a menial job. "You're now a company representative" – so they raised the whole status of the job, and they made me feel important. And explained to me that when I went out delivering tyres to customers how I behaved and how the van looked in terms of tidiness, whether I did the job properly or not, would be how the customer would perceive the organisation. Because a lot of these customers never came to the organisation. Their only contact was over the phone or the van delivering the product. And I remembered that. In fact, I remember going the next day to work with a jacket and a tie and a shirt. I'd smartened myself up because I was now a company representative. And I did well about that. I was always doing things at night if I wasn't working. I was going out cleaning cookers. I had high energy levels, and these are not anything you create. These are gifts that you're given from God about your energy level. You can waste it. You can't create energy. You can train and you can improve it, but you don't go from having no energy to high energy by drinking Red Bull, caffeine or whatever it is. What you do is you get a lift and it falls back again. So if you've got continually high energy, it's a gift from God. When I was 23 years of age, I was by this time a sales rep. I had a car and I was driving about. The company that I worked for was taken over by a big organisation, an American organisation, and they changed the way in which they paid out our commission, our

bonuses, and I disagreed with that. And I decided that day that I wouldn't work for anybody again. I had enough confidence in myself. I opened that shop in 1974 when I was 23 years of age.

Across the street.

I opened that shop, and it was one of the very first discount tyre places in 1964. In fact, it was illegal to give tyres a discount in that day. And it did rather well. And the newspapers found out about me and they wrote some articles and that kept the business going. And I had to bring people about me to work with me, because I was just on my own. I had never employed anybody, so what I did was I went round and looked for people who were my friends – boys that I'd been at school with, boys I'd been in other tyre companies with, boys I'd been at church with, just people that I knew. And I encouraged five or six of them to come along and work with me. Again, I never realised quite what I'd done, because it's very difficult to employ people. You interview people, spend a day with them, half a day or two hours. You don't really know if they're suitable or not. It's only after six months that they find out whether you're suitable for them – because it's a two-way process – or if they're suitable for you. But if you go out and employ people that you already know, and you have a relationship, it's like getting married. If you marry the girl next door, there's no learning curve. You don't have to learn anything. You know each other intimately. You come from the same background, the same religion, the same everything else – it makes it a lot easier. So I didn't realise at the time the benefit of me bringing in boys that I already had a good relationship with. And I got that business up very successfully, and eventually I joined up with another company. We went on the London Stock Exchange in 1968. It's a very long Stock Exchange. And it did very well. It went from 11 shares to 126 in six weeks. And a few months afterwards, another American company made a bid for it, so I sold it and that was me finished. That wasn't me quite finished, but that was another business altogether. And I decided... By this time I was married with two young children, and I decided to finally stop working and retire, because I was financially stable. We went and lived in America for a while, but people said "That's no use, you're cookoo; you're too young to do that. Life's a bore". And it's a terrible position, waking up in the

morning and not knowing what you're going to do. So I came home and met up with the original boys, and I restarted Kwik Fit in 1971. And Kwik Fit's story's well-documented. It grew from one centre in Edinburgh to 2300 places throughout the world. It was the biggest automotive repair company, independent repair company. There was no other. And we had a lot of successes, but we've also had a lot of failures. I was never fighting the failures. There weren't many things that we could do which would bankrupt the company. There were things that would cause a hiccup. But we weren't gambling. We never gambled in the commodity market. If you bought tyres from abroad, we bought the dollars there and then. We didn't gamble currency. We didn't gamble anything. Everything was done at the time and we could see where we were going, so there was no real risk other than we might go into a country like we went into France. Weren't prepared for it and lost £4 million. But that wasn't going to bankrupt the company. We learned... Well, you don't learn lessons, unfortunately. But the next time we went into France, we were very successful. We remembered the things that we did that went wrong, so that worked out well. And the business grew, and eventually, of course, I sold it to the Ford Motor Company some years ago. You asked about leadership. And people say "What's the most important ingredients in a business? What are the important things?". Number one – the most important ingredient in a business is your people. The people who work with you. The people who make up the team. It doesn't matter if it's a shop assistant, administration, a finance person, a van driver or whoever else there is, your people are the most important group of people and the most important element in the company. And if you don't have that right, if you don't have highly self-motivated people, then you'll never, ever manage to do anything. Then you have the next group of people building a business up. And it's not 1, 2, 3, 4. It's 1 – the front line. 2 – the next group of people are your suppliers, and you've got to have a great relationship with your suppliers, whether it be the tyre suppliers, automotive parts suppliers, bankers, employers, the advertising agency – they're all suppliers to you. And if you don't get that right, you've got nothing for number 1 to use. So number 1 is important. If you get the suppliers right, if you get that mix right, then you can satisfy number 3, which is the customer. People often say "The customer is king". The customer is to be king – that's fair enough. But the most important person

is your own people, then your suppliers, then the customer, and if you've got all that right, you'll make profit and get paying dividends to your investors. Now, all of that has got nothing to do with 12 to 14 – 14, was it?

12 to 18.

12 to 18, right. But what it all has got to do with, it all brought to me an awareness of people. Nothing happens unless you've got them. And on the leadership skills activities, you've got to try and what you've got to implant in the young people is you've got to start making sure that they're engaged in activities with give them a positive self-development. And I mean self-development. People's... It got to come from in here. It's all very well for me. I can talk about this to people, I can go to schools, I can give lectures and all that. But let's say the person wants it, and this is something they're aiming for, you're wasting your time. so I think the important thing is... when I look back to me, what happened with me, I always seem to be associated with people who, at the end of the day, are holding out the carrot. There was always a carrot. And because I had the energy and enthusiasm, I tried my best to get that carrot. And these people were there to support you. It's like motivation. I don't believe we can motivate each other. I don't believe that. I can encourage you to do better. I don't believe we can motivate each other. But what I can do is that I can put programmes in place that'll encourage you to increase your own self-formation. And I think that's what you've got to do for young people. I think that's what happened to me. There's always been done about it. Now, that doesn't mean at the end of the day that there's no room for the classroom, lectures or training and that. I think everybody has to be trained so they know how to do the job. You've got to know after you've been trained that you can do what you've been trained for, what's in it for you. What – if I do that – am I going to get out of it? It's not "What do you get out of it?" but "What do I get out of it?". And I must enjoy what I'm doing. I must know and understand how I'm being measured. What's in it for me? And I must enjoy what I'm doing. If you don't get these three ingredients right... And I was very fortunate. I was surrounded by people who were always there to encourage me, always offering that carrot to go for. And knowing at the end of the day, if I did something, there was going to be benefit for me. Now, the best way you can learn is

by actually doing the job. But as a 12 to 18 year old, you're not a leader. But one of the things you can impress on people is that if you want to be a good leader, you've got to serve your apprenticeship as a follower. You've got to be a follower. If you don't know where you've come from, you don't know where you're going. If you stand here and you don't know where you are, if God dropped you and put you in the middle of Africa just like that, you don't know where you are and where you're going to go. And it's the same in your whole life. But if you don't know where you've been, if you've not been a good follower, you won't have learned what's necessary to be a good follower. If you're a good follower, then you become a leader, you know what it is that makes people become good followers.

If we are talking about young people from 12 to 18, in your opinion, to what extent do you think leadership is learnable for this period?
I think it's 100% learnable. I think it's 100%. I think that, first of all, every young person has got something inside them, and what the leader does, i.e. the teacher, he draws it out of them. And that person... But he helps them to draw it out themselves. And you can only do that by education. I believe education is very important. And not necessarily always academic education. That is important, your brain, essentially, but to educate young people in interpersonal relationship skills... You can teach people interpersonal relationship skills. You can teach you or that child interpersonal relationship skills. Now, if they don't use it, that's a different matter. So, I can teach them how to be more sociable people and more people like them and more people respect them, I can show them all the things you should do, I can explain to them the reasons why they should do it, the benefits for them to do it, I can give all the inspiration, and all I can do at the end of the day is say "Look, I'm your inspiration, not your salvation". There's a difference. You have to be your own salvation. So, I believe you can teach that. I believe you can teach people to be entrepreneurial by showing them et cetera, et cetera. But if they close the door, I can't open it.

In your life between 12 and 18, let's talk about the responsibilities. What responsibilities influenced your choice to become a leader in the family? What did they do for you between 12 and 18? What were the responsibilities?

No, I would say they didn't bring, that didn't bring much to me. Except, I had the best parents in the world. My father was a shipping agent. He was a successful shipping agent. He had a good job. He was never unemployed. He eventually became Managing Director of the company. But I think what was more important, what they did... And again, the Christian values are very important to us, and we were brought up... And people sometimes say to me "Can you run a business with Christian values?" and my reply is very simple – "It's easier to run a business with Christian values than with no values at all". And it's the same. Are you Muslim?

Yeah.

It's the same in Muslim values. It's the same as Hindu values. It's the same as Sheikh values.

Values-based.

At the end of the day, we were brought up like that as far as our whole lives were concerned. So it was our way of life. And all the religions are brought up like that. If you break it down, it's all about "Respect your God and respect your fellow man". Now, at the end of the day, if you're in business and you don't respect your fellow man, you're going to have trouble. If you cheat somebody, if you don't pay a fair wage, if you don't pay your bills on time, if you ruin the environment, that is not respecting your fellow man and that, in fact, I'd even say you're not respecting your God either. And you may make profit. You may make profit. You may go like that. But nothing's guaranteed. And if you look at the great companies of the world round that have stayed there – the Cadbury's, Quaker Oats, all those ones – they're all there because of their Christian values. Some form the Quaker values or whatever. But it's about respecting your God and respecting your family. So, that's what we were taught in our family. And I think that basis allowed us to be what we were. My eldest brother became one of the youngest merchant navy captains in Britain after the war. My next brother became a chartered accountant and had his own profession. My next brother was a lecturer in a university. So we all did something. And that influence all came from the family. But it wasn't a case of my Dad sitting down and saying "This is how you become" –

And you are the youngest?

Yes.

What was your role in your family between 12 and 18? Was there any role or responsibility?

No. I always had jobs. From 12, I was delivering milk in the morning. I was out at 5 o'clock in the morning delivering milk and newspapers.

Every day?

Every day. Milk and newspapers. And in the evening, when I was 14, probably, I started to work after school in a chemist shop, and I was always doing things. And the money I earned, my mother allowed me to keep. That was for to buy my bicycle. I had to buy my own bicycle. I had to do these things on my own.

What did you learn at that time from delivering milk or newspapers or working after school?

I learned how important it was to get people to like you. That was important. And I learned that. I learned that when I worked in the chemist shop and when I was delivering milk. If you just got people to like you, the job was a lot more pleasant. And when you did, you got bigger Christmas presents. People like to deal with people that they like. And that's where a good leader can spot people. There are people who don't want to deal with customers. They don't want to deal with customers. They don't want to be behind the counter in the airport ticket desk. They don't want to do that. So don't give them that job. Find out what job they want. They may just want a job in the back office, and then you've got to find that job for them. And that's what good leadership is all about. It's trying to identify your people. Because what you're trying to do is manipulating your people as a good leader. And I found that from a very early stage. You had to get other people to do things. And the only way people would do things is if they liked you. It's not about smooth talking. I learned very quickly as well. And sometimes you get asked "What mistakes did you make in life?" and I say "Too often, I allowed people to build a perception of what I was going to do and what they were going to get, which was higher than what I could deliver". It doesn't matter what age, if you make people think what they're

going to do is go there, and all they're going do is to get there, they soon walk away from you. And they've put their lot in. And that's what it's all about. Good leadership's about getting people to do things with you. There's an expression "Leadership is teamwork, and teamwork is a group of people working together doing things my way". Think about that. "Doing things my way". So it's working together, but doing things my way. A real leader, after the discussions about what's going to be done and there's five people around the table, number 1 says "We're doing it my way", number 2 says "No, no, we're doing it my way", number 3 says "We're doing it my way", because we've all agreed the way we're going to do it or what we're going to do, but we might do it slightly differently. But we're all going from Edinburgh to Glasgow. You might go down the M8, somebody might go down the A8, somebody else might take the train, somebody else might take the bus. But at the end of the day, we'll all be there. That's where we'll be. And you've got to allow that individuality. And these are things you can teach a 12 year old or 18 year old. People are like machines, you know?

And at school, what responsibilities did you hold? In secondary school.
None. Not one.

Do you remember any teacher who influenced you or inspired you?
There was one or two.

I don't mean their names. I mean situations or stories.
There were one or two teachers that you warm to. But the majority of teachers, I didn't. I didn't like the school. There were one or two teachers. I didn't see them as role models. I found them because they told good stories about their adventures in the war. But they knew how to deal with boys. That was important. For the good teachers – and I think this is true of any good leader when he's dealing with young people or maybe everybody – it's like a fishing line. Like the fish, they allow you to go out on and eventually they pull it back in. They just hold it. Or it's like tramway lights. You have the tramway lines, and people can bounce, because everybody's different. But when you see somebody bounce outside, it's your job as a leader to

push them back in again. Not to crucify them, just to push them back in. You use your own ability.

You have mentioned that you didn't like secondary school. Why?

Well, I don't think I liked the discipline. I just didn't like it. I just didn't like it – it's as simple as that.

Do you think the structure of the school affects leadership development negatively, or something else?

For me, no. Not for me. For other boys, yes. There were other boys who did very well. But I didn't participate in anything.

After-school activities?

Yeah, yeah. I didn't participate in anything. I wanted to get away and start working. I wanted to get to the chemist shop and do things. Other boys played sports or spent more time studying. It doesn't mean... One of the things I would do with young people is encourage them to stay on at school. Just because I didn't. But there are young people who should leave school at 16 and just go out into the heart of the real world, and they will manage it. So I don't agree with this idea of forcing young people into education. You can encourage them. You can do anything to encourage them. but you can spot some boys. I've got a grandson. If he wants to leave school at 16, he can leave school and he'll make his way in the world. He's got personality, charm, he knows how to deal with people and he's quite clever.

Do you remember your readings at that period, between 12 and 18? What did you read?

No. I was too busy. I had no time.

What about activities in the community at that time?

Well, I went to the Boy's Brigade and the church's club. I went to the boy's club. I wasn't interested in football. I went to the cinema. But I was working. I'm very

fortunate. People say "Oh, it must be quite boring". It was anything but boring. It was exciting. I was inquisitive. I wanted to know things. I wanted to see how things were done. I did things that other boys never did. Maybe that was my entrepreneurial spirit, I don't know.

Actually, you have been described as a confident person. How did you get that?
Oh, I think the confidence came from the people the people that surrounded me. And I said that at the very beginning when we were speaking. My confidence came about because people encouraged me. It's like public speaking. I'm a very good public speaker, and I do not say that boastfully. I'm a very good public speaker. But the first time I spoke I wasn't. The second time I spoke I wasn't. The 200th time I spoke I wasn't. And even today, no matter who I'm going to speak to, whether it be an audience of 100 or 1000, I'm really pleased to say that my stomach still churns. I still get a bit nervous. "Am I going to do the presentation right?". And you've got to watch what confidence is. Confidence shouldn't be something which is blasé. Do you know the word blasé? "Oh, yeah, I can do it. When I give a speech, I'll tell you, I know who's going to be there". These are all things I was taught. Somebody told me "Once you get that, you either have a sheet and you hold it like that". Winston Churchill had that size of paper and he held it like that, and he didn't try to hide it. He read it like that. I like that size of paper, so I make sure I've got that size of paper. And I don't hide it. I put it down. And it's confidence – no matter how much I've learned the speech, how much I know about it – these things are just all confidence. When I got involved in semi-government departments, I used to go to these meetings at 45 years of age and I used to sit there for the first two or three meetings thinking "All these people know a lot more than I know". And after the third time, I realised they didn't. It didn't matter whether they were Prime Minister or Chancellor of the Exchequer. He may have more intellect than I had, and that's a gift from God. But I'll tell you what – he didn't have as much common sense or experience as I had. These were all things at the age of 12 to 18. I don't think I was a very pushy boy. I was confident, but I wasn't brimming full of confidence. That came through time. it just came through time.

By experience.

Experience.

And did you try to develop that? Or just time by time?

Time by time. I read a lot of books. I have all these books. I haven't necessarily read them all. I've got hundreds and thousands all on self-development. But you know, I don't read them, I skim them. I have books by Victor Cahn. Or by Ioka, Chrysler, Zig Ziglar, all those people. You take them and you scan through them. And you pick little bits and say "Yeah, that's right, you know".

You have also been described as a self-motivated person. How did you get that?

Because I always wanted something.

You have belief in yourself.

Oh, there's no doubt about that. But when I wanted a bicycle, I worked hard for it. Once I had a bicycle, I wanted a scooter. Once I had a scooter, I wanted a car. When I got married and lived in a nice house, I wanted a better house. So there was always something I was going for. I also have the ability to sit and do nothing. I can enjoy sitting doing nothing. Sitting at the airport. Sitting on a beach. And just watching the world go by. I have no problems about that. But when I want something –

Watching what?

Just the world go by.

And thinking?

Yeah. And watching people.

Is it sort of meditation or something like that?

That would be putting too fine a spin on it. That would be paying me too big a compliment. I have a very, very short attention span. A very short attention span. Unless I'm talking about something that I really like. But if I go to meetings, as I have done hundreds of times in my life, I sit through them and switch off. But if it's

something that I know... Even talking about people subjects, that interests me. It's been my life. That's what made me successful, because I was always able to draw good people about me.

You have mentioned your people, the importance of your people. What do you do for your people in terms of leadership development? How do you develop them? How do you develop the next generation?

For me, it's more than just training. You can train monkeys. But I think it's more than just... You can train boys to put exhaust systems on cars or replace the brakes. You can train monkeys to do that. Almost, almost. You know what I mean by that. That's a process. And I think it was awareness. It was a man called David Jenkins who taught me this. David Jenkins and Harry Sherman. I was very fortunate. I had a lot of good mentors. Their approach was "We can train and retrain and retrain. But that's not enough. We've also got to educate people. We've got to educate people about what's the benefit of doing that job well that we have trained you to do and what's in it for you". And I think that's very important. People work for money. Some people go "Oh, no, no. Don't talk about that". Of course people work for money. They've got to have money to buy their clothes, food, mortgage, et cetera. But money doesn't have to be the God. Once they've got the money side right and they can see the more they put into it, the more they'll get out of it, they've got to enjoy the job. And they've got to be trained for that. I touched on that earlier on. They've got to be trained, they've got to know what's expected of them and they've got to know what's in it for them, what they've to do well in and how they're going to be measured. These are all things that are important. So, training's important. But you've got to train and educate. It's like heads and tails on the same coin.

And for your son and... You have one son and one daughter. What did you do for them in terms of leadership development?

Put them into good schools and gave them a good education. And we talked a lot. We talked a lot. And my son, he never worked with me full-time, but sometimes when we were in difficult times and we needed assistance and he was maybe off from university, he would bring people in to do a project. He'd be involved in that.

And I think he saw his father and how his father worked. So it was more showing by example rather than anything else.

When I read your roles and situations, you had many roles. I saw that you were a chairman, CEO, et cetera, et cetera. You have actually moved easily from role to role. What helps you to do that, to move easily from role to role?
Oh, self-confidence. There's no doubt about that. It's self-confidence. That's out-of-date. That's well out-of-date. Where did you get this from?

From the Internet.
That's out-of-date, that one. Oh, there's much more than that. I stopped in 2002. But it's self-confidence. Self-confidence and also being very quickly aware of what you could achieve. If we break it down into simplistic terms, don't offer me £10 million to run a four-minute-mile and expect me to try. I will not leave this seat because I know I can't do it. Now, offer me £1 million to run an eight-minute-mile, then I'll be off this seat, I'll have a trainer, and he will come every morning and train me because I believe it is possible for me to do that.

If we would like to develop young people to be future leaders, in your opinion, what do you believe are the significant core characteristics which make young people future leaders?

What are the core characteristics? Well, it's energy. Energy and a can-do attitude. A can-do attitude. And you can develop the can-do attitude. I can help young people to develop the can-do attitude. I can tell you great stories about young people that I've come into contact with. There was a young child, a young girl, that I first met probably at about Christmas time, November time. She had a very, very difficult background, an extremely difficult background. And when I'd been finished doing my presentation... These were kids who were no-hopers, but they were part of an organisation that was trying to look after them and do things. I was talking to them, and I said "What would you like to do? What would you like to do with your life?". I said to this girl "What would you like to do?". She said "I'd like to come and work

for you". I said "But I don't have a job for you, so there's no point in me saying that I do". I said "But I'll tell you what you can do. You can work for yourself. If you develop yourself, you can work. That's what you've got to do. And who knows what might happen in the future. You might do something". Now, I might have made her consider, but I might not. But I said "You can work for yourself". And then at the end of the evening, I said "This is me finished. Is there anything else you want to do?". And they said "Can we meet again?". I said "Of course we could". It was 14 kids. So we arranged to meet again in three months time, which we did do. During that day that we met, for three hours, in actual fact, that girl was there and her phone rang. And she let out a scream. That was her being notified that she'd been accepted and given a place in a college, called Reed's College. She had been trying since she left me that morning three months ago to do something with herself. And she had got into college and that was her receiving notification. So you can achieve wonderful things with people, but they've got to trust you and got to believe. So I didn't say to her "Oh, I might give you a job". I said "I haven't got a job for you. But you can work for yourself".

What else in terms of core characteristics?

I think the high energy, the can-do attitude and common sense. Now, I'm assuming at the end of the day that they're educated, that they know how to read and write, because that's important. You've got to be able to do that. You don't have to be an Einstein. You don't have to be a William Shakespeare. Even the greatest... After all, Winston Churchill wasn't the brightest guy at school. But he was a man, a man of the moment. I've read a lot about Winston Churchill. I collect Churchill memorabilia and things like that. I don't think very much of him up until 1939, the Churchill period. He was an adventurous man. He was important. He fought in the Boer War and the First World War. You couldn't take that away from him, but he wasn't anything special. He had chopped and changed about what he wanted to do, and he wasn't even successful. Then 1939 came, and he was a man of the moment. He crashed the opportunity, and what a leader he became, irrespective of his ability before. He became a great leader. People trusted him. And that's what it's all about. People have got to trust you. And that's equal to core, just that realisation that you've

got to get people to trust you. You can buy books from John Menzies or whatever. You can go onto the Internet and say "What are the core characteristics of leadership?", and you'll get dozens of hits answering. But for me, it's more than what comes out of a textbook.

About your business, what are your core values in your business?
I'm trying to think how to word it without appearing to be, you know. You know what I mean by that? But I can't think of any way to word it. Openness. And I'm hesitating to use the word "honesty", but openness. I think the core value is that it must be an organisation, the company must be an organisation that people can trust, and they trust because they know that it's a good organisation to work for. You get a good wage, you get good chances of promotion, your suppliers deal with you because they know that you'll always – no matter how big an order is – make sure that they get a wee bit profit and that you pay your bills on time. And your customers know at the end of the day that they get a fair deal. We're not the cheapest. But they get a fair deal. And if there's something wrong – and that's true of everybody – it doesn't matter whether it's the people in your organisation, your supplier or your customer, if there's something wrong that we've done, let us know and we'll put it right. And if we don't agree with you, we tell you. I think openness. I think that's what I mean. I don't know if you agree or not. Maybe you've got more sophisticated –

No, that's interesting. I like practical thinking rather than just flying with academic people. They just –
Don't get me wrong, I can sometimes be a wee bit cynical about what's written in a book or if I've gone and listened to a lecture or gone to a business school, I can get a bit cynical about it. And I think "I've went and done it, so I know it all". And I don't mean "I know it all". I'm not trying to be clever, but I know what he's talking about, and I know it's not as easy as what you're saying as a lecturer. And I used to think "And how can you teach people, because you've never done it". I've changed my mind on that. To be a good dentist, you don't have to have had toothache. To be a good cancer specialist, you don't have to have had cancer. But you can learn about it.

So I changed my mind. And this is people who are in business schools and giving lectures et cetera. That was their career. They went from school to university to business school. I used to say "What do they know?". But that's not right. They're teaching you, and you ought to be able to take the practical things they're doing and adapt them to your business, to this world, or the place in which you work.

If we talk about the obstacles, what obstacles did you face that affected your leadership development between 12 and 18 in the family? Did you face any obstacles? Or at school? Or in the community?

Nope. There's not one I can think of. And I mean that, in all honesty. I suppose it's difficult to say I had one that actually created my leadership skills, if I had them. I don't think I ever looked at myself as being a leader. But now I look back and I realise I was. In that shop, there was me. I fitted the tyres.

In 1967.

64. And then some of them boys came and worked with me, and we just worked as a team. So it wasn't even a case of just anybody being a manager or being a leader, you just worked as a team. Then we opened other places. And I went from being in that job to being a person who was a manager, and I had to manage the business. And I managed it all the time. And then in Kwik Fit, I started the business, and I was the manager of that business from day one. But then what happened was the business grew and we went and expanded overseas and all that, so we employed managers. I brought in financial managers, advertising managers, training managers, and they were top-class people. They didn't want me to manage their job. I'm the manger. So I went from being a manager to a leader, and my job was to lead the organisation. But you know, I never knew that. I never knew that in my job, I'd become a leader.

When did you realise that you are a leader?

When somebody told me that years afterwards. Somebody said "Are you a leader now, Tom?". It wasn't something that I realised. "Your job is to lead the organisation, not mange it, not the day-to-day management. But you've got to make sure you've got procedures and systems in place – if you want to call it – in your bureaucracy, which has got all the checks et cetera. Your job is to move on and

lead". Montgomery was a great leader. He was more than a general; he was a leader. When did he become a leader? He was still a general at Tobruk and all these places. He was a general, all right, he managed the troops, but then he became a leader. I don't know if he was conscious of it, but other people were. Other people are conscious of it. Other people tell you "Your job is to lead". "Is it?", "Yeah. It is". They explain it to you and you say "Oh, I'm a leader".

But what about your ambitions to be rich between 12 and 18? Did you think about that?

I never thought about that. I never had any ambition to be rich. There you are. I never had an ambition to be rich, because I was never short of money. I was very fortunate. I always had enough money in my pocket to buy what I wanted. One of the characteristics that drives you on is ego. And I'm not embarrassed. But nobody should ever be embarrassed to say they've got an ego. If you haven't got an ego, you're a very unfortunate person. You're flat. And when I was about 28 – I can visualise it as clear as the night it happened – I was very friendly with a German supplier, George Kowder was his name, and he because I had a wife and young children, he came home with me. And we sat in the lounge drinking with my wife and said to me "You've got everything at 28 years old. You don't have to work and do this. Just be careful. The day you go out and buy three shirts or two shoes and it doesn't give you a kick, you've lost it. You've got to enjoy everything you get. It could be dead easy for you, and you've got to watch that". And he said to me "What do you want out of life? What's your ambition?". Do you know what my ambition was then? Every year there was an automotive show, and the various tyre companies – because tyres was my life – had exhibition booths. And I said to George "I'll tell you what we're going to do. I'm going to walk up the aisles, and I want people to stop and say there's Tom Farmer". Recognition is what can drive you on. Recognition. It is striving for recognition. Some people might ask "Why have you got to be involved in all these things?".I say "Well, I don't want to disappear. I want to keep myself in on what's happening". It's not because I want my name in the paper or anything. You know, tonight I'm going to give a talk in Holyrood. I feel good about it. I don't need to do it, but I need to do it for myself, like I've seen you.

I've seen you because it feeds my ego. You've paid me a compliment the fact that you've come. I need that. Because I think that all creates... And it doesn't matter whether you're 12 or 18 in helping to develop young people, you've got to feed their ego. You're never going to build a confident person if you keep putting them down and telling them "You can't do this. You can't do that. You're not good at this. You're not good at that". It's better to say nothing.

Let's give an example. Let's say, Sir Tom, we have a group of young people and we would like to encourage them to be business leaders in the future. *What can we do for them between 12 and 18 in order to develop them as business leaders in the future? What can we do for them between 12 and 18? What can we teach them? What can we do for them? What is the background to being a business leader at this age?*

Everybody's not going to be a business leader. That's the first thing you've got to realise. Everybody can't win the race. The best person will win the race. People sometimes say "Can you teach people to be an entrepreneur?" and I say "It's not about teaching them to be an entrepreneur. It's making them aware and teaching them to use entrepreneurial skills that they have". So I think, at the end of the day, it's an interesting question you've asked, and I don't think anybody's ever asked me that. And I don't think I've really got an answer to give you. I think you have to be careful. You can't run a class and stand up in front of that class and say to them "For the next six months, I'm going to teach you and you're all going to become leaders". What I think maybe you can do is teach them by exposing them to situations. And I think – whether it's 12 or 18 – the best part of their education programme should be more involvement in business. There's a scheme that I was responsible – along with other people – for introducing in this country called the Young Enterprise Scheme. The Young Enterprise Scheme is introducing into schools a business culture, which encourages people in the fifth and sixth years to start a business, to do something with the school, whether it was making calendars. And my granddaughter, she was doing it in her school in London, and they made bags, wee canvas bags. They didn't make them; they got them made. They bought them for 80 pence and they went round the markets and sold them for whatever they sold them for. They learned the

difference between, what profit was all about. Buy it for £1, sell it for £2, make sure your expenses are only 75 pence. And they learned that very simply. And they learned fun in doing that. It was fun. So I think it's not so much 12 to 18 and going out of your way to develop their leadership role, I think it's going about developing young people to use their entrepreneurial skills that they've already got, their understanding and how to do things better. It's not a good answer, but it's something.

Could you give me some examples for these skills, the core skills?

I think I've given the same example ten times. It's about interpersonal relationships. In this type of conversation, you've always got to assume that the person you're developing or helping to develop has got the necessary intellect. You've got to assume that. That boy sitting there, he wants to be a brain surgeon. You know he's not going to be a brain surgeon. You've got to tell him "You're not going to be a brain surgeon. But I'll tell you what, you could be a great dentist or maybe be a great storekeeper, run your own business, do something else". I don't know.

Do we need a short or long term approach to prepare them? What do you think?

I think you need short term. Short term not being six weeks. But I think that 12 to 18 is that period of time you help.

Six years.

That's short term for me. And then, hopefully what you've done is you've made them aware of the fact that they've always got to be looking for opportunities. The most important opportunity about what you do is following a good leader. So, that's what you're doing during that time. You don't go into a sausage machine at 12 and come out at 18 as a leader. You're just preparing them, and that's what it's all about.

We're trying to build background.

Yeah. I think that's important.

If we look back at your life, do you remember your peers? Did they play a good role in your life?

My most important peers were my mother and father, my three brothers, certain members of the clergy, the policeman that walked our street – Jerry McDaid was his

name. I can remember that man's name. Jerry McDaid. I can visualise him today. The postman, Mr Jackson. People look at me – "How do you remember?". Because these people all had a difference. They all made a difference to me. They were guys that I respected. And then the neighbours, they were people you respected. And then when I got a wee bit older, "Who were your mentors?". I had mentors. I had people that I looked up to and wanted to work with. I wanted to be with them. But I think that was all part of the 12 to 18 development. You began to spot people – "That man, I could learn from that man". And I also always had enough confidence to always go and knock on somebody's door and say "I'm thinking of doing something. Can you tell me how you did it?". And you know what was interesting as well? And I say this to people, irrespective of what age they are – "Often the best advice that I got was one that I never followed". I never followed it. Because what happened was I went to see somebody and I explained what I was trying to do and what I thought about it and what they were doing, and they told me the way they did it, and I realised I could do it better. And there's a lot to be said for being second-first. Do you understand me? To be second-first. Let somebody else do it and then watch how they're doing it and adjust that accordingly.

That's really interesting. You have mentioned some of it, but if you could add more. The relationship between leadership development and the cultural context. Do you think there is a relationship?

I think you can become a good leader and a bad leader. Maybe if you're in an environment where the culture is wrong, without going into too much detail, then you'll come out of that as a leader with a lot wrong. Some of the countries, Romania, for example, the President became the leader. He came from a rotten society, so he was a bad leader who disappointed people. The culture was wrong. So I think you get the leader where the culture is. If it's exceptional people, it's exceptional people you get out that culture. Does that make sense to you?

Yeah.

I think I know what I'm saying. Sometimes you get surprised, and you stop and say to yourself "Does that make sense?". But you were saying "Does the culture define leadership roles or how you become a leader?", and I think with a doubt. But a bad

culture will create bad leaders. The bad environment. You know, there are always exceptions. There are always exceptions. *If you take a baby that's born, what does a baby do the first time it's born? The first thing it does when it's born. What does it do?*

Cries.

Aye, cries. Do you know why it cries? Because it wants to communicate. It wants fed. Or it wants washed. It cries. And if it's in a nice environment, somebody picks it up and feeds it. The mum puts it to her breast, feeds it, then puts it down again. Then it cries, so somebody picks it up. This time it needs its nappy cleaned. And that goes on up through the first five years. The people looking after the baby become very comfortable with the baby. What about that other poor child that comes from an environment, but when it cries, no-one picks it up? Do you know what it does then? Do you know what the baby does then? It cries louder. It cries louder and loader, and eventually somebody picks it up, puts a bottle in it, puts it back down again. That baby, as it develops, the only thing it knows is anger. And only anger will get what it wants. That's the same as the culture. The great thing, though, when it happens to an individual, that anger can be changed. At least, I believe it can, because you take a young person who's angry and aggressive et cetera, and if they come to an environment where they meet somebody who puts their arm around them and says "Come on Johnny, you and I are going to do things together", all of a sudden, he's in an environment where somebody cares. And that's the first time that's happened. And he responds to that. And I think that anger that child gets feeds the brain. It feeds the brain. It develops whatever part of your brain is the angry part, and that becomes normal for you. So, it's the same with culture.

The last question about your life between 12 and 18 – could you in brief say what the main positives are for that period which influenced your leadership development? What are the main positives?

There was only one positive. The people that I was associated with. I didn't self-learn. I learned from other people. I didn't sit studying books on how to be a leader. I learned from examples of people.

And that's deeper, actually.

Yeah. That's the one thing. People need to be looked after; people need to be listened to; and people need to belong. And if you think about it, it doesn't matter what age they are, that's what it's about. People need to be listened to. People listen to you as you grow older. And people need to belong. They've got to feel they're part of something. There we are.

If you don't mind, I have a framework.

You have a framework.

Actually, I'd like to describe it very briefly and would like to have your opinion about it, if you don't mind. Actually, I tried to design a comprehensive framework based on leadership studies, but I'd like to know what practical people say, people from real-life say. This is framework contains four dimensions. Leadership characteristics – to enhance leadership characteristics within this period, and to enhance comprehensive intelligences – mental intelligence, spiritual intelligence, physical intelligence –

I understand it all.

... and emotional intelligence – we should involve them in various situations with their peers and followers in an open environment and within cultural context – family, beliefs, values, ethics.

I follow you. What you're saying is that these are the individual characteristics. The personal characteristics. My characteristics.

Exactly.

And these are the characteristics necessary for the environment you're born into.

Exactly. And this is long term.

I think what you've done is that you have, in your intellectual way, put down what I'm talking about. And I've said to you that an individual has to have an aptitude, a can-do attitude. He needs to have intelligence. It makes a difference. The ability to do things. And what I said as well was one of the characteristics that I think is most important of all is interpersonal relationships. That's good behaviour. I doesn't mean at the end of the day, that you don't get angry or fall out. And these are things that I

said. And you've got human intelligence – you've got it there – the mental intelligence. I think I've told you and spoken about belief and spiritual faith. And as I got older and more mature, it's not just Christian faith. It is spiritual, this. So at the end of the day, I believe that you should, irrespective of what religion you have or where you come from, your background, you should respect your God, no matter who you God is. And do you know what? If you're a Buddhist and you don't have a God as such, just respect that your God is your way of life. Irrespective. So you stick to what we've been talking about and respect your fellow man. Your God's Allah. It is Allah, isn't it?

Yeah.

Allah's our God as well. We just have different ways of doing it.

How do we make this framework more practical? What do you think? It is important to make it practical rather than just being academic.

Some of the words – I don't know what they mean. Situatedness.

Actually, situatedness is situations within context. That's what it means. It's situations, actually. Involving young people in various situations.

That's not a good word. It's a bad word. It's not a bad word, I mean. But it's a word that's got no meaning. Characteristics – that's alright. Human intelligences – is it human skills? No, it's not skills.

Human needs.

Oh. Human abilities. Mental ability, spiritual ability, physical ability, emotional ability.

Yeah.

You've got to be emotional. I was at something on Sunday, and I was crying. I don't mean physically crying. But it was a memorial service.

Inside yourself.

Yeah. They were singing a hymn and I could hardly sing it. And I'm not ashamed of that. I think it's important if you're emotional, because then... You know, the other great thing that I had, right, was that I was always surrounded by people who got enjoyment out of my success. And I've never met anyone yet who's been jealous of me. Maybe they wish it had happened to them, but they've never openly been

jealous. But I think more importantly as well – and that's been very important, people who enjoy your success in life in their way – but I think it's very important that you have people when you fail who are there to pick you up and help you to carry on. When you get in there, you've got to have an emotion about all these things, these people, because that shows your appreciation. You've got to be emotional about good and bad, and just life in general. So I don't know if human intelligence is just the thing. Intelligence in most people is what we think about as being intellect. *Does that make sense to you?*

Abilities. Yeah. That's nice. Yeah.

I don't like situatedness.

Can we say situations, experience or something like that? As you said, involving them in various situations. And do you agree that we need years in terms of time rather than weeks or –

Yeah. I agree with that. I agree that the method, it doesn't happen overnight. And for different people, it'll be different. You know, and the other thing is, when I give talks to schools, I always to a certain degree am addressing the students who are 15, 16, 17 years of age. But then I like to say "Now, I'd like to address everybody in this room, in this gathering, whether you're 14 or 64". And then I talk about learning. And I say "You must all appreciate that learning never stops". It doesn't matter whether you're 14, 24, 34, 54 or 64. You learn every day about something and often, you learn about yourself and what you're capable of, irrespective of whether you're 64 or 74. And then I go from that and just say "Now I'd like to talk to the more mature people. I've talked to the young people. I've talked to you both as a group. If there's one thing I can say to you, that I wish I had done" – I have no regrets in my life, I tell people. I have no regrets. I wish I hadn't let people down, because I did things wrong. I start the day waking up in bed. I don't think God's going to put me into damnation for that. But I do wish one thing – I wish I had taken more time to spend with flowers. The flowers are your family and the environment around you. We have to take time for ourselves. And the other thing – just for your interest – I always ask the young people a question, "Who do you consider the most important person in this world?". And do you know who they say? The Prime Minister. The King. The Queen. The

Pope. The Dalai Lama. And I say "That's where you're wrong. The most important person in this world is you. It's you. Because you are what's going to create the good for you". And I say to that to them quite often. And there's one think I'll always tell them, which is "Never self-destruct". Because that's it finished. Because these kids aren't stupid. They know what you're telling them – don't drink too much, don't go on the dole. I'm not telling them they're never going to do it. I'm not going to lecture them, because I know they're intelligent. And I think by not lecturing them, they appreciate "Just don't self-destruct". And you look at them and think "You know what I mean". And that all comes into the cultural – what you learn from the family, what you're brought up to believe in, and values. You know one of the things that's wrong with our society today as far as values are concerned? We value targets. That's what this world and education system and upbringing is. Everything's a target. And that's wrong. We shouldn't value the targets. We should target the values. That's what we should do.

Great. We have reached the end of our interview.

Good.

Is there anything you would like to add?

No.

Great. Really, thank you very much.

You paid me a compliment by coming in to see me.

Thank you very much. Thank you so much.

Case 32: Alex Linkston, social leader

Linkston: In terms of my leadership development, I don't think I had any vision of myself being a leader when I was young. At school, I wasn't particularly interested. I left after fourth year and started working with the council and I got a job as a trainee accountant. I quickly realised that if you passed exams, you got more money, so that heavily incentified me to study and I started going through my professional exams. I just saw a lot of inefficiencies and I just felt that you could do things more a lot efficiently, so I started to change things. And I think it hit at that stage, where I saw myself as being the boss, but I started to change things. And then, as you were getting

further up, the things that you were changing were becoming more and more strategic, you had to deal with more and more authority. So, I've always been driven by efficiency, and I think that's what's driven me up the ladder. To achieve and exert efficiency, I've got to be at another level in the organisation to do that. And obviously, being a Chief Executive, I'm responsible for the whole Council. So, my development has been very much incremental, based on "why are we doing it that way?" and then just going to higher and higher places. I don't know at what stage I thought "I'd like to be a Chief Executive", I'm not sure that I ever made that conscious decision. It was just the next natural step in terms of making efficiency changes.

What did you learn in your youth in terms of leadership development? How did that period influence you later in leadership?

I don't know if there was anything in my life that really influenced that. I very much come from a working class background; my father was a train driver. There was no real family connection with management, it was very much working class. I can't say I was ever motivated to be a leader. I think, as I said, when I started doing my work for the Council as a trainee accountant, I realised that as you passed exams, you got more money, and that was my motivation. And along the way, at that time, it was prior computerisation; everything was manual, and I just felt that there was no sort of focus on outcomes or outputs. It was all about tasks, and people were doing things the way they had been done 20 years before. There was no real modernisation, people were quite content just to continue doing things that way. I've always been driven by doing things efficiently, and that must just be something that's in-bred in me, I don't know where it comes from, but it's something that's always driven me at least. At a very early age, I couldn't really see – there was a similar relation – but I couldn't really see the difference between somebody going into our cash office, taking a bundle of cash and setting it on fire as opposed to somebody just not doing their best, just dadding about and really not working hard. I know there's moral issues about that, legal issues, but in terms of the effect on the business, the effect was the same. If you employ somebody at £25,000 and they only deliver £10,000 worth of goods or services, then it's a loss of 15,000. And somebody who is taking twice as long to do something because the practice they've got very, very inefficient,

it costs you twice as much, and that is waste. So, at a very early age, I started to change things. I started with the Council when I was 15, and I remember when I was 17, I was starting to change things. I was very, very junior with absolutely no authority. For a period, I went into Internal Audit, and there was only the Internal Auditor, who was a well-respected person within the Council, and a trainee, so it was just the two of us at that stage. I remember changing things, and I'd be saying to people, if I'd say "change it", they'd say "oh, look at this 18 year old, who does he think he is?". But I'd say "Mr Stark, who's the Chief Auditor, would like it done this way", and of course, people just did it. He knew nothing about it, I just realised that was the way to get people to do things, to say that the boss wants it done. And that's driven me. I suppose I've always operated at the margin of what my authority is, I've always probably been very close to the line of what I can do and what I shouldn't be doing. I think you take chances and touch wood that they will pay off.

What you said about when you were 17 and 18 about changes – do you remember some situations or stories?

Well, I remember the very first one, it was with Occupational Therapists, they used to give materials to people, certainly, elderly people, who needed aids to be able to live independently. And they had a stock control, but it was very, very bureaucratic; it was very, very difficult, and I made changes to that and I think I was only 17 at the time. When I was 18, and I moved out of Audit to the Financial Services section, one of the first jobs I got was clearing out suspense accounts. Now, I don't know how financial-literate you are, or how ok you are about financial systems. If you're not an accountant, you might not know what I'm talking about, but each business has a set of accounts where they record all of their expenditures, so if it's salaries for Sales, it will be posted to the Sales salary legers. It carries all your expenditures so you use that to produce your annual accounts and management information, so you know all the detailed costs. But if you're paying something or you've got income in but you're not sure where to charge it to, you put it in a suspense account. And I got the job of clearing out the suspense account. And people had been dumping stuff there all year. At that time, we had a card system for recording expenditures; it was pre-computerisation, and there were about 13 pages of different transactions. And I was

in there at the age of 18 years old, and I got the job of sorting it out. Now, a lot of things had gone in and then gone out, so some things for the start of the year had gone out, and other things were still there. But very few of the transactions meant anything to me. And somebody could come in and describe this, and go on to describe something else. With no knowledge, it was very difficult. So I spent about five weeks before I was able to reconcile the balance on that and I knew what all the things were. It was a huge amount of work – partly because of lack of knowledge and inexperience, but partly because the whole thing was a mess. I remember saying to the boss "am I going to do this job next year?", he said "well, yes". And I said "well, could I do it on a monthly basis?", because I was going to people who put things in there, but this was about five months after the end of the financial year, so potentially things could be, potentially it was 17 months ago that they were put in. So I was going to people and saying "you put this into a suspense account a year, 15 months ago, 9 weeks ago. Could you tell me what it is?", and they couldn't remember what it was, because they'd forgotten. So I started doing it monthly, where you're going to people fresh and you're dealing with things monthly, so the knowledge was fresh. Plus, you were only dealing with a couple of dozen transactions, as opposed to a couple of hundred at the end of the year. So I did that, and when we got to the end of the financial year the following year, it just took five minutes to finish it off. And that was a huge cultural thing, but to me, I thought "well, why do it inefficiently?". And there was another thing I changed when I was 18 – the method of recording capital payments, to record detailed records. But again, they used to be reconciled at the end of the year. And with the way of recording the expenditures, it was very, very difficult to reconcile it. And these days, you get a lot of specific grants for individual schemes, so you need to have a good record of costs. So again, I simplified the process so it was much easier to reconcile it. We reconciled it as we went along. Because the whole process was inefficient. It took a huge amount of time to do the reconciliation, unnecessarily. Now, it was probably set up when there was two or three capital projects; now there were about 100 capital projects. But they hadn't thought about how you reconcile it. So there were a lot of wee things until I got the organisational shape that I'm now into. But it's been a progression, and as I say, it's been driven by waste. And then when I got further on, and I became Chief Executive,

I put the whole focus on customer service and customer focus. I started to say "well, what are we doing?", "what's the level of service?". A lot of services didn't have any customer standards. It sounds fairly basic now, but at that time, it just wasn't the culture, and sitting in the staff room we'd say "well, what's the standard of service that we're trying to deliver?". It shouldn't be a hit or a miss depending on how somebody feels on a Monday morning or a Friday afternoon, the level of service that somebody gets. We should be setting standards and time scales that deliver it. So gradually, you get up to these different levels, then you get into how an organisation is actually organised. So, you start from very, very small processes, and you come up to the whole organisational level. But it was never ever a journey that I had mapped out, it was an incremental journey; you got to one level, and you then wanted to go to the next level, and the next level, and the next level until you couldn't go any higher.

You were just 15 or 16 years old when you started working with WLC. How did that affect you later on in leadership?

Well, the fact that I'd come in very much as an office junior, although you were a junior accountant and you were doing all the menial tasks in the office, it gave you a very good grounding in what actually happens on the ground. And before I became Chief Executive, I became Director of Finance, so I'd gone up through the finance side – from a trainee accountant, to an accountant, to a senior accountant, to Assistant Director of Finance, Deputy of Finance, then Director of Finance, then Chief Executive. So the fact that you had done most of the tasks previously, you could then understand what was involved, and I think that helped me to just understand the dynamics of an organisation. And also staff motivation. Because the County Council was very hierarchical, and it had huge layers of management. And a lot of the things that de-motivated me because it was so hierarchical were that it was difficult to change things unless you physically did it and didn't tell anybody. You just changed it. But if you went up through the process of it, it was very, very slow and unresponsive. So all the things that I found de-motivated me or that I thought were inefficient, when I became a Director, I then changed it. I didn't say "well, it's always been this way". Like I said, all the things that de-motivated me, I set about changing. Simple things. I used to be the Director that appointed all the staff. Now,

in the District Finance department, there was only about 80 staff, so you could do that. And he used to appoint all the staff, and the manager would say "well, here's your new member of staff". And I thought "well, managers should be meeting staff, because they've got to work with the person who's appointed, they should be part of the decision-making". So I changed that and made managers responsible for appointing staff. So there, they had ownership. If something didn't work out very good, they then had to sort out the problem, rather than "I've got the problem from him upstairs". And it is about giving people accountability and giving them the tools to do the job, very much holding them to account for what they deliver – the inputs. The manger manages. And to make the organisation having less levels of management so you've not got this hierarchical thing where you have to go through so many different levels before you can get a decision. And again, coming out at 15, I saw that. If I'd gone to university and come in as a high-flyer, then I would have missed out on a lot of that experience. Now I'm not saying that you can't do it. But the think it is important if people that come in as high-flyers – it probably happens anyway – they get into the cold face and do some of the drudgery work, because that's where you really understand how your organisation works. Because at the end of the day, I've always taken the view that for me to be successful as Chief Executive, I'm only going to be successful if staff let me be successful. It's not about me. It's about them. They're the people who are delivering, they are the people who are meeting the public, they're the people who are coming up with the good ideas. I'm just the conductor of the orchestra. I'm not playing the instruments; the musicians are playing them. All that I'm doing is making sure we've got everybody playing their part and acting as a team. You need innovation and creativity from the various players. So coming up through the ranks I think teaches that, and I think you get a good grounding in the really important places, like at the bottom of the organisation, which is where the bulk of your staff are, and where your organisation either works well or works badly. If you motivate that, you've got a well-motivated organisation. If you don't motivate that, you've got a poorly performing organisation.

Let's go back to your youth period. I'd like to talk about in your family, between 12 and 18. What responsibilities or opportunities did you hold or have in your youth which influenced your choice to become a leader?

I don't think there were any. I used to deliver papers, which gave me an income that was more than I would have had if I didn't do that. I suppose, when you start to analyse it, what I'm saying is that I've always been motivated by money, which I've never, possibly, been aware of until you asked me these questions. But I suppose, I used to get 16 shillings a week, which is 80 pence now, to deliver papers. I would get up at 6 o'clock in the morning, deliver them before I went to school and then do evening papers at night.

When was that?

Well, that would probably be about 12 or 13.

And what other sorts of responsibilities did your father and mother give you which helped you to become a leader?

I don't know if they gave me anything, like I said. We were very much working class. There was no aspiration in our family to stick in and become a manager. It wasn't talked about. When I decided I was going to leave school, I said to my Mum "I'm going to leave school and I start looking for a job in the local paper" and she said "well, there's a job as a trainee accountant at the Council". I said "what does an accountant do?". And she explained that he or she looks after the books, and I thought "like a librarian". So there wasn't even any conscious desire to go into accountancy. I got the job and it just so happened that accountancy suited me. But it was more, I think, luck than judgement. And I think financial management is one of my strengths, I think myself. I've always been able to see the wider picture and develop proactive financial strategies and bring the rest of the organisation about it. But it was more an accident rather than a grounding. I've read very few management books. I read some, but very few. I don't like reading, but it's something that I'll sometimes do to escape from the day-to-day pressure. I don't necessarily read a lot. I've read the odd one, and I read a lot of the local government magazines, and I pick up ideas. But I listen to people, and I think. And I think my forte is that if somebody

says something, it can trigger a thought in my mind and I can then see a business and the ability to deliver it. But there was nothing that was in my early childhood.

What's your level? Are you the oldest in your family?

No, I've got an older brother, and I've got a younger sister. And I've got a younger brother who came along quite late. There's three of us – my elder brother, me, and my younger sister, and I was in the middle. And when I was 16, my mother fell pregnant again, so I've got a younger brother, but in my early childhood, he wasn't there.

What did you learn from your brothers and sisters in that period?

I used to just go out and play with my pals, so I don't know if I learned anything from them. I would go out on my bike and play with my pals. When I came home from school, the school clothes were off and the jeans were on, and I was out on my bike.

What about the school? How did school influence you?

I was never particularly motivated at school, and I used to just do the minimum. That's one of the reasons I left at 15. At that time you could leave at 15. I left after my fourth year, so I had the equivalent of Standard Grades now – O-Levels, at the time, when I was at school. So I got seven of them. But I realised that if I went back to do Highers, I was going to have to do a lot of work, because I hadn't really done an awful lot of work. I did enough to pass.

I think you were in Lindsey High School?

Yes, Lindsey High School.

How many years?

Four years.

In your memory now, what were the main things that you learned from the school?

See, I was more interested in playing with my pals. School just didn't particularly motivate me. I wasn't particularly academic or did a lot of studying. I used to do the

minimum to get by. It was very seldom that I did homework. I would swot for exams, but after that, nothing. It was only when I started working and doing my professional exams that I really started to apply myself. Before then, I never really applied myself.

Do you remember any of the teachers who influenced you or encouraged you?
Probably the closest I got to that was the maths teacher. One time, we had a class exam, and I think I got about 83%, and she went ballistic at me and said "I didn't realise you had that in you, you need to work a lot harder to be capable of producing that". She was really surprised. But that was just because I kept my head down. When she asked questions I wouldn't put my hand up. I just sat there and didn't particularly exert myself. But in that particularly exam, I got quite a high mark. It was one of the top marks in the class. I remember that now. She really gave me a hard time because I wasn't working hard enough in class.

I've known many great people who left school earlier. And you are a successful leader and you left school earlier. *What positive things did that bring? How did that benefit you when you left school earlier? What are the positive things?*

Well, as I said, I started with the Council. I think, when I was there for only six months, I went into Internal Audit, and I was just in Internal Audit myself, so we formed a very close relationship, and I was there for about two and a half years before I moved on to Financial Services. And I think that he took quite a lot of interest in things that I was getting at school. There were things that I was getting there that he'd explain it in more depth – things like financial regulations, standing orders. Those sorts of things meant nothing to me. So he had to explain what they actually were. So you could then start to visualise things and then understand them. So I got a lot of help from him. He spent the time with me, he tutored me, he encouraged me. And I think when you get that level of encouragement, you want to

do well. So that was the start. As I said, I've always been motivated by efficiency. And that's the thing that actually always driven me.

Let's talk about your peers in this period. *Do you remember some of them? How did they influence you? What did you learn from them in that period?*

Well, the guy from Internal Audit, he had the biggest single influence on me. Most of the other managers – I didn't rate them at all. I though "how did that person ever get promoted? They're pathetic, they haven't got a clue what's going on. It's the staff that's doing all the work, they're a passenger". That was my impression of most managers. I thought they were very, very poor. There were very few, if any, that I respected. And again, that shaped my views that it's important to have good management in an organisation, otherwise it's just a hit or a miss as to how good the service is. At that time, the Council would just be an average Council. It wasn't particularly efficient. It didn't have any particular aspirations. It just daddied along. On the whole, I think the biggest thing that sharpened me in terms of management was when compulsory competitive tendering was introduced by the last Conservative government. That was brought in in the mid-Eighties, and I was Director of Finance by that stage. And I headed about preparing for that, and we made a lot of changes. And I think starting to do specifications as opposed to managing inputs, that taught me a lot. And we took a lot of cost out of the organisation. We really modernised things, because we were meant to be in competition with private sector companies. So that had the biggest single change on my management. Although I was always driven by efficiency and customer service, that brought tools to my knowledge wasn't there before specifications and costing out what you were actually doing; whereas before, you had the staff, the establishment, you had so many authorised vehicles and outposts and that, and you were managing that. And out of that mixture, you delivered services, but you weren't costing them, you weren't looking at how efficient it was. It was just managing it on a day-to-day basis. But with CCTV, you had to set up a trading account, you had to create unit costs, and you had to benchmark your costs with other areas. And we suddenly found that things could be done a lot more efficiently. A lot of those skills that I learned then over that period still drive me now.

You started your work from an early age, at 12. How many hours did you spend every day?

When I was delivering papers?

Yeah.

Well, it would take me about an hour and a half in the morning, and then about half an hour at night.

And the rest of the time?

I was at school the rest of the time.

And what did you feel was the difference between you and the other students who only concentrated on school, rather than combining school and work?

Well, I think it just broadens your horizons. It just gives you skills and knowledge. But I don't think that's a major factor. It was just something that I wanted to do. I just wanted the financial freedom. 16 shillings for a 13 year old boy was quite a lot of money in those days.

And why did you decide at the age of 15 to start a government job?

Well, it was just any job.

I didn't mean "government".

Well, I said to my mother that I was going to leave school and that I was going to look for a job. I was still at the school at the time. I would have gone back into my fifth year, but I realised that I was going to have to do a lot of work, because I'd done very little up 'til then. I thought I had a lot of ground to make up, so I thought "I'll just get a job". In those days, jobs were quite plentiful. I had thought about being a chemist, because I used to quite enjoy chemistry at school. So I thought a chemist, or something like that. I hadn't thought about accountancy. It was my mother that saw this job advertised in the local paper for a trainee accountant with the Council, and she said "why don't you apply for that job", so I applied for it and I got it. It was the only job I applied for and I got it.

And did you make your decision by yourself at that time?

Well, my mother had said "there's the job there", so I applied for it.

Did your mother and father encourage you? What did they do?

Well, my mother showed me the paper when I tried to say that I was going to leave school, so, as I said, I applied for it. It wasn't any more scientific than that. I applied for it, got the job, and then I just started a career there.

Making a decision at that time – it's an early age. But it was a good decision, I think. Was it the tipping point in your life?

Well, I've had a good life. I've got no regrets – I've had a good career. But it was pure luck, and it turned out really, really well. I've enjoyed what I've done. I think we're now regarded as the top performing Council in Scotland and one of the top performing Councils in the UK. I think I can look back –

And you spent your life in that period, between 12 and 18, living here in Livingston, or all of it?

Well, all in West Lothian. I was born in Bathgate, which is about 8 miles from here. When I got married, I moved to Linlithgow. Originally, the headquarters were in Linlithgow, so when started with the Council, it was in Linlithgow, and then in '75 it moved to Bathgate. And it was only in '96 that I moved to Livingston.

Your family, peers or teachers in that period, 12 to 18, in that community, or in the Council, when you were involved with them – did they see that you were gifted in something? Did they say that Mr Alex is gifted in –

No, I was very average at school.

I didn't mean only the school. Anything else. What were your main advantages or positives?

I don't think there was anything when I was young. I used to just go out and play with my pals. We were out on our bikes most of the time. I just led a fairly ordinary life. There was nothing outstanding about that period.

Let's ask a question. In your opinion, what do you believe are the significant core characteristics which make youths future leaders?

Well, I think it's vision, having a clear vision. I've always said that there's three things in management: a clear vision of what you're trying to do – and that can apply at a whole Council level, or it apply at a very sub-level, as a service – but a clear vision of what you're going to do, good systems to achieve the vision, and good staff to work the systems. So when you've got all thee in tandem, in harmony, then you've got a really good system. Any time I've seen service breakdowns, it's either that the staff are working hard, but they're quite clear about what they're trying to do, and they do what they can without any vision of the timescale that they're working to. Or they're quite clear about what's required, but the systems are never going to deliver it. Or the systems are good but the staff are not motivated, or there are too many of them. too many is just as bad as not enough. So I've always driven that. Since I became Chief Executive, I've always taken the view "where do we need to be in five years' time?". Now, you may need to change that as you move towards that five year period. But "where do we need to be in five years' time?", and "what do I need to do within the organisation to make sure we're well-placed to be efficient in that period?". So, having a clear vision both for the Council and all their services. Then, in terms of systems, you need motivated managers. You need managers both to agree with what the overall vision of the organisation is, and what they're going to deliver in terms of doing that. So, good managers and motivated staff to do that. So I've put a lot of effort into making sure that the vision is a shared vision, to encourage wide-range discussion about what we're doing so that there's buying, and making sure that people are quite clear about what they have to do to deliver, and that staff are motivated. So, these are the ingredients that made us successful. Then we're driving the customer service. When we set this Council up, although I've always been with West Lothian, it's been three different versions of West Lothian. We've had three local government reorganisations. I started off with West Lothian County Council,

then in '75, it moved to regions and districts and went to West Lothian District Council, then in '96 it went to unitaries and it was West Lothian Council. So we've all been different councils, and the geographic area's changed a bit, but it's been primarily in this area. So each one's been a new challenge, but setting up the District Council in '96, and Tony was part of that, we made a conscious decision that we wanted to make an organisation that was outward-looking to its community, rather than inward-looking to its own bureaucracy. Again, when I came up through the system, the centre of the organisation was the Chief Executive, Director of Finance, and Director of Law and Administration. And they were basically policing roles – "don't do this", "these are the rules", whereas I've changed all that. I've made the centre of organisation the services we deliver, and my top team is myself and our key Service Directors, whereas Service Directors were always seen as the enemy before. I've brought them into the tin, and Finance and Admin are very much support functions to facilitate delivery of services. You need the corporate governance, but you don't put it at the top. You put the service at the top, and put the governance behind it to make sure that it supports good service delivery. So those are the cultural changes I've brought in over the period. I'm very much pushing what we're producing. We're not here to have a big Finance Department. We're not here to have a big Mail Department. We're here to deliver services. We do all those things as cost-effectively as possible.

Let's talk about the obstacles. What obstacles did you face that affected your youth leadership development?

Well, early on in my career, it was because I was young, that people wouldn't look at you. When I was 18 and 19, I was working with people who were 40, 45. And that is about how you motivate people who've been doing the job for 25 years, and you're just in there five minutes. So I was always conscious of that, and it was challenging. I was a qualified accountant at 20. I was the youngest person ever to qualify, sorry, at 21. I was the youngest person ever to qualify with a CIPFA qualification, because very few people started at 15. Most people go to university and then do CIPFA qualifications. It's now compulsory, you need a degree, but at that time, you could get in with O-Levels. I was in the last group to get in with O-Levels. The rest did

Highers and the rest did university qualifications. But I got in on that and I qualified very, very quickly. So I was sitting as a qualified accountant when I was very young. We had a lot of part-qualified accountants, so I was getting paid more than them. They were the people who a couple of years earlier were my boss, I was labouring to them. So, those relationships were different, but these die out very, very quickly. People retire, change, and that. But it was a challenge at the time trying to motivate people who previously, particularly when they were doing things that were just antiquated.

What about obstacles in the family between 12 and 18?
No, there weren't any obstacles in the family, no. Like I said, there was just no aspiration that I would become a manager.

What about at school?
Well, again, as I said earlier, I did the minimum at school, so I just kept my head down and did my own thing. I wasn't particularly motivated. I regret it now. I wish I had have been more motivated at school. But we are who we are.

You are certified from a very early age, when you were 21. Do you think professional certification is more important for leadership positions than academic?
Well, I think they're both important. But I think you need legitimacy. If you've got no professional qualifications and no university degree, then you're frowned upon by people that have it. It doesn't matter how good you are, you're starting from an inferior point of view. So I think, in terms of credibility, also, you had to be professionally qualified to be the Director of Finance, so you would have only been able to go so far up the ladder and you wouldn't have been able to take the final step. And if I hadn't have become Director of Finance, it would have been impossible to become Chief Executive. So the professional qualification allowed me to become Director and work up though the system. So, I think, in terms of actually applying for the job, but also credibility with your peers. And also, it opens up more contacts. As a member of a professional organisation, you can go to professional meetings, so you're getting exposed to other people's thinkings and professional lectures. That all

shapes how you think. I've always been able to suck up good ideas. So you have to expose yourself to those ideas. If you just sit in this room and shut yourself off from the rest of the world, you would lose influence, you would lose momentum. But getting out, speaking to people, listening to what people are doing, going to a seminar, listening to somebody who's an expert on something – it stimulates you. You can either go along and say "well, I didn't learn anything new", which a lot of people say, or you can say "that's a good idea, I'm going to develop that in my work and do it at a particular time". So it is a passport to learning, a professional qualification. And I think it's essential now in the world – most jobs are changing so fast now, you either continue going up the ladder or down, and it's very difficult to tread water – so you have to keep pushing yourself. And there's always somebody who's got a better way, or better knowledge than you have, and it's tapping into that to keep moving yourself up and motivating yourself and not becoming stale. That's one of the ways I've done it. The fact that I've always been in West Lothian, I still feel as fresh today as I did 30 years ago. And it's because I've got quite a wide contact and I'm involved in a lot that I find stimulating. It gives me ideas. It just gives me drive to keep going forward.

Before moving to explain my framework, I'd like to ask some quick questions. In your opinion, for the growth and development of youths as the leaders of tomorrow, do we need a short or long term approach?

We need both. And that's something that I'm quite keen to do within West Lothian, and we've done a lot within our schools. We've now got School Councils and we now have that Youth Congress in West Lothian, and they elect people to go into the Scottish Parliament, the Youth Congress. And the current chair of the Youth Parliament is from West Lothian. So he's come up through our system. He's very, very articulate – far more articulate than I'll ever be – and he's just at university, so he'll be in his late teens, 20 at the most. And he's very, very articulate. So he's a product of our system. I'm not saying that he wouldn't have been that good without it, but that's certainly encouraged him. And he freely admits that that's helped him to develop his skills, and he's now meeting First Ministers, Government Ministers in that role. And I've always been keen to encourage young people, to see them

develop. I want to make sure that we create a situation where people can maximise their actual talents. Youth are our future. And motivation goes a long way in encouraging people to go that extra mile, to stretch themselves. So as a Council, we put a lot of effort into developing young people.

For youths, which is better? Or let's ask about your life. Which was more influential in your youth: formal leadership development or informal leadership development?
It would be informal, because I never did any formal leadership. The first leadership course I went on was just before I became Director of Finance. It was a university down in Wales, I went for a week's course. That was the only formal leadership that I've been on.

What one is more useful, do you think?
Well, they're both useful, I think. That course I went on for a week, that really stimulated me. So you need that, because you learn a lot from academics. At the end of the day, academic work is research on best practice, bringing it together in a readable format. That's really, really powerful. You then understand. A lot of the time, you understand what you're doing, but there is a logic to it. And that in itself gives you the justification to keep going. Because sometimes, particularly when you're pushing the boundaries of where an organisation's been, it can be very, very lonely. You've got to think "is this going to work?", "am I doing the right thing?", and if it all falls flat, it's all going to come back on yourself. One of the first things I did when I became Chief Executive was that I put in a new management structure. And there wasn't any science to it. It was just that some people in the organisation I wanted to keep in the organisation. There were other people who I just wanted out. So I decided who was staying and who was going and drew boxes round the people who were staying then got rid of the rest. People that I could never work with. They were just going to hold me back. And then I dressed it all up as a management structure. But there was no real science to it other than "these people can do the job", "these people are just a waste of space". But that was a huge step, and it worked. Whether it was luck, I don't know. But it worked. Particularly when you've thought about the basics, you can make them work. There's no perfect management solution.

You can get management solutions that're never going to work. But there's no perfect solution. It's really about people and whether you can work as a team, and having clear objectives about what you're doing relating to the various stakeholders. And that's real management. That's when real management is working. My view on that is a mixture of what I've learned about motivation through being de-motivated as I've come through the structure, and what I've read and what I've learned from other people. So you need both. And I remember one of the few management books I did read, I didn't read very many, I can't remember what it was called, but it was all about blockages. It was about contrasting two managers – one who managed well, and one who didn't manage well. The manager who didn't manage well, he made himself the centre of decision-making, so everything came to him, and he became the actual blockage. The other manager devolved things, delegated things to his managers, let them make decisions, and he just kept in touch with the managers. And it was a really, really good story, and that's what I've taken to heart. If I just suddenly disappeared for six months, this organisation would run. When I go away on holiday, I don't get any phone calls, because I don't want any phone calls. I don't read any emails, because I don't want to read emails. And the organisation – when an issue comes up, people just deal with it. They don't think they've got to speak to me about it. I encourage people. The worst situation is not making a decision. If you make a wrong decision, we'll talk about it when I come back. But the worst situation is not making a decision. So, I said at my interview, the job of a Chief Executive is not to work; the job of a Chief Executive is to make sure everyone else works. And I've always tried to manage that. It takes me 50 or 60 hours a week to do that, but I've always tried to drive that. I've tried to make myself supernumerary in the organisation. So I've seen bosses in the past who've been busy, but they've been doing stuff that they could get somebody else to do at a third or a quarter of the salary cost on them. That's not what you're paying the manager for – to write a report, to write a letter or that – get somebody else to do that. It's to make sure that everybody's got clear direction and that they're working. And that is the skill. It's easy to be busy. I could fill my day up and walk out every night and say "I've been really busy", but the organisation is just out there, I'm not managing it. Whereas I spend all my days speaking to people, going to meetings, having one-to-one

meetings with managers and making sure that we've got a vision and that everybody's playing their part in project managing things. Well, not personal project management, but making sure it's all done. That's how I spend my time. When people describe to me what I do, I have to think. I can tell you what I've done in the last few days, but they'll be totally different from what I'll be doing in the next two to three days, or the next week, or the next week. There's nothing that I do on a regular basis other than emails, which I've still not got through with that. I'm getting better. So it is about making sure your organisation is working, rather than working yourself.

For youths, again, which is better: focussing on generic leadership or focussing on a wide range of details?

It has to be the whole range. I think that there's nothing like giving people rounded skills, because you never know what type of situation you're going to be managing in the future, but there are only so many variations of things that can go wrong. And the more experience you've got, the more chance you'll make the right decision when a situation comes along. If you have too narrow an experience, if problems come along that are out of your comfort zone, which can happen, you're then not sure, indecisive of how to deal with it. If you've had a bit of exposure to a lot of situations and something comes along, you tend to see a way forward and deal with it quickly. As I said earlier, not making a decision is worse than making the wrong decision, in a lot of cases.

I'd like to ask about correlations. To what extent is there a correlation between youth leadership development and enhancing leader characteristics?

I honestly don't know the answer, really. I had no youth leadership development when I was young, but I've turned out to be a reasonable leader. If I'd been more academic, if we had had School Councils at that time, Youth Parliaments, and I had got involved in that, would I have developed quicker? I don't know the answer to that. People develop at different paces. I've been a slow developer. I honestly don't know. I think people develop at their own pace – some develop very quickly. But you need leadership at every level. I mentioned our Youth Council – they'll only

work if there's leadership at that level. It must be something that young people see as relevant. It can't be somebody in a grey suit that sits at the centre of that telling people what to do. They're not getting any value. So it's getting the people who can develop at that stage. But equally, there may be somebody in that audience watching how that leader develops, keeping their head down, but they're absorbing that, and they may become a much stronger leader in ten years' time. So I don't think that you necessarily need to develop people at a young age – I think you can – but equally, people can mature. It all goes back to motivation. I've seen a lot of people that are far cleverer than me, but they're average staff because they're not motivated. They'll do their job, but they'll not do any more. If you leave them alone, in ten years' time, they'll still be doing things in the same way. They just don't see what's around the corner. They're just looking at what's in front of them for the rest of the day. And I think that has to be in-bred. If everyone was a leader, a super-dooper leader, you'd have a very poor organisation. You need leadership, but you also need the different skills that go with it. You need people just to get their head down and do what you tell them to do. It's that sort of mixture in a team. If you're in a football team and you had 11 great goalies, it would be a poor team. You want one good goalie, but you want the other ten players to play in their positions, and the job is to bring them together as a team. And it's the same with any organisation. Too many visionary leaders can be chaos, because they'll never agree because they have different visions. Now, each vision is probably right, but it all depends on the emphasis. If they're pivotal in your organisation, then you'll create a lot of confusion, because one day one day the emphasis is there, the next day it's sort of there. Staff are confused, so they just switch off. You have to sort out these problems so there is one vision, and then make sure that everybody plays their part and encourage them. And they're leaders within their bit, but they're not taking the organisation off in a different direction. So, I think it's good to encourage people as young as possible, but I think you can encourage them at all stages in their career. And I don't think you necessarily know who are going to be your top leaders in ten years' time. They will emerge. And other times, people maybe just need the situation to develop that brings out the leadership skills. Somebody could be sitting quite comfortable not wanting to be a leader, and something happens and they're thrust into that position. And they

thrive, suddenly realise they like it, and then they become a very, very solid leader. Some people keep driving themselves. They're not necessarily the best leaders. Some people are very good talkers, but they're very, very poor at delivery. It's one thing to think about a big vision; it's another thing to deliver that vision. And I've – again, going on past experience – seen people having big visions. It was just totally undeliverable because it was too big. So it has to be bite-sized chunks. You have to be capable of doing it, maybe breaking it down. But you can't set something up as a Rolls Royce when a Mini is what you want to do the job, because you'll never ever get to Rolls Royce. You can describe it, but nobody will buy into it, because you don't need it. It's too big, too expensive, too difficult to achieve. And that's another pillar of leadership – being able to judge what's appropriate as opposed to setting a vision that high that it's bound to fail.

And what do you think if we involve youths in various leadership situations? Does that affect their leadership development?

Well, I think it can over-phase some people, but most people rise to the challenge. I remember one of the jobs I got when I'd just qualified – I think I was about 22 or 23 at the time, 21 if I'd just qualified – but the VAT was just being introduced, and I went through to a seminar which was in Motherwell, with the then Director of Finance, on VAT, it was a Friday afternoon. And on the way back, he said "well, how did you find that?", "it was very, very interesting, very good". And he said "that's good, you can deal with VAT", so I then got this big pile of pamphlets that had come in from Customs and Revenue, it was at that stage, and I had to sort that out – take out what were the implications for the Council and bring in new systems. To manage it. And I had a set day. This was about November, and it was coming into effect on 6 April, so I had a very short time frame. Everybody else was well-prepared; we hadn't even considered it. And I was "wow, Christ, how am I going to cope with this?" – I had never ever tackled anything like it, but I did a good job. I just worked my way through it, tested what the issues were, and just did a work programme, and we implemented it to satisfaction. So if I'd have got the choice "do you want to do it or do you not want to do it?", I would have said "well, I don't want to do it – I've got no experience". But I didn't get the choice, I got told "well, you're

doing it", so then I had to do it. So that forced me out of a comfort zone to a new level. Now, I could have failed, and that would have blighted my career for a long time, maybe forever, but I didn't fail, I did it. But that was a huge personal challenge to do that, because it was something that was just a few months away from being implemented.

I'll now explain the framework. I would be happy if you could help me to develop it. Actually, the first triangle illustrates that to develop youth individuals as leaders of tomorrow, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on action in the community. It is communities of practice, places where youth can do and practice their leadership, rather than only learn. It's also about incorporating theories into practice. And the second triangle illustrates that for youth leadership development, it is essential to enhance leaders' characteristics. And in order to make leaders, youth leaders, more balanced and flexible with the future, there is a need to develop a matrix of human intelligences. Characteristics and human intelligences are enhanced within an environment.

 [WOMAN] Sorry to interrupt you. Just to let you know that Ms Higgins has arrived for your next meeting.

Right, thanks.

How many minutes do we have?

A couple.

Actually, I connected between these two triangles based on some theories, and I have this comprehensive framework for developing youths as future leaders. This framework consists of four main dimensions. We should enhance characteristics, leadership characteristics, and human intelligences – mental intelligence, spiritual intelligence, physical intelligence and emotional intelligence – and involve youths within various situations with their peers and their followers in an open environment, and discover their strengths, to enhance their strengths, and try to treat their weaknesses. This is within cultural contexts – within their family, beliefs, values and ethics.

All the bits are important, but the cultural bit is extremely important, because they're the things that shape your values. And they're the things, I think, that have a big, pronounced impact on how good you are as a leader. It has to be relevant. And if you don't have any values, then you're not going anywhere; you can be inconsistent. If you've got clear values, then it's much easier to motivate people, because people can agree or disagree and they know where you're coming from, and people who passionately agree will get behind you. So cultural contexts and values, I think, are terribly important in all of this. I think my values, what I believe in, what I believe the Council's about, are terribly important. And that's been shaped over a long period. What we're doing as a council is speaking to community groups, seeing what their values are, asking the government in terms of what their objectives are. So to have a context is terribly important to be a leader. And the more rounded these values are, the better a leader you're going to be. Because it's one thing saying "I'm the leader"; it's another thing getting people to follow you. And to be a leader, people have to follow you because they want to follow you, not because you're the boss. It's easy to boss people and say "do this, do that", but you don't get the best out of them. If you say "this is what I'd like to do, how do we do it?" people will opt ideas so that they get ownership of the problem; it's not "tell me what to do and I'll do it". So the whole cultural context of values and ethics is very important.

What's your initial response to this framework – the four dimensions, long term approach and communities of practice?
I think that is a good way of setting it out, yeah. I wouldn't have a problem with that.

What changes would you make to modify this framework to make it practical?
To make it practical? I don't fully understand what makes a good leader. I know a good leader when I see one, and I know a bad leader when I see one. But why somebody should be a good leader, and why somebody should be a bad leader, I'm not terribly sure. I think it has to be about vision and motivation. I think that some people – I think there are people outside now – some people are good talkers, they're well-qualified, they're clever, but they just can't move. They've not got any vision of where they'll be in five years time, and so they can't go about moving the

organisation forward. It's always reactive management – if something goes wrong, we come up with the reasons why it went wrong, rather than learning from these reasons and saying "what we need to do to move forward". Are leaders born or are they made? Well, I'm not sure on the answer to that. Myself, I think it's a combination of both. It has to be in you to come out, but equally, there's an awful lot you can learn. Just wanting to be a good leader and have good leader skills without the nurture and the motivation, the learning, you're never going to do it. Or you'll take a long, long time. You'd be dead before you complete it. You can cover a lot of ground very quickly by studying what other people have done, learning from their practice, and adopting that. So all the academics, the values, the motivation of staff, understanding what makes people tick are all important. It's bringing all that together. So, like I say, that looks like quite a good matrix, but whether just applying that to individuals you'd get the same result, I don't know. I think it can be a bit within the individual. People have got their own skills, their own forte. And it's how you do it. No doubt a lot of aptitude tests will bring out the characteristics, but how much of that is in-born and how much you can develop, I don't really know. But there will be some matrices that lay that out. See, I've seen an awful lot of people who are very, very clever, but I would never put them in a leadership capacity, because they just get bogged down in detail. As a leader, you've got to give details to somebody else. Detail is important, but not for the leader. The leader has to be up there saying "that's where we're going", and then putting the mechanisms to move forward. You can't get bogged down in the day-to-day initiative, otherwise it just saps all your energy, and you've not got the energy to do the visionary bit. You need to keep selling a vision, because if it's challenging, then there will be big parts of your organisation that'll not believe it's possible, so you get into the motivational bit, not the details and the drudgery bit. "This is what I want to do, and I'll leave them to do it, to work out how you do it", but keep prodding and encouraging.

We have reached the end of our interview. Is there anything that you would like to add?
No, I think I've covered all the key points. I hope you've found it helpful.

Yeah. Thank you so much indeed. You have been described as a huge supporter to the Prince's Trust. What are your motives to do that?

Well, I've always been interested in youth development. I feel that I probably by accident became a leader, and I just feel that every young person should be given the opportunity to be what they can be, whether it's playing sports, whether it's playing a musical instrument, whether it's academic, whether it's a leader. Everybody should have the ability. A lot of people are born into personal circumstances where the environment is not conducive to that. I didn't have anybody particularly encouraging me to do well. I could equally just be working on the buses the now. It was just luck that I ended up going into the Council, that it was my forte, and that I was able to develop. So as I say, I think young people are our future, and we should be investing heavily in them, giving them every opportunity whatever their capabilities and aspirations are.

And here in your West Lothian Council, what's your strategy to develop leaders for the next generation?

We spend a lot of time developing leaders as well. We've always had a very proactive leadership development programme – give them a fresh start, new challenges, whatever challenges that are coming.

What's your main philosophy to develop them?

Well, my philosophy is to expose them to as many challenging situations as possible. Give them the theory but then expose them to situations. Going back to when I got this big pile of books on VAT, that was a frightening experience, but you then just break it down to various tasks and then do it. Nothing was particularly difficult, but it felt as if you were looking at a mountain that didn't have a summit, that there was no way to the top. But you then just chart out your plan. So there's nothing like experience and wins to develop confidence. And that's how you build confidence
Thank you so much indeed.

Case 33: O'Brien, Keith, voluntary leader

What made you become a leader?

I didn't intend to become a leader. That was never part of my ambition. I was born and brought up in the North of Ireland, and when I was about 11 years of age, my family moved to Scotland. He was away from home a lot. When I was ready to leave primary school, I thought I would like to be a priest. It was service rather than leadership

I admired the priests in my parish at the time and wanted to be like them. And perhaps there was something cultic about it – leading a community in prayer, leading a community in service and so on. So I applied. And in Scotland, our Catholic Church is divided into eight different *dioceses*, so I applied to the archdiocese of Glasgow. And I had a heart murmur, and I was turned down when I wished to go to the college for young boys. I was turned down because of the heart murmur and told to remain at home. Now, in between times, then, when I was at home, I was at secondary school, the family moved to Edinburgh. My father got a promotion in his civilian job in the civil service. And I finished my schooling in Edinburgh. Near the end of my time at secondary school, again, I applied to become a priest, and the Archbishop of Edinburgh turned me down and said "go to university first, see how your health continues, and if you survive at university, you might survive at the training college to be a priest". So I wanted, I had a great desire, to be a priest in the Roman Catholic Church. I was frustrated at two attempts, but then the third attempt, I was successful. I got my degree at Edinburgh University and then was accepted to study for the priesthood – another six years of study. And then after that, even, I was sent to Moray House, the teacher training college, to train to be a teacher and do the diploma in education at the university. So I've had a long life of study because of the desire to be a priest. And perhaps, as you indicate, maybe it was because of the leadership I would have. But I always thought of it as being a life of service, and it is still a life of service. I'm 72 years of age, and I cannot even tender my resignation.

You look younger.

I cannot tender my resignation until I'm 75. So I've had a long life of service in the priesthood. That's something of my background.

Let's talk about between 12 and 18. What responsibilities or opportunities influenced your choice to become a leader? In the family, in between these ages, 12 to 18.

What influenced me? Well, I was just an ordinary schoolboy in a secondary school. I was academically quite able at the time, and I actually moved secondary school when my family moved from Glasgow to Edinburgh. But I enjoyed my two secondary schools and recognised that I had a certain academic ability and was wanting to use that as well as I possibly could for what I'd hoped would be chosen vocation, to be a priest.

Let's talk about your parents. What did you learn from them in that period?

Between 12 and 18? I think I appreciated between those years my parents being together. I had one young brother, two years younger than me. But I mentioned my father having been in the Navy for 22 years. During 6 years of war, he was away from home a very high percentage of the time, so my mother and my grandmother were more responsible for bringing me up than my father. But when we came to Scotland, we didn't have much money and initially it was a boarding house we stayed in, and then my parents got a small flat. In Scots we say a "But'n'Ben" – one room and one kitchen, as it were. But I just remember a happy childhood with my mother and father being together as a married couple, and I hadn't been aware of that before. And I cannot remember any particular pressures being put on me to do well. They just gave the normal help that any parents would to their children. I remember my father – he was academically able. And he liked reading some of the books I brought back from school. He never had the opportunity of reading himself when he was a young boy growing up in Ireland.

And when he was away, did that mean you took responsibilities in your house or something like that?

No. I was too young. When he was in the Navy, I was under 11 years of age, so I was just in a very happy childhood. That's where I was brought up, Ballycastle, a little seaside place. So it was just a very happy, idyllic childhood there at the seaside with no particular responsibilities at all, because, as I said, my mother was always there and my grandmother.

What about your grandmother? What did you learn from her?

Basically, she was in her old age, of course, and she couldn't move about much. And she was just always there, sitting beside the fireside.

Did she maybe tell stories or something like that?

Oh, no. We always just went to her. She was just the grandmother figure in our home. But again, I can't remember any particular influence apart from her presence in our midst always.

What about the secondary school, between 12 and 18? Do you remember some teachers who influenced you or some teachers who inspired you? Or encouraged you?

Well, I just remember the kindness of teachers. The first secondary school was in Dumbarton in the West of Scotland. I was good at science and I went on to study chemistry. I always remember one, whose name was the same as mine, Ms Annie O'Brien. And perhaps it was because I did so well in science that I remember her. And I got 99 out of 100 one year in chemistry.

That's amazing.

So I remember her. I remember the friendly rivalry between classmates and myself to do well in our exams. I remember that. And when we moved to Edinburgh, I also remember the kindness of one teacher in particular. His name was McManus, Johnny McManus. When one moves from school to school, obviously you might be on different parts of a syllabus, and Johnny McManus helped me catch up in the mathematic class because of the different parts of the syllabus I had studied in the West before coming to the East.

Were there any out-of-school activities or extra-curricular activities that you were involved in? Outside of school. Any kind which influenced your future leadership.

Well, in the school in the West of Scotland, we had to travel to it by train every day and return by train. And I always remember when school finished – I can't remember the exact time, say, about quarter to four – and we caught the train at half past four to go back home. So we had about half an hour, thirty minutes, to play, and invariably, we played five-a-side football or something like that. And that was the only out-of-school activity in which I engaged. And at that time, for a young Catholic boy, even at 12 to 18 years of age, most of our other activities centred round about the Church. We had many evening activities – not just a Sunday evening, but on other days of the week as well. The activities would centre round about the Church and so presumably that helped to keep the idea of the priesthood before my mind.

What else did you learn from these activities, evening activities?

I can't remember learning anything except enjoying myself. Perhaps they were teaching me something subconsciously, but I'm not aware of attributing anything in particular except just a happy childhood, a happy growing up, a happy teenage time without all the problems which teenagers seem to have today. I think we didn't bother. We never even thought of drink, sex, drugs or anything like that. It was just a very happy childhood. It was a long time ago, and I value that time in my life – that it was such a happy time without the burdens that so many young people have as teenagers nowadays.

What about your peers? What did you learn from them? Do you remember some of them from that period?

What I learned from my parents was the value of a happy home and a happy married life, which they had. I was never, ever aware of them having a disagreement. Obviously, they must have had. They're human beings so they must have had. But although it was a small house we lived in, I was never aware, certainly, of any physical abuse and I never even remember any shouting at one another or anything like that. So it was just a happy childhood and a happy adolescence.

And what about your friends at that period?

They were very good school friends in both places, in the two schools. In fact, we had – it must have been – a Fiftieth Reunion not that long ago of quite a number of us. And then my closer friends got together again and invited me across for a meal to one of their homes in Glasgow. And similarly here in Edinburgh – the same sort of thing. We celebrated the Centenary of the secondary school I attended in the year 2007. It was started in 1907. And I meet up with a number of my friends in Edinburgh, of course, more frequently than the ones in Glasgow. So it was just good groups of friends that I had.

And in your opinion, how do the service activities affect leadership development? If you're involved in service activities or voluntary activities, how does that affect leadership development?
Do you mean when I was a young boy?

I mean if we are talking about you or your opinion.
Well, when I was a young boy, we did not serve or engage in service activities as much as young people do nowadays. I'm amazed at my visits to schools in my diocese, going around and seeing young people going abroad so often, working in Africa, Asia, Third World countries and so on. There was absolutely none of that. I did engage in certain Church activities. In Edinburgh, there was an organisation attached to the Church called the Legion of Mary – a group of people who would visit elderly people or sick people in their homes and have some conversation with them about religion, but basically how they were getting on, how they were coping and so on. Just trying to bring another presence into their lives whether or not they had other family about or no family about. So I found that very fulfilling too, I must say.

And in your opinion, in general, how do you think that affects leadership? If you involve young people in voluntary activities or service activities, how does that affect leadership? Of course, it affects leadership positively, but how does it do that?
Well, I wasn't aware that it was affecting me in any way. It was just something that I liked doing. And looking back on it now, it obviously affected me for the good. And

when I had been a priest – I was a priest for 20 years from 1965 until 1985. And when I was appointed Archbishop in 1985, I was asked by the Pope's representative when I agreed to be Archbishop, I was asked what I would like to be my motto. You know, we have a coat of arms and a motto. And I said I would like something about joy and happiness and so on. I said "I've had 20 happy years in the priesthood, and I would like to think the rest of my life as a bishop would be happy as well". And we chose words from our Bible from the Book of Psalms – "serve the Lord with gladness" – I found that an inspiration throughout my life. In my younger days, I must have been serving the Lord with gladness without being conscious of it; as a priest, as I say, I taught five years in a school, I was in two different parishes for three years each, then I was in training work in two different colleges, and I just found my life a happy one. So I was happy to have that as a motto – "serve the Lord with gladness". So the influence on me must have been there – being in a happy environment – and it's something I do thank God for, that I've been in such an environment for my home, in my schools, at university, and then when I was working myself in my own role and hopefully handing on something about joy and gladness to those whom I'm working with and leading.

I'd like to ask about your opinion. To what extent is leadership learnable for young people? From your experience with young people.

I think I would say in young people, some are natural leaders. Going round our primary schools, when you see the children – four or five round a table here and four or five round a table there – you'll find one is sort of organising – "you sit here, you sit there". And you get the wee bosses there. And in my young day, perhaps that development would be encouraged by the teachers saying "you take the books in" or "you go and see the headmaster about whatever it is" or "you go and find the lost coat" – you know, encouraging the leadership role. And perhaps a teacher does it almost subconsciously, although, if they want a job well done, they'll pick one of their natural leaders rather than some child who doesn't have those particular qualities. And when one – like, I'm not a brilliant academic – but when one is maybe above the average, again, a teacher would naturally say "well, what's the answer to that, now?" and encourage that sort of quality in you in school. And I think, too,

there are many more ways of encouraging that at this present time when children are travelling so much and going overseas so often, and when teachers have smaller groups of pupils, again, leadership qualities come out more and more. I've been at a number of school celebrations, obviously, and invariably, the teachers in secondary schools, they trust their senior pupils so much. I was at a school opening last week, and it was the Head Boy and the Head Girl who both compared the opening ceremony of the school, like introduced the head teacher, when he introduced me and the local councillors when they were speaking and so on. So it encourages those innate leadership qualities which young people have and the same must have happened to me. We have a task in our Church, too, for young people. We call it alter servers – helping the priest, helping organise things. And again, having been – we call it – the head alter boy, that gives you a chance to lead other ones and teach them what to do during our rituals, during our ceremonies. So all of these qualities must have been developing in me although I wasn't always conscious of that in my tasks.

And how do you find young people before and after these programmes? If they are involved in leadership programmes, how do you find them before and after? What are the differences?

Well, I would say a greater confidence in them afterwards if they are being encouraged, whether the sort of subconscious way in a primary school and little ways. Well, certainly, if they are able to organise a little group of four, the teacher might well say "well, Johnny, you look after the class now while I'm out" and it builds up their confidence as well. It builds up their ability. Or if the priest says "now you be sure that nobody moves and nobody makes a noise during the service or when I'm praying or whatever else that happens to be going on", I think that certainly does help the confidence of the younger person at school or outwith the school.

And what do you believe are the significant core characteristics which make young people future leaders?

The significant qualities, core qualities? Basically, a stable character in themselves. A certain self-confidence. Confidence in their own ability and their own good qualities, whatever they may happen to be. And a realisation, I would say, that in

exercising their leadership, they're helping others, serving others and bringing them out, bringing them along as well, both by what one says and what one does. It's by saying to somebody "you have done very well in your task today", whatever it happens to be, or by just saying, rather by just saying something, by doing something and making them your assistant leader or something, giving them greater responsibilities themselves to bring up their confidence and consequently, I think, it has tremendous value then in bringing up the confidence of the whole group, so that you're not always singling out the second-best, as it were. You're giving the weakest members of the community a greater chance. And in that regard I see a great change, too, in society with regard to our less-able children. When I was younger, we had a big school for the deaf, a school for the blind, a school for whatever; "special needs children", as we call them now. And I think it's wonderful seeing special needs children in our ordinary classes in primary school and secondary school. And in some of our secondary schools recently, thousands of pounds have been spent installing lifts for children with wheelchairs, you know, to help them get up and down the stairs, or having wider doors, wider corridors, suitable benches. And I think that helps other young people to help those who are less able in some way or another. And I remember in one of our primary schools not very far away, when I was visiting one time, in one class, the teacher was teaching from a wheelchair. She had motor neuron disease. And one of the little boys, about eight or nine years of age, he was in a wheelchair as he had motor neuron disease. And I think that, having somebody less able, helps those who have got leadership qualities to make sure that the teacher's looked after, that she's not embarrassed if she can't reach for something on the floor, or the little boy's not embarrassed if he can't go to the toilet or whatever. And as you probably know as well, in lots of our schools, there are carers, individual carers, paid for by the state to help them in particular ways if they need help. I think all that atmosphere of caring also inculcates leadership in other pupils in our schools. So I think it's to the benefit of everybody having pupils or teachers who are less able. Actually, not so long ago I saw an interviewer on television who had a zimmer, and I hadn't noticed that before. Most interviewers are bustling here, there and everywhere; but this man had a zimmer when he was conducting his interview, and I think that helps the good qualities, leadership qualities, of other people.

If I ask you about your qualities, your core qualities, how do you describe yourself or how do other people describe you? What are two or three core qualities you have? Because I'd like to ask you about these qualities.

I would like to think compassion, that I'm a compassionate man. It's almost the same as caring. Listening, I'm a good listener. You mightn't think so from our conversation so far. But compassionate, listening, a good sense of humour. At a thing I was at recently, what was it now? Oh, it was at the school centenary, and the children were singing a little song – and I can't remember the words or even the tune now – "we love you, we love you, we love you very much" – it was something like that – and then different things were put in – "we love, we love, we love our little school", "we love, we love, we love getting on" and so on. And then I was thanking the head teacher at the end and some pupils had been singing. "I had one disappointment", I said, "and that was that nobody asked me to sing" and of course everybody started to laugh. And I said "would you like me to sing now?", "yes, Cardinal", and then I mentioned the teacher's name, Mrs Jamieson – "we love, we love, we love Mrs Jamieson" – having a sense of humour, giving praise to other people and that sort of thing.

And if I asked you – this is my important question. How did you learn that?

Oh, I don't think I learned it. I think it's just part of your nature. I think either you've got a good nature or a bad nature; you're a happy, contented man or woman or you're not. And I would like to think I've always been basically a happy, contented man. I've served the Lord with gladness. I'm not saying – and I'm sure you realise this – that it's always been an easy life for me, and you know the way the attacks are on the Church and how I've spoken out on a great variety of issues with politicians, in the media and so on, a great variety of difficult subjects at times. And major issues such as the abuse which took place in our Church, the child abuse and all that horrible sort of thing – I've had to deal with those sorts of cases as well. I've got to be strict at times with my priests if at times I discover they're engaging in immoral activities with regard to drink, sex, or whatever else. But I think they have a basic contentment and peace of mind themselves that I'm doing right in what I'm doing,

and I think that's important for somebody in a leadership role – to be aware of what you're doing and to try only to do the right thing yourself. Not to pick on somebody. If there are people who are weak, to lift them up rather than hammer them down. To be a peace-maker. Well, I remember when I was a student in college, one of our priests always used to say "be a calmer-down rather than a stirrer-up" and if there is a dispute among priests or whatever, just calm the situation down rather than fulminating agitation and trouble. And, as I say, so much of that is your own nature, the way that you are, and I don't think I try to cultivate that in any way. I can't act against my nature. If my nature is to be basically a happy, considerate person, that will remain with me. And maybe through years of experience, now. This year, I celebrate 45 years as a priest and 25 years as a bishop, and you're used to dealing with all types of different people. And I think one thing I have learned is that there's just a great variety of people and there are very, very few really bad people, evil people. I wouldn't like to meet people who are really evil. And most crimes, I think, most of what we'd call serious sins against charity and so on, they're either committed out of anger, ignorance or crimes of passion, as we say. It's not because somebody's intrinsically evil. And it's to see the good in somebody rather than seeing the bad in somebody.

And to be a listener, as you mentioned, how did you learn that, how did you develop that, how did you improve that?

Well, I think it's just realising that everybody has their own story to tell. And my story isn't the only story. And sometimes when I'm seeing people in here, about incidence or a parish or whatever, from people who should be more responsible, I think. We have a phrase "well, for the grace of God go high". If I had been in that person's shoes, in that situation in the parish, perhaps I would have lost my temper. And I think I've just learned to treat other people with respect and just to give them time to hear their story and to speak about what's upsetting them. And at times, it can be difficult. If you realise somebody has done wrong and they've really hurt somebody, just to give them time to unwind themselves. And basically, I see the need in my position as a leader not to curry favour, but to be fair and just to, as I say, relax with people and let them talk. And as I've got a story, they've got a story. I

remember one person who had a great influence on me, and I don't think he knew I had. It was when I was a teacher in a secondary school, and it was what we'd call a "dead end" secondary school. It was at the old junior secondary school; the pupils didn't really want to be there, they wanted to be out playing and working. And I said when I was teaching chemistry to the man who was my principal teacher of chemistry, Tony Quinn, I said "Tony, I don't know what to do with that particular class. I just don't seem to be able to just discipline them and get on with the work and so on". And he said to me something I've never forgotten. He said "have you never tried to love them?". And he wasn't a priest. He was a lay man, a married man. He said "you don't know" – this was in Fife – he said "you don't know what sort of homes those children come from in the morning. They might go out without any breakfast, without any food, with nobody caring for them. They might go back at night with just a key round their neck to let themselves in, there's nobody in to make them their tea or whatever. You don't know the social conditions of them". Now, that was over 40 years ago. And if you think of 40 years ago compared to now with the way some parents are – they're not married, they're single parents, or two men or two women as parents. All of the conditions – such as drug-taking at home and all of that sort of thing. It's to realise the situation of the other person and basically how fortunate I have been in my life and to just show empathy with the other person to help them develop as an individual, just as I tried to develop as an individual.

You have mentioned more than 40 years as a parson. What are main lessons you have learned which affect positive leadership from these 40 years?

The main lessons? Being fully aware of those to whom you are talking day by day and of their particular burdens. You might have particular burdens yourself, but that's not helping the other person, the class that you're addressing or the church congregation to whom you are speaking or whatever. Just be fully aware of the other person and basically treat others as you would like others to treat you. That's basically I would say what I've learned over my years in the role.

If we talk about the obstacles between 12 and 18, what obstacles did you face that affected your leadership development? Let's talk in the family. Did you face any obstacles which affected your leadership?

No. I think in my family life I was given every opportunity to express myself. I had one young brother, just, and I suppose I was a bit of a leader to him as the elder brother – "where will we go and play?", "what do you want to do now?" and so on. So I'm not aware of any obstacles. And at school as well, I think any good qualities which I had were nurtured and developed at school. I am glad there is not what we called "capital punishment" now – you know, we had the belt at school. And I think that was an obstacle to growth, and it was also for me on occasion a time to be aware of injustice. Injustice because of ignorance, lack of ignorance on a pupil. I always remember a geography teacher we had, when he was asking questions in geography. It was the old-fashioned way of teaching. And it was at the time of the war in Korea. And he would go round the class asking a question, and if you didn't get the right answer, he would say "out, line up for Korea" and then he would belt you. So the injustice of that struck me. And there was one other instance when I was in a train. We had to travel by train, as I said, in Glasgow, and it was the old-fashioned compartments. And it was near the 5th November when we set off fireworks. And some of the boys and girls in another compartment set off fireworks, and of course, smoke was billowing out. And the guard, when we got to the station, took our railway passes – we got free passes to travel on the train – from our compartment, not the other compartment. And my big worry was that we would have to pay for the train ourselves, and my parents didn't have money to do that. But what happened was that the passes were sent to the head teacher, the head teacher didn't listen to our story and we got six of the belt from the head teacher. And, as I say, it was just the injustice. And I've remembered now – I don't often think of that – but those two examples of leadership, meant power, from the geography teacher and the head teacher in the same school. And that's not what leadership is all about. That was forcing one's authority on those who couldn't resist. It was so unjust, and that's probably had an affect on me, seeing injustice in action in school. But not in the home.

What about the wide circle, in the community? Obstacles in the community.

Well, when I was growing up I always fought against injustices in all sorts of ways, things that I saw as unjust. And now, as a leader, I still do the same – fighting against injustices, whether it's the Trident nuclear system, asylum seekers, the poverty in our own country, in Scotland, here, and so on – it's helped me having fought injustices literally all my life. And when I see somebody saying something which I think is wrong, for example, one of my latest big fights was with the Secretary of State for Scotland, Jim Murphy, when he was saying the Labour Party was embracing family values. And I had been fighting the Labour Party for years because they were not embracing family values as I saw them. And I spoke out strongly against the Secretary of State for Scotland at that time. So when I see things which are wrong, which I see as injustices, it naturally builds on what's gone before, what I've witnessed before and what I've fought.

What encourages you to say what you believe? What encourages you to say the truth?

Basically my Christian beliefs. And a phrase I like to think about is St Paul in our Scriptures, when he said "you have to preach the Gospel in season and out of season, welcome or unwelcome". And I translate that into all sorts of things. You've got to preach the truth in season, you've got to preach against injustice. Just the other day, I had an email from somebody I don't know in America, saying a man – Michael Burke, a some name like that – was in Death Row in Ohio, and he has been on Death Row for over 26 years. You know these laws in America? And in Ohio they have capital punishment. And the only way in which his life would be saved after 26 years for committing a murder is if people petitioned the Governor – Ted Strickland, I think his name is – of Ohio. And I was given a fax number to write to him. So I replied. I don't know all the ins and outs of the case, but I said "whatever crime this man has committed, he's been 26 years on Death Row" and if somebody commits murder here – I didn't say this in the letter, of course – he may be out after 10 years or something. They get life imprisonment, and then it turns out to be 20 years, and if they demonstrate good behaviour, it might go down to 10 years and so on. I believe in the sanctity of life, even for a murderer. And if somebody does, tragically, commit

a murder, well, they should be justly tried and imprisoned if they're guilty for a long period and so on. But I don't think it's right, because I it's unjust. I don't know the man. I've never heard of him before, and yet I did that because it's part of my nature. Maybe I do it too often, but I don't know.

Can you trace how your influence is exercised amongst young people and potential young leaders?

I can't trace it, but I would like to think it is. I have 10 Catholic secondary schools in my diocese and 80 Catholic primary schools. I visit them regularly. I preach regularly, not just in my cathedral, but in the other churches of the diocese and other Churches of Scotland. And the media tend to say I am the leader of the Catholic Church in Scotland, and it brings with it heavy responsibilities. And I would like to think I am slow to speak out and I weigh carefully what I say before I do speak out. And I am aware that I do influence a lot of people. I get a lot of correspondence, and some people say "congratulations on speaking out in the way in which you did". I was dealing with a letter the other day where somebody said "I don't agree with what you said". I spoke out very strongly at Easter time against abuse of children and I said "if people do not report abuse, they're failing miserably". And this person wrote to me and said "the number of priests who abuse is very small" – which it is – "and I didn't praise the good priests enough". Well, the purpose of what I said wasn't to praise the good priests, it was to say even one act of abuse is wrong. It's a violent crime. So I replied to that lady and said that I was sorry if she misunderstood me or thought I was wrong, but – just what I was saying to you – one act of abuse being committed by a priest is a horrible crime. And the purpose of my talk was to say that. My sermon was to say that. It wasn't to praise the good ones. There are plenty of opportunities to praise the good ones. So I know I am having an influence and consequently, too, I try to get the best advice I possibly can on legal matters, on justice matters and so on from the experts which I have. They're not all full-time paid experts, but they're just people I know who are interested in the subjects about which I'm going to be speaking. Climate change is another one. You know, a whole variety of issues on which I feel I should give leadership, first of all to my own community, and then it's an additional particular responsibility when people will say

to me – other Christian leaders, sometimes other faith leaders – "other faith leaders are not speaking out in the same way as you". And other Christians will look to me. I understand why other Christian leaders don't speak out. They change so often. The Moderators of the Presbytery changes every year. And they can't speak in the name of the Church. They're only Moderators of the General Assembly. The Episcopalian bishops, they retire at 65, so they're hardly appointed before they're thinking about retirement. So it is a particularly heavy role on my shoulders.

Let's talk about... If you compare in your life... Let's say you have three stages – childhood, adolescence and adulthood. How do you compare the middle stage? How do you compare it with childhood and adulthood? How would you describe it?
In my life?

Yeah.
I have seen a great continuity in my life. I'm not aware of any great breaks whatever role I've had – whether it's been a little boy growing into adulthood and the responsibilities. There have been increasing responsibilities on my shoulders over my adult life. But I think because it's been a gradual progression and in some ways, prepared for well by my superiors when I was younger – like, I was an ordinary teacher in school, I was in two different parishes in the west of our diocese. So I was sort of naturally introduced into greater leadership in the parish, and my responsibilities in the seminars and the colleges – the first one, I was Spiritual Director, responsible for the spiritual formation of young men preparing for the priesthood, then I was a Rector, Principal of a junior college for five years. So I've had increasing responsibility. So, when I was appointed as Archbishop, one might say I was more ready to assume that particular leadership role, and then when I was made a Cardinal in 2003, having heavier responsibility, and responsibility not just in my own diocese, but in the country, when again I'd been prepared for that and having spoken out in my own schools and in my own diocese, I was more ready to speak out at a national level. And I also had the example of my predecessors in office who had given a great leadership role. And then also at worldwide level, one might say the example for 27 years of Pope John Paul II, of service right up to his death and

the way he exercised that. He was a bit of an actor, as you know. And he had a great personality, in the way he spoke and so on. To my mind, he showed a great example of leadership, perhaps better than Benedict XVI. People say that people would go to see John Paul II and that they go to listen to Benedict XVI. And the contrast is striking. John Paul II would say to a vast audience – I was at one of his gatherings with four million, a mass in the Philippines – and he could captivate them by saying "we must observe God's law" and expect the people to reply "there must be an end to abortion", "we must never kill the unborn". Whereas with Benedict XVI, it would be like a university lecture and he would have all the same content, but he does not like interruptions to his speeches, to his sermons and so on. He prefers reading and you listen and you absorb. So just learning from action, you must have content as well as inspiring people.

If we are talking about leadership for young people, what do you think? Which is better for young people: focussing on generic leadership within this period, between 12 and 18, or focussing on a wide range of details? What do you think? Which is better in leadership development for young people: focussing on generic leadership or focussing on a wide range of details?

I would say a wide range for general development. And I would say my own leadership has been like that. And building on what comes naturally. You do get natural leaders – you might say Hitler or John Paul II. You get natural leaders and not emphasise a particular aspect of leadership – "don't do that; do this". And if something comes naturally, for example, singing at that school – it came naturally to me. And some people might say "oh dear, imagine a Cardinal singing to primary school children", but you captivate them and you get the point across – "you have a lovely relationship with Mrs Jamieson", and she laughed all the way through it. And then all the children joined in with me singing. It either comes naturally or it doesn't. And for some people, let's say, for Pope Benedict, he couldn't do that. Or other bishops in my country couldn't do that. But if something comes naturally to you, fine. As I say, it must come naturally, because before that mass with Mrs Jamieson, I certainly hadn't prepared to sing. But when the children were singing, I thought "that's a nice catchy little song" and then I thought at the end, I just thought that

story. It just came naturally. And I thought "Mrs Jamieson, she's a lovely teacher, and she did so much work to prepare for this event, and I will sing to Mrs Jamieson". So, if it comes naturally. But that's not to say "develop your singing or develop this, that and the other thing". You are yourself, and if you've got gifts without exaggerating them, use them. If you're a good communicator with children, fine, use that wherever you are, whether it's a primary school, secondary school or whatever. And it's only when you know your people, know your audience, know your congregation that you're able to do that sort of thing. If I hadn't known them or if they hadn't known me, it wouldn't have been quite the same. So develop your broad range of gifts. Or thank God that you've got these gifts for a start. Is this the last question now? We're running out of time.

Yeah, that's about it. Let's ask a quick question about relationships, and this is the last one. To what extent is there a relationship between leadership development for young people and involving them in various situations? Do you think there is a relationship?

Yes. Well, that's why I see the value of children being out of school a lot, whether it's travelling abroad or just at sports fields or debates, visiting the Scottish Parliament. I have young people here in my house from different schools. And I have a religious service. I have mass in there, then they have out in the hall drinks, juice, water, crisps and so on. Then they come in here maybe 20 at a time, the seats are pushed back and they sit on the carpet and I talk to them. They get to know me in this situation so that when they hear my name in a church, on television or whatever, they can say "oh, that's the man who was there" and that I'd been teaching them in some way or another here. So I think those in positions of authority and responsibility have got to share that with young people, and not just primary school children, but with secondary school children, young adults. And when I go round the secondary schools, invariably, I have time with the Fifth Form and Sixth Form to listen to them and just let them get to see me and hear me telling some of the stories I've got about my work and where I've been, like Darfur, Rwanda, India or wherever it happens to be. And they learn from me as a person so that when I speak about

something else, let's say, abuse, they think "well, he obviously knows what he's talking about as he has experience and so on".

That's great. Thank you so much indeed.
It was a pleasure.
Thank you so much. You are so kind.
I hope it's of use. I hope it's of use.

Case 34: Burley, Robin, voluntary leader

Today, I'd like to welcome you very much. Thank you so much for your response. Your response is greatly appreciated. I'd like first of all to ask a very wide question. What made you become a leader? And then I will ask some questions and details.
I don't know that I ever set out to be a leader. I think that it's something that you find. In a way, it is something that emerges from what you do. I'm sure some people have an aspiration. They might have had somebody who was a role model for them. I don't think I can identify there. I think I found myself in situations where I – for some reason or another – found myself taking a lead. So that was probably what it was. And then, I suppose, once you start taking a lead, you enjoy it, and then you might look for the opportunities that allow you to do that, or when you're in groups of people, you play a role which you've started to become accustomed to. And I think that's probably one of the things that you find – if you go back over your life, you see things recurring – situations you take a lead in. So I think it's more like that with me.

Could you tell me a bit about your period beginning from secondary school? Where did you learn? Were you in your own town or did you travel to another town? If you don't mind, could you tell me something about that?
I was born in England. I went to a school at primary school, and then my parents moved to Scotland when I was ten. I went for a couple of years to a primary school in Morningside, and then went to Boroughmuir Secondary School in Edinburgh. My parents then moved away from Edinburgh just as I was about to go to university, and

I came to Edinburgh University. So I've been in Edinburgh now since I was about ten, because I stayed on after university here, married happily, and my life is fairly settled here. So that was that sort of side of it. I sort of thought back – when you asked me if I'd come and see you – to when did I first actually recognise doing something that you might call leadership, and the time that I can think about easily is, the earliest time I think was when I was in the Scouts. And I think I was a fairly ordinary Scout, but for some reason or another I ended up being what they called Chairman of the Court of Honour, which was actually the Senior Patrol Leader. You know how in the Scouts they've got these sorts of groups that they call Patrols and they have a Patrol Leader? So I ended up being the one that convened them, brought them together, that sort of thing.

And what age were you?

I couldn't be certain, but about 14. I remember going to Denmark with the Scouts about that time. About that sort of age, I suppose. I can't identify anything before that. In fact, I think probably contrary to that, I wasn't into taking a lead in things. While I wouldn't say I had a difficult schooling, coming up from England into a primary school in Scotland is not maybe the easiest thing. You are a bit of a foreigner. I don't think I've said anything since primary school. And I don't remember anything in my early years in secondary school. But then I remember, after that, in secondary school, after the sort of Scouts era when I was getting to the stage of doing my Highers and some A-Levels, when I did the A-Levels, that was in the last year, and I just mucked around a lot. And I used to organise people to go out to Linlithgow sailing. I organised that. I got people together to do it. And sometimes it was bunking off school. So I suppose that's a bit of leadership.

Let's talk about your family. What responsibilities or opportunities did you hold in your youth period, between 12 and 18?

Between 12 and 18?

Yeah. When did your family move from England?

They moved when I was ten.

And the new move?

They moved away when I was 17. So I lived at home from ten to 17.

What sort of responsibilities or opportunities did you have or hold in that period?

Nothing that I can think of. It was very ordinary. I had two sisters – one older, one younger. My father worked; my mother worked sometimes – she was a nurse, and there were times during my teens when she would be working, and there were times when she was just a mother bringing up a family, as well. It wasn't too bad a childhood. It wasn't a fantastic one that I remember parents that sort of... You sort of see some parents that sort of really either maybe act as a role model, or their careers are things that you want to follow, or that they try to draw you out. And I don't remember any of that. I had a slightly difficult relationship with my father.

What did they do for you in that time?

I think they encouraged me– I presume they encouraged me – to go to the Scouts and things like that. They encouraged me to think about university, something further on. But neither of them had been to university, so it wasn't something that they had experience of that they could offer. My father took up sailing, and so he used to drag me down to crew for him. So I suppose what I did at school in terms of getting guys together to go out sailing, I learned some of that from him. But it was also being involved in a club, I suppose, being involved with other people, because I used to crew for other people, so you got experience of others. I don't particularly remember anybody that I would say was a role model there. Interestingly though, at one point he was secretary of that yacht club, the sailing club. So he took on roles which were through that, so there may be a bit of role modelling there. He did things which were about coordinating, managing, helping people to get together over things. So there must be some of that.

And did you go to the club regularly?

Yeah, pretty regularly. Probably once or twice a week.

What did you learn from that club?

To sail. What else do you learn in a club? There's a sort of camaraderie in sailing, I suppose. You learn about relationships – relationships with people – and things like that. You understand winning and losing – that sort of side of life, I suppose. And things about taking part as much as winning. And there's a bit of surviving in it as well. The Forth is actually quite a hard place; it's a fairly tough place to sail. It's cold. It can be very windy. You can spend a bit of time capsizing and in the water. So you have to develop a bit of toughness. And sometimes, quite frankly, I remember times when didn't want to go out in the gales. But you did. You just had to do it, because that's it. So there's a bit of putting you on your metal.

And let's talk about school. What responsibilities and opportunities do you remember in secondary school?

I think I was more involved in taking part than leading, other than the case with that sailing thing. I'm trying to remember if there was anything that felt I took a more lead role in. Nothing really sticks out to me. I wasn't a Prefect, and I don't remember any positions with that sort of responsibility.

Maybe outdoors activities, maybe at school?

Yes. When I was at school – particularly in the last few years – I used to go skiing up at Glensheen. Again, it was about groups of people going out for a day somewhere. And that was a little like sailing. It was about going out for a period of time, getting away. And it was about sports that were social, where there's quite a strong social element. It sounds silly, really, but going up to Glensheen on a bus with a crowd of people, you sing on the way up and you sing on the way back. And at that age, that was an exciting bit of life.

And do you remember one of your teachers who did something for you? Do you remember any in secondary school? I don't mean names.

I know what you mean. And funnily enough, I was watching a video of this brother-in-law of mine, and he's a big chap, he's got a booming voice, he's just recently been knighted – so he's been highly recognised for his work – and he was doing this interview with somebody. And I'd heard this story before, but he can actually

identify in his early career... He came to Britain from Jamaica and he was put ahead two years by mistake, because they mistook his age. And then he was treated as if he was a backward student. And then eventually he got a teacher whom he could identify as the teacher that gave him aspiration and changed his life. Now, I can't identify that. I can identify one or two teachers. I can think back and think "he was a good one", "I liked him, he was a good sort", that type of thing. And I remember the teacher that took us up skiing, because he was an Austrian ski coach. He wasn't Austrian, but he'd become a ski coach in Austria, and therefore he was a very good skier. We all wanted to be as good as he could ski. And he used to organise all the coach visits and everything. So I can remember something like that, but not one that I'd say changed my life particularly.

What about reading in that period? Do you remember your reading at that period?
I know what you mean. I'm just thinking. I think most of my reading was around things to do with study. And actually, if I think about that now, most of my reading now is about things to do with work, either because I'm trying to improve my understanding of management leadership or something like that, or because I'm trying to understand people, I suppose. So I'm very interested in that side of things. I'm not very much a reader of novels. I do remember one teacher, the English teacher, who used to read to us, which was an interesting thing, because I didn't have many people who used to read to me. I remember *The Hobbit*, and I think there was an interesting thing there that's about – and I didn't think about it at the time, I just suddenly thought of it at the moment – *The Hobbit* is about imagination, and I think there was something about what that teacher might have been trying to convey to people, which was about getting them around ideas, that sort of approach to life, ideas, use of imagination, things like that. Maybe it was something around that.

Let's talk again about the Scouts. What did you learn from them about being to Denmark or here in the UK?
Do you know, it was a really very long time ago, and I may be retrofitting in what I say, but I have a sort of recollection that it was about getting people organised around an objective, around something to do. So it might be out camping and you're

getting the camp set up, organising the cooking rota, doing things like that. And I know I was taking on things around the visit to Denmark and things like that. So I think in the Scouts I was pretty involved in helping people getting organised to do things. What I remember I didn't do much about was getting the badges. You get badges for all sorts of different things. That never bothered me. Some people like to have badges for everything they could get. That didn't bother me, so I was very much more interested in the organisation, the people, the tasks and getting things done.

To what extent do you think leadership is learnable for youths?
Well, I am pretty clear – and I have been for some time – that it was things that I did at school and university, or in my school time and university time, that led to what I did in my work life. Because when I came to university, I got involved with the yacht club, because I was interested in sailing. And then the sports centre to do with skiing. I taught skiing to people, which might have been something that I picked up from that teacher that I was interested in. It was also what you might call a leading light in the sailing club. I became secretary pretty early on. I was then captain of the club, I was the blue, I organised the change of the club from being a men's-only club to a –

When was that? In which period? I'm not asking about the year. What age?
Well, I was about 20 then.

I will not ask about the year. In the 19th Century?
That was 42 years ago. I'm 63 this year, so it's 42, 43 years ago. I suppose there were two things there which were very clear. The sailing club, the yacht club, as it was called, had yachts, keel boats, rather than dinghies. And all the universities in England competed in dinghies. And I knew that we would never be good until we got dinghies, so I organised a campaign, I suppose, a fundraising sort of thing, to persuade the university authorities to make money available to buy dinghies. So we got a fleet of dinghies. I also organised the change of the yacht club from being male-only to being both genders. I amalgamated the women's and the men's yacht clubs, because there was a women's one. And then in the next year, I went on to the

athletics club, I think they call it the sports union now. In fact, it was in the year I was Vice-President of the sports union that we changed the name from the athletics club to the sports union, and we amalgamated with the women's, so you have a joint sports union. So I was involved in all those sorts of things. I look at what I did in my work career as being very much fashioned by those sorts of things – probably more so than by the school. But I probably wouldn't have done the things at university if it hadn't been for dipping my toe in the water at some organisation at school.

If what had happened, happened in your secondary school? What do you think?
Sorry?

What you have said is interesting about activities, organising something. What if what you had said happened before university, in secondary school? Do you think that would work?
I think that would work, yes. I think though probably there was slightly less opportunity in those days. I think people have more opportunity at school in those sorts of things – there are more facilities and things around. I think we were much done to in school than invited to do. So the opportunities that I got to do things, I took – like taking those guys out sailing, we used to go to Linlithgow; we had a boathouse in Linlithgow. I had to organise an old wreck of a boat, get it done up, take it out there, and get permission from the school to take people out there to do sailing and that sort of thing. That was a very unusual, unheard-of thing. You wouldn't think it was a severely strange thing now. So it was breaking a mould. And I think probably if I track back, some of the things I'd done had been about breaking moulds, like changing university single-sex clubs into women's and men's, and getting the dinghies. The tradition of keel boats was so engrained – "we were a yacht club, not a sailing club". Everyone was snooty about it. So I suppose breaking moulds maybe did start it. That sort of thing started at school. And ever since then I've been good at breaking moulds.

If you want to change, it's ok.
No. I'm enjoying this, thank you.

What do you believe are the significant core characteristics which make youths future leaders?

Gosh. That sounds like a "meaning of life" question. The core characteristics?

Yeah. I mean, if we know these core characteristics, we can focus on them in this period. What do you think?

Well, I suppose to use the kind of jargon, emotional intelligence would be something I would say. What I mentioned about doing things with people, I think that's quite significant, because you have to learn to read people, understand people to work with them, to develop them, that sort of thing. Developing them really is quite important, I think, because actually, if I look back, I was always interested in the sailing and taking people out sailing, or teaching them skiing. So developing other people, trying to help them achieve something, to go beyond what they're doing and all that sort of stuff. So I suppose, if I take the emotional intelligence bit – I would never have used that sort of language; that was "psychobabble" to me – but I think that understanding difference, understanding how you can make the best of the different attributes people bring to things, you learn that from somewhere. I think you learn it on the go. I don't recollect anything particularly taught at school, but it was relevant that when I was going down away sailing at the club in Cramond, I was amongst adults most of the time. So you probably learn a lot from adults that you don't understand because you're just taking it in. Nobody's teaching you something. And if you've got enough awareness, I suppose, and alertness about you, you'll take some of that in. The question might be "how do you actually motivate people to be interested in that?". Really, I couldn't remember. I should think at the time when I took guys out sailing in Linlithgow, it was probably because I wanted to go sailing, and I needed to get some other people in to do it. I suppose it was a bit of an altruistic idea. So I suppose one has to start looking for the motivation, that self-driven part of it, and see if you can pull that out. Where does that come from? My father was quite tough with me. I had to do a certain amount on my own. I had to make my own way on a number of things. And I don't think it was in an extreme way or difficult, but I think that that stretched me. Whereas some other parents might do it through more of an

expectation or fostering – you know, they might do it in other sorts of ways. I think I did it because I had to prove myself a bit. So I suppose some of that's in it. I think that's a test.

What do you think? How do voluntary activities affect youth leadership development?

The things I've talked about have all, I suppose, been voluntary. I did them outwith the school curriculum, in a way. They weren't really part of what I was learning at school. So I haven't come up with much with school, but I think that's probably a bit to do with the era that I was brought up in school. I think things would have probably changed quite a lot. I don't have children, so I don't have that sort of experience. But when I hear my brother-in-law – they all work in the school – schools bring in activities which are to do with other generations. They become community schools and things like that. They officially foster things that I probably had to struggle to do myself, in a way. So when I look back on it, I struggle to find the things in school that were part of the official curriculum that might have led to what you're interested in, these leadership sort of ideas.

What else? What are the positives of voluntary activities which, when you involve youths, affect youth leadership development? Do you think they are positive for leadership development?

Absolutely. I think that one of the things –

How? What do they teach them?

Well, I think it teaches you something about values, because if you're doing something on a voluntary basis, you've got to have something inside that's driving you. And I think that is helping you think through that side of it and to understand that. I think it gives you a set of values to go out and do other things with. So I would have thought that's the sort of thing that's the most strong in it. Are there any other things in voluntary activity? There's maybe something about that sort of self-driven feeling, just because you want to. So you don't do something because it's there set out with a pile of instructions. It's not part of the statue, or not part of the discipline,

so you've got to create your own motivation in a way, or you've got to find what it is – the value that drives it, those sorts of things. So voluntary activity... Whereas I've now been engaged in, I was Director of the housing association, which was a voluntary organisation. I have a string of voluntary organisations that I now am either on the Board, or I'm the Chair, doing different things with them. So that sort of just stays with you, being involved in those sorts of organisations.

For you, what motivates you to be involved in voluntary work in your life? From when you started 'til now, what has motivated you?

I think the organisation's a bit bucking the system. When I left university, I got a job with a organisation which was a statutory agency, a QUANGO, and I was there for about five years. It was useful, it taught me some things, but I was very keen to get out and go onto the other side of the fence. To use a gamekeeper term, I wanted to become the "poacher" and become Director of the housing association. That was a very strong desire, and I got a job in that housing association movement. And from then on, pretty much anything that I was involved in driving was about trying to change the system, trying to change things. So when it started off, it was about moving away from the approach, which was about demolishing tenements, to saving them and helping communities stay in them. In the later period, I was involved in trying to change what happened in relation to how we care for people with disabilities – caring for them in the community, rather than in institutions and hospitals. And all of these things sort of were bucking the current convention. So that's stayed with me. I suppose you could slightly date it back to trying to get people out of school to do something that the school didn't particularly give a blessing to, but it would tolerate.

You have been described as a values person. I have heard people talk about that, that you are a values-centred person. How did you get that?

I think I've probably touched on some of it. I don't know if I can sort of be more crisp about it. How do you become a values-centred person?

Who influenced you? Who taught you? Because we need that now; nowadays there is a lack of learning.

I really understand the question. But to try to find the origin... There are clearly values in terms of, I suppose – these are my terms – there were values in terms of becoming the Chair of these Patrol Leaders, taking people out to sail and things. They seem to be the values that are against the grain of the system, almost. I've got a feeling that I've had values which are about going against the grain. So that isn't that centred values stuff. That's a different sort of thing, of centeredness. There was the Chair of the housing association, and he was Chair when I joined it. He was Chair from when I joined for barely a year and he died. And I regarded him as an inspirational person, and I think that through the sort of – very few, I suppose, in the end – conversations that I had with him, I really took some strong values, I suppose, from that. But there was also a group of committee members there, who were people who were highly values-driven in their approach. So when I took things to the committee, I think that we always examined things from a values base rather than, I suppose, the more operational critique of it. And they happened in a way to be people – not exclusively, but a number of them – were out of the university. One was up until a few years ago the Head of Architecture. Another was the Professor of Christian Ethics and Practical Theology. You have to be pretty values-centred in that. But he was a very practical man. He wasn't in the clouds. He also chaired the University Development Committee. He got on with things. There's a guy who's still around – William Rowe – he actually chairs the Design and Development Board at the moment. He was Director of Student Accommodation at the time. So there was a group of people, and you can identify through the conversations that they were developing the committee on a values-based way, how we were moving the committee forward, what we did to move forward. So I think that if I was trying to pin it down – "where did the debate, where did the conversation come from?" – it would be around those board room meetings. It was just around that sort of dialogue. Was there anything at university? Not really. I don't know. I did civil engineering, which is a pretty practical sort of subject. But funnily enough, I chose to do things like management as part of the fourth year. In the fourth year I chose four different streams, and I chose management as one of them. They called it "industrial management" in those days. That dates it, doesn't it? You wouldn't get any students coming to something called "industrial management" these days. And I chose things

like the principles of building. So maybe even in that, I was looking for "what's the source of something?". And I know when I have a problem or something, I tend to go to the root cause or root source very quickly, and I take it as a matter of course, and suddenly when someone comes along and says "we must do a root cause analysis". I say "what's this?" – it sounds like it's something special, you know? And I think that's the obvious place to start. So I don't know if that's what you mean by value. I think it's a sort of value. It's the principles behind things. You work out from those sorts of things.

Let's talk about the obstacles. What obstacles did you face that affected your youth leadership development in that period, between 12 and 18? Let's talk in the family. Did you face any obstacles?

I suppose I didn't really have a great relationship with my father, but, you know, I was identifying things where he had an impact, and sometimes it was pretty difficult. But that was it. I don't think it was exceptional, because lots of people don't have good relationships. We weren't poor, but we weren't wealthy, so we were fairly middle class. I would work through the holidays in order to have things, I suppose, but then I managed to have a car when I was 17. But I sort of did it myself, in a way. I didn't have parents who could go out and buy it for me.

And what sort of work did you do in that period during the holidays?

Stacking bottles on a conveyer belt.

What else?

I was working on a building site by the time I was 18, that sort of thing.

And what did you learn?

I did scaffolding.

And what did you learn from that period?

Oh, I think people. Gosh, yes. More than anything. My parents were – by the time I was 17, 18 – in Burnley, Lancashire, and I worked on building sites down there on

holidays and things. And one of the things that I learned – I was sort of middle class with a posh accent; now, I didn't realise I had a posh accent, I suppose; but I never really picked up a Scottish accent, but on the other hand, I still didn't have a Lincolnshire accent – so I was different to all of them. And every second word is "f*cking", that sort of thing, on a building site. I couldn't swear because they would laugh at me. So I learned that you can't actually become one of them. But I had a great relationship with the people; I got on very well with them on the building site. So one of the things I found out was how to get on with people of all types, which I suppose in a way had been a strong value in the housing work I did, community care, things like that. It's about people – all sorts, in a way. The Heinz 57 varieties, or whatever. And taking people – in a way – as themselves, authentically, rather than putting them in a pigeon hole. So I think the building site would have been pretty significant in that. The other place, actually – I was saying about stacking bottles on a conveyer belt – all the other people stacking bottles on the conveyer belt were women. And actually, when you go to a factory – particularly in those times, I don't know if they're the same now – you're in a factory where a lot of your co-workers are women. All the foremen were men. They were as crude as anything. So you have to cope with quite a lot of them, but that sort of thing teaches you a bit of emotional intelligence. How do you cope with that and not just be the stuck-up kid?

When you were 17 and your parents moved from Edinburgh, did that change your life or change something in you?

Oh yes. I mean, I was wanting independence. I would have gone away to university, I think, I'm pretty sure, because I wanted to get out of home. So now I was out of home. And although they were back home, I think that was more about economic circumstances, because after the first couple of years, I managed to find ways of staying up around Edinburgh and doing work and other things. It wasn't about returning home, really. But the economic circumstances were that you couldn't really afford to live independently, except in the term time, because that's how your grant was structured. So you needed to live at home and then work to take some money in to have a bit of spare cash. So that changed my life. I think I could cook and things like that. I think I could fend for myself, but I clearly wouldn't be very good at it. So

you learn a lot more about fending for yourself when you're looking after yourself. I wasn't in halls. I was in a flat, a house, with other guys, that sort of thing. The first one I went into, I organised it. I found the place, that sort of thing, so I suppose I tended to take a lead in finding the place to live and that sort of stuff.

What about obstacles at school, in secondary school?

Obstacles at school? I wasn't hugely bright. I wasn't too bad. I found, I think, that I could pass exams by learning to pass exams, rather than having to immerse myself in the subject. I was quite good at maths, physics and chemistry and could always get by. I was reasonably interested in that, but not hugely. I wasn't terribly sure what to do about a career, I suppose – that might have been an obstacle, in a way. I had no career guidance or career path, and I think it was pretty typical at that time. If you were good at maths, physics or chemistry, you either went into the pure sciences or you went into applied sciences. I decided to go into applied sciences and do civil engineering. I swithered between electrical and civil in my first year. I enrolled as electrical but changed to civil. That didn't make much difference though, because the first year was common sciences. And when I finished, I didn't really want to do civil engineering, I wanted to do management. I was actually clear when I came out of university that I wanted to do management. And that's I suppose why I took the management course.

And did you discover yourself more?

I thought I was already sophisticated enough in terms of what I'd already done. I'm absolutely sure that through the things I did extramurally at university, I came to the conclusion that what I wanted to do was manage things, rather than be managed by someone. While I did a management course, I don't think it was particularly the study of management. I mean, I do remember the interesting things – this book must be a real history – *The Practice Of Management* by Henry Drucker. Now that, I remember very clearly, I think in a way, that was a bit of a revelation, because it moved away from a lot of the satiric language of – maybe there's still a bit of language – but these interrogate ideas. Do you know the science-type approach to management? That was about the practice of management. It seemed to be much

more about things that one could – in a more common sense way – relate to. So that was very useful. The course that I did had lots of little subjects in it, down to even double-entry book-keeping. It wasn't a brilliant course, but it was a taster, and it made me interested in doing management, so I did a business management course after that – a year's course. But I really wanted to get out and work, actually. I think it, I mean, it wasn't a mistake to do the year, but I really wanted to get out and work, but I don't think I made the best of that here in a way.

Do you think there are many people like that who discover themselves after university or something like that? Do you think if we help youths to discover themselves earlier, would that help them in terms of leadership development?

That's quite an interesting aspect. If somebody had told me what I was learning through the things that were about doing leadership, if somebody had tried to tell me, would I have appreciated that at the time? I'm not sure that I would have. But I suppose that a lot of this depends on the context that you set it in. I don't think I had... My family circumstances didn't engage me with management or actual leadership, I suppose. They probably did almost by accident. But if I think about some of the people I regard as peers and things, people bringing up their children, they would probably be talking about management. They wouldn't necessarily sit down and say "I'm going to talk to you about management", but they would be talking about what they be doing in their day. So they would create a context which I think would be different, so if you then helped them to understand that context, you would – and I'm theorising rather than using practice. I don't think that at the time it would have necessarily helped me, because I don't think I had the framework to put that into. But if I'd had some more of that framework, that might have helped.

I was reading about your previous positions, and I think that your leadership style helps you to move easily among several fields. You have worked in several fields – social, voluntary sector, housing association, NHS health and training, now. How did you get that? How did you learn to move easily? And especially in this time, we need that; we need this flexibility. What affected you? What influenced you to learn that?

That's a good question. You sort of feel if I knew I'd bottle it, because I agree with you. We have so many people who have got fixed tunnel vision and want to work in silence. And I sort of think "gosh, I don't understand that", because I just so enjoy it. *Do you do Myers-Briggs, at all?*

Yeah.

I'm very interested in it, because I'm a practitioner. I have experience, so I'm interested in that. And I think that I'm an N – I'm intuition – and I think that leads you to be able to create the patterns and the relationships. I'm also P, so I'm always looking for the next opportunity, in a way. So I think when you've got that, you come into something, and your frame of essence is created in that set of patterns using previous experience, and then looking for the next opportunity. So I think there's something in all that. That's almost like a defeatist saying "well, if you don't have that, can you do it?". I also think with that Myers-Briggs, although your natural preference hasn't changed, you can learn the other side. So if you understand those things, you can start to – compensate's not the right word – you can extend your own range into the other areas. So I suspect you can create frames of essence for people which help them to see beyond there, and see the opportunities, probably giving them safe places to practice, to develop ideas, to try things out, because they'll be wanting to base themselves on, say, S. So unless you can help them to get confidence and develop awareness that they can make sense of it, because everyone will have some of that intuition they can use, and we can all start to learn to move a bit beyond that judging arrangement of "tie it down" to the more "open it out". So I would say there's a lot in the Myers-Briggs frameworks. I'm sure there are other frameworks that you'd be able to find to tell people to develop. But I think understanding those sort of natural things is useful, because I think if people understand it, they can understand how to go beyond it. If you don't understand it, you might struggle. I often struggled with people who couldn't. But people who make decisions too quickly – I struggled with them. I didn't understand why I struggled with them. I don't struggle with them now. I know they're J.

Magic decision. And this instrument or indicator, MBTI, in your experience, how does that help in terms of youth leadership development? How can we use it? Can we use it as a measurement or can we use it as a developmental tool?

A developmental, I would have said.

I mean in terms of developing them.

I think it would be great as a developmental tool. I happened to come across it in the mid-Eighties, I think, the early Eighties, when I took my management team out on an away day. It was quite unusual – it wasn't done very much in those days. We went off to Carver Cars and had an Australian facilitator who said she'd just come across this MBTI and she'd like to try it out on us. So I came across it there. The great thing was that it just lifted my eyelids completely on my colleagues in the team and why I was having difficulties with some things. I didn't get huge insights, but I got it enough to understand and appreciate difference, and to start to say "let's catalyse on these differences". I'm actually sure that younger people, in a way, are more sophisticated than we were, so I would have thought that understanding that in the context of the things they do in later school and university, at that sort of time in their life, would be of great assistance. I'm sure there's that whole range of delivering it so that it's not too academic. But I think that essentially, it comes to your appreciation of difference and helping people to not just achieve their potential, because that sounds like it might be their potential within a constraint, but their potential for going beyond things. That's probably something. And I think, certainly I find the way I went back on Myers-Briggs a couple of years ago and became a practitioner, which means that I can now have a much better understanding, I suppose, of what the philosophy of Myers-Briggs is. And I think the philosophy's extremely sound. I wish I'd understood it better earlier, then it would have definitely been more useful. The other thing is that I say now "if I could rewind the clock", not much, I would go back go back and change around. I'm reasonably happy with my life. At the beginning of my management career, I would take the coaching course I did and I'd take the mediation course I did – those were the two things I feel were really valuable in management, how to manage. They both use the same sort of tool kit and skills. They're not dissimilar in skills. They both focus on helping people achieve potential in something – either in themselves or out of the situation that they've got into.

They're both looking for creative ways of developing that relationship with people or whatever. They're both using things like raising awareness, and they're not telling people. They're helping people to find things. So, all of that, I think they provide hugely valuable tool kits and things that I would put into the early days of leadership development. Interesting things are happening. I don't know if Tony knows about this, because he's a West Lothian man – out in the schools in West Lothian they're doing peer mediation. And I think that sort of thing starting in schools – you know what I said about learning emotional intelligence – well, with peer mediation and the playground stuff that goes on, kids become clever working with other kids in a peer mediation sense are going to potentially be the sort of people that can be leaders. And I think we should also go back to creating probably a new thing – what we need now is people who can cross the boundaries, straddle the boundaries, maybe, but also move between various points. I think some of that would come from that sort of thing. But the other thing I think is that we need a different style of leadership. We've had too much macho leading from the front, rather than supporting people. And I think the coaching style and the mediation issue – trying to work through helping people find their own solutions to problems... One of the things I haven't appreciated about my work in Edinburgh is that I was told by one of my staff members once, she said "you never told me the answer to something". If they came to me with a query, I would ask them other questions. And I never appreciated that, but that's what a coach would do. I know now from coaching, but I was doing it rather intuitively. But I had my own teaching. I think it's starting to understand those sorts of things at an early career point helps tremendously.

We have three stages: childhood, adolescence and adulthood. I'd like to focus on this period, comparing with the other two periods, the two other stages. In your opinion, *are there any characteristics of adolescents which make them more receptive to enhancing leadership development more than children or adults? What are their characteristics which help them to be more receptive?*

Well, I suppose if we were trying to think of general things, when you're a child, things like inhibitions are not there, there's play and thing like that. And I think there's a huge amount of advantage in that. As you become more adult, you are

going to start to become a little more risk-adverse. In the adolescent stage, these are huge generalisations, but you go for it. You don't have the experience that says that you can't do it, so you do it. So I think you're much more likely to reach beyond something, reach out for something, so I think that's probably the time when people can learn things which are about not feeling inhibited, sort of you can always improve, you can always excel, or something like that, that stretching stuff, maybe around that sort of time.

In your opinion, for the growth and development of youths as the leaders of tomorrow, do we need a short or long term approach?
I'm not sure I understand. Are you talking about some sort of policy thing?

I mean the programmes, if we would like to develop them in this period to make them leaders of tomorrow, do we need a short or long term approach to develop their leadership development?
What do you mean by a short or long term approach?

I don't mean an exact time. But let's say "short" means days, weeks and months and "long term" means years, for example, 1, 2, 3. I didn't mean exactly.

You mean if there's some sort of programme that one tries to create, is it short or long term?
Yeah.
I think it's long. But it could be made up of shorts. For them, if they don't have the opportunity of repeating the experience, I'm not sure that it's going to go anywhere. So it could be a lot of small things that happen over time, but I think it would have to happen over a period of time. One of the things we often do in coaching is that if somebody's stuck on an issue, you start to go back over how they've tackled things in the past, how they've succeeded. And you often find that there's a track that goes through their life about things. And that provides them with pointers. Now, that track's there for a reason, in a way, and if we're talking about "how do you provide people with leadership training?", you can't do it by just a short course. They've got

to experience it in different settings. That sort of fortunate from-the-end point of view – I can understand that, well, I can try and think of that pattern I had here, and they were similar because I can see that pattern in them. And other people might think of totally different experiences, because one was when I was doing something in sports, and another was at doing something at work. But I think you will find whether it's actually in what frame, part, of their life – leisure, sport, competition – you need to have some of those experiences being repeated.

Why do we need them to be repeated? What do you think?
I think things are fairly one-dimensional, so the repeat provides you with just more information to be able to use and it helps your confidence – the different experiences that you can bring to bear, the other things – otherwise I think it would just be a very single-dimension thing, as if you could provide somebody with a text book and they'd become it. I'm a very experiential learner, I think, so maybe I'm putting my own standards onto others, and other people wouldn't be quite so concerned about that. But I think the experiential part of it is really important.

I'll ask some questions before moving on to the framework.
Sorry?

Before moving to developing framework, I'll ask some questions which need short answers. For youths, *which is better: focussing on generic leadership or focussing on a wide range of details in terms of leadership development?*
The first one was generic leadership.

Generic leadership. And the second one is a wide range of details. *What's better for the youth period, between 12 and 18?*
I'm sort of having to maybe second-guess what you mean by "a wide range of details", so I may have to test that out a bit. But what I see in generic leadership, I suppose, is something that people can maybe not have to have a scientific approach to, but have a feeling about and understanding. And the details tends to be more the scientific approach to it. I would have thought the former, but that might have been

more about me being an experiential learner. But I think in youth at that stage, people are not going to be looking for the "psychobabble". They might be more likely to be persuaded by something that seems to work for them. So I would go for the generic.

And for your youth, *which was more influential in your youth period? Was it formal leadership development or was it informal leadership development?*
Informal. I had sort of informal before formal, but there wasn't much of that in youth. That sort of started to come when I did the course at university. I realised that – there was a chap called Taylor who said – "you can measure the productivity of something by the size of their shovel" or whatever. So that started to inform –

Why was it more influential than formal?
I think I had already got some experience, so that had come earlier for me. If I had been given the more academic approach to it first – I don't know – I don't think I would have found that interesting unless I had context. Unless I felt it was going to be useful for something, I doubt I would have found it of great interest. I remember things like I didn't think much of scientific management; I did think that Maslow's hierarchy of needs had a lot in it, so that goes back to your values stuff, your principles, trying to work through stuff. So a lot of detail didn't actually influence me much, but some of the big-picture stuff I think was quite important. I could see a relationship between that and between the practice of it. It was the same about things like books like *The Practice of Management* meant more to me. So I'm not saying that part wasn't important, but I think I grafted it onto something that I had already picked up and started to learn about, rather than the other way around.

I'd like to ask about the relationship between youth leadership development and some dimensions. *To what extent is there a relationship between youth leadership development and enhancing leader characteristics? What do you think? If we would like to do youth leadership development, is there a relationship between that and enhancing leader characteristics?*
Well, if I'm picking up the question right, I would go back to what I said about mediation, coaching and styles of management. I think a lot of management today

has come out of type A macho approaches. And we need to develop for the society of the future. And for today's society, we need a different style. I think that that is also about changes in gender in management. When women are involved in things, you do find that it sets a different tone, and that tone I think enables the options in the range to be explored before setting the course. Whereas I think with the male style, the course gets set early on, and people are less explorative about things and more definite and firm. So I think it would be very important to start that change in style early on. Which is why, again, I go back to that mediation thing. With peer mediation in schools, you can test it, because the kids start to learn in the playground and it isn't just the macho A type that wins in the playground.

And the relationship between youth leadership development and involving them in various situations? Is there any relationship? Do you think that works in terms of leadership development?
Tell me the sort of situations you're thinking of.

I mean if we involve them in various situations to develop their leadership, does that help them to develop their leadership?
Absolutely.

To what extent, do you think?
Well, I think it's absolutely essential. I'm sure that some people will learn leadership in their 20s, but I'm sure that is a tiny, tiny proportion of people who are leaders. I would have thought that most people will learn it before then, and then learn it through whatever things they're interested in and they're engaged in, whether that be like me – a bit more on the sports side – or on the schooling side. My wife and I often have a bit of a joke when we see a strong woman on the TV. We say "she was Head Girl". But that's how some people learn their leadership.

And cultural contexts – is it an important dimension for youth leadership development or not? Cultural contexts.
What sort of cultural contexts?

I mean their local culture.

Their local culture.

Yes. Is it important for youth leadership development? Is it an important dimension or not?

I think it's a very interesting one. If you're taking a local culture, because I've been working in housing in community contexts and things like that, I've seen plenty of people who are leaders in their community. They come from all sorts of backgrounds. So it happens. But these people in a way have won against the odds. They've managed to become leaders in their communities with lots of obstacles. You asked me about obstacles. There's lots of that around. So you have to have a great admiration for them to be able to can achieve that. But that cultural context, I don't think giving some supports is not going to be a bar to them, because there are leaders in all walks of society, all walks of life. And I believe that very strongly, that it's about trying to raise the awareness, raising the potential, helping people see themselves and take part in it and that sort of thing. You say "I'm sure you can do it". If you were talking about cultures in terms of religious, ethnic and things like that, I'm not really qualified to particularly comment. But then every society has its leaders.

One of your characteristics is that you're reflective, actually, and it's easy to discover that. I can easily discover that – that you are reflective. You think before answering. You try to make deep thinking. How did you learn that?

I don't know. But I suppose I have discovered that in the last few years, partly through coaching and mediation. I don't ask questions quickly in mediation. I'm much more likely to leave silences and try to learn from what I'm about to be hearing. And I look for something which is probably a bit of the depth of an issue, rather than the surface of the issue. And I think it might go back to some of those things I was saying about the sorts of debates we had in the housing association. I think they must have, in some way, given me some sort of thing that "if I'm going to go along to this rather wise group of men" – it was generally men, there were only one or two women – but "if I'm going to go to this very wise group of people and

make a case for this, I've got to think it through well", "I'm not going to get things, I'm not going to get anywhere by sort of shooting from the hip; there's too much wisdom there". So I think I had to probably learn it. I expect, and I haven't gone into this side of things, but I'm very interested in it: my wife and I are exactly the same in Myers-Briggs. We are both Es. Es tend to come up, they tend to be much more voluble than sort of interactive people, than I am, but I know I get more energy from the external environment. I don't get it from internal. So I'm happy being an E. But I'm not probably a typical E that is interactive, particularly. So I'm much more "sit back, think about what's being said around a committee table" – I'm involved in quite a lot of committees. I'm not the first to speak. I'm often the last, to be honest. But I listen to people.

You try to summarise.

Yes, I do that and try to pick up from the thread of the meeting. I get very little information from reading papers. I can go into a meeting in the health board, or something like that, and think "what the hell am I going to offer to this meeting, I've read all those papers and it's a lot of junk". Usually, through the meeting, I find the things that I can contribute to it, and other people seem to think they're worthwhile, so that's ok. There's a book called *The Reflective Practitioner*. Do you know it?

Yeah. By Schon. It's very nice.

It's a very good book. So, I warm to things like that, because that reinforces something I believe in. And I suppose we do tend to warm to things we believe in.

Now, we'll come to the framework. But if you don't mind, please just take one.

This is to give me more energy, is it?

I think we need 10 to 15 minutes only.

Ok.

Would you like to –

Yes, I'll try the other one.

Ok, try this one.

Thanks.

I think this is pineapple.

Where did you get all this background on me?

Actually, from the Internet and Tony. I spoke with Tony. It's important for me to understand something about you. I tried to get a lot of things about you from the Internet, but I couldn't. I just found your website, your positions, previous positions, and yeah, that's it. And I asked Tony what your main characteristics are, because it's important to me to know "*how did you learn that?*" to transfer it to the youth people. If you learn that from an early age, you will experience that.

You know, it's difficult to date anything back. I can date it back to the sorts of discussions we had at university. I mean, it wouldn't surprise me if it goes back further. If you take the university, I said about the sailing club and changing from yachts to dinghies. I got together a group of people in my committee, basically, and we wrote a report. We had to argue a case. And we had to argue the case and make the case. We did some promotional work. But the two people who were – I mean, I talked about my committee being very wise – but there are some people who aren't going to be a pushover. They're not going to be easily persuaded. So you have to actually think it through, and think it through almost from the first principles. So I suppose there's that. But why my presentation is reflective, I suppose, why do you recognise it, I'm not sure. I think people can be reasonably reflective without maybe having... I just don't say anything for a little while and then I comment, whereas some people will start to talk, and they will use their talking to develop their thought. And that can be reflective as well. It's a different approach.

This is my framework, and I'd like to describe it very briefly. Actually, the first triangle illustrates that to develop individuals, youth individuals, as leaders, there is a need to involve them in various situations, or situatedness, within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on action in the community. It is about understanding and producing action. In the research based here in Europe, they started to call it "action learning", and then this is the work of Argyris in the USA. It's "action science". It's about incorporating theories into practice. This is the first one. And the second triangle illustrates that for leadership development, it is essential to enhance leaders' characteristics. And in order to make leaders more balanced and flexible with the future, with future changes, there is a need to develop human intelligences. And I

will come back again to what I mean by human intelligences. Characteristics and human intelligences are enhanced within an open environment. To make a sufficient human change for characteristics and human intelligences, we need enough time – a long term approach. A long term approach is an essential condition. Using Bandura's theory and contingency theory in leadership, I connected between these two triangles to create a comprehensive framework for developing youths as future leaders. This framework – I'd like to develop it now, and I would be happy if you helped me to develop it. If you would like to use the pen. Actually, the framework consists of four main dimensions – characteristics, human intelligences, situations, or situatedness, and cultural contexts. We should develop each characteristic using four dimensions – the aptitudes for this characteristic, knowledge, skills and behaviours. This means we develop each characteristic in a deep way. Human intelligences – this is the second dimension. Actually, human intelligences are... They say that any human being is made up of four parts. He or she has mind, heart, body and spirit. So, human intelligences come from these parts, or these human needs. We need to develop these human needs, human intelligences – mental intelligence, spiritual intelligence, physical intelligence and emotional intelligence. That will help them to be balanced with their characteristics and be more flexible with future changes. And we need various situations with their peers and followers within an innovative environment. Within these situations, we will discover their strengths and weaknesses. We will enhance their strengths and try to solve or treat their weaknesses. And this is the cultural context, which is gained from their family, beliefs, values and ethics. That will create integrity for authentic leadership. And this is the strategy – this is the communities of practice; this is the action. And this is the condition – a long term approach, enough time. This is actually a framework. It's a sort of theoretical thought about youth leadership development. First of all, *what's your initial response to this framework?*

It makes a lot of sense to me. I quite like frameworks like that. It helps my thinking about some things, and so I find that very useful. I also find the structure, you know, the breakdown, my gut reaction is they seem to be the big ticket items. I can't be entirely sure, because of course I haven't analysed it in the way you have. But even if

I think about the things I was talking about, I can see where they fit in in all these things. So, yeah. And you've got the approach and the term – you know, the time.

What changes would you make to improve this framework?

I don't know. There's nothing in what I've said that I couldn't fit into that framework. I think it looks to be very sound.

What do you think is the weakest point here? What do you think? Which one? Maybe the dimensions, or the strategy, or the condition? Which one is the weakest point?

This isn't about... No, I'm not... I'm going to focus on your centre. Because what you've got there is "youth leader" as if it is an individual. And I think I might have said "leadership". Because I think that people have leadership potential in different situations. So I may not try to identify a figure as a youth leader, but something about leadership. Because saying to people "you've all got potential to have leadership", you may have different contexts. So I suppose –

And what would you suggest here?

Well, my immediate thing was to say "youth leadership" rather than "youth leader", but I'm not sure that is even reaching it. But clearly you want to focus on the youth, because that's the time frame you're looking at. So that needs to come into the language in the centre. And I think understanding that leadership can move between people and that it isn't just that some have it and some don't have it might be a development that would be useful in terms of that. But I don't know if that helps here.

This is the weakest. What do you think is the strongest point in this framework? What do you like more here?

Well, I think I would probably go for action science. Although I'd probably... The term... I know of action learning and terms like that. I've come across action learning sets and things like that. But I think experiential with people having a mirror held up reflecting and things like that, I think that's the strongest thing. So I would probably put that as the strongest, because you can develop the other things from it. So if you have the action science approach to it, you can take people beyond what's on the

surface in terms of their understanding. You're bound to come up with some of these other things through whatever you did. They might not use quite the same language, but they would do it. So I think if I was trying to put just two things together, I would take the idea of the model of leadership within the youth context, and that it isn't just founded in a person or people, but it can move. You can almost trade leadership, that sort of thing. So I'd try to develop that. But the other thing is that I would put the sort of theoretical alongside the practical so that people can start to develop for themselves the models, the frameworks through which they will guide their work, because if they can start to do that at an early stage, they will understand other things. It won't matter what bit of science actually comes into it, they'll be able to develop it.

Let's ask questions in another way. What happens if we eliminate characteristics?
I wouldn't like to get into that sort of thing, because I don't think you can. I think, you see, your four things are all part of what you are. I couldn't have explained anything that I've talked about if I was missing out on an area. So I wouldn't put it in those terms at all.
If we choose short term –
I was just having my cake and eating it, saying that, you see. I was saying "I have that because you can bring in all these". Sorry, you were going to say about short term.

I mean, if we do that for a short term, these things for a short term and not long term? Does that make sense?
Well, people benefit from all sorts of things. I mean, I don't think there's no gain in something. But then people live in the long term, so they will put it into the context of other things they're doing, so whatever one does, it's going to be put into the long term context for them by themselves, by their life, their life experience. We could programme something which was short, and it would have some sort of impact.

But the learning process will be –

But then it needs to be reinforced; it needs to be brought back. Otherwise it would just be an incident in life which wouldn't have much impact.

Thank you so much. We have reached the end of our interview. Is there anything you would like to add?

Well, I think it's a really interesting piece of work. It's very interesting. I envy you doing it.

Thank you so much.

I wish you well with it.

Thank you so much.

And I really do think it sounds like you're on a track here that would be very helpful.

Thank you so much indeed.

Case 35: Sweeney, Jim, youth leadership programmes leader

Today, I'm doing an interview with Mr Jim Sweeney, the CEO of YouthLink Scotland. Thank you so much indeed.

You're very welcome.

First of all, I'd like to ask a very wide question, and then I'll ask more detailed questions. In your opinion, what makes youths become future leaders?

What makes young people become future leaders?

Yeah.

Oh, that's a difficult one. I think that young people look and learn from both from their peers, and they also look and learn from mentors and role models. And certainly within youth leadership in terms of youth workers, a great many of them have been members of that particular organisation themselves, and they have seen something which attracted them. And they also want to give something back, because they have received help, support and inspiration from other people. And they feel they have something to give, whether it's a particular skill, or whether it's just an empathy with other people. And there is an emotional reward also, I think, for being in a leadership position, and offering leadership. There are sometimes other rewards, financially, or

whatever, but I always feel that in terms of working with young people in youth leadership, it doesn't start with money. It starts with ideas, passion, commitment and a love for whatever you're doing. So for me, it's a mixture of that. It's a mixture of inspiration from other people, getting something and wanting to give something back.

And to what extent is leadership learnable for youths? I'm focussing on youths between 12 and 18.

Oh, I would say a lot of it is learnable. Some of it is intuitive, and some of it is about what you've got by way of skills or whatever. But even the skills have been learned in some shape or form. So, I would think a lot of it – maybe 75 / 25. I would go with that. There are some things which would be difficult to teach someone. There are other things that you are able to teach people by route, if you like, or by doing it and showing, and them doing it. But there has to be a spark also. There has to be a wish to be able to listen to people, to engage people, to give of yourself. So I would say if anything in terms of the 25%, what you have to have is selflessness and passion. You have to be willing to give of yourself for the other people to open up to you and to allow themselves to be led. There has to be a willingness there. In terms of young people leading other young people – peer education – there is no compulsion within those young people to be led. They have to want to be there. And I think in youth work, in general, that's the case. We are not teachers. We are not social workers. We are not policemen. We are not parents. We may be parents in another field, but we are not parents there. So it is the strength of our character and the strength of the programme which will involve young people to work with us, if you understand.

And from your experiences, *what are the main differences before and after the programmes in terms of leadership development for youths?*

For the young people?

Yeah, the young people.

In terms of young people, what we try and achieve... If you want to switch that off a wee minute just to save your battery.

Ok.

[End of recording, audio file Jim Sweeney 1]

[Start of recording, audio file Jim Sweeney 2]

The benefits of youth work are that it builds self-esteem, self-confidence. It develops the ability to manage personal and social relationships. It creates a learning environment and allows you to develop new skills. It encourages positive group atmospheres. It's also about doing things together, so there's a team element within it. It builds the capacity of young people to consider risk, to make reasoned decisions, and to take control and responsibility for their own decisions. And the other thing we really hope it does is that good youth work develops a world view which widens people's horizons, invites social commitment and fights xenophobia. That's the purpose of youth work.

You talked about difficulties. What are the difficulties? What are the things which are difficult to learn for youths? You said that 75% is learnable. What are the things that are not learnable or maybe difficult to learn?

I was referring there not to young people as young people, but for young people who are in a leadership position. Then 75% of it is teachable. The 25% that has to be there is that they have to have a desire to do it, because it's hard. They have to be able to give of themselves and trust the process. Youth work is by and large a process which is known as social group work. Although there are a lot of individual things that are happening within it, it tends to happen within a group situation, and therefore there has to be an acknowledgement of that, of getting to know the different people in the group, of coming and going, giving and taking, negotiation skills. So if that young person is particularly like some teachers are particularly "I am right and you are wrong", then they won't get very far. If they are able to understand the other person's position, put their way forward, or put a middle way forward that people can agree with, if they have that empathy and negotiating skills and actually like people, then they would be able to do it. They could have all the technical skill in the world, but if

they don't have empathy, then young people will not work with them. And they will not be happy working with young people. They're in the wrong job. So you have to have that 25% of vocation – would that be too strong a word? – something you feel you want to do for the right reasons. Not just for what you get out of it but for what you can give. And you feel you have something to give. So that for me is the 25%. And I have seen some fabulous youth workers who in other ways are not that skilled, but they're very skilled people in terms of people-facing, face-to-face. I've seen other people who are fabulous in terms of their technical skills and the amount of different things they can do, but they are not necessarily good youth workers. They have a place, but they are not the leader. They may be doing something, they may be teaching young people to tie a knot or climb a mountain or whatever, but the leader will be someone else. Do you understand?

Yeah. What do you believe are the significant core characteristics which make young people future leaders?
Again, we go back to the same things. They will be centred. They will know or have a feeling about their place in the universe. They will have some kind of core ideals. They will have probably set themselves some goals. They will have an empathy for others. And they will have a willingness to work hard, to be flexible, to be intuitive and to be good at decision-making, but also to be good at sharing power and responsibility. Those for me are some of the things that are necessary in making you a good leader.

If we are talking about in the family, what responsibilities and opportunities would be helpful for young people in order to become leaders?
In the family?

Yeah. Between 12 and 18, or in secondary school, in this period.
I think it's about giving young people responsibility to do things rather than taking things away from them, rather than getting everything done for you. I think you have to learn physically and mentally to do things, to take responsibility for your own actions, to help others, whether it's your younger siblings or whatever. And I think

those types of things, for me, are what eventually forms your character and turns you into a confident individual that can make its way in the world. So for me, it's those kinds of things. And also nurture. I think parental love and nurture are absolutely important, much more important than money and everything else. I think that's all very relevant, but for me, the biggest thing is about nurture, giving and taking responsibility, good example from parents about how to live, being able to talk to their young people and listen and negotiate, and the young people in turn being able to feel that they can talk to their parents and be open with them and all that kind of stuff, building a level of self-respect. None of these things are rocket science, but they don't happen that often. So all of those things, for me, are eventually what'll make someone a well-centred, relatively happy individual being able to cope with what life throws at them, but will also not just be thinking about themselves, which will think about the wider community, about their siblings, parents and society in general.

Let's talk about at school. What would you add? What responsibilities and opportunities?

I think young people should be given a bit more. Schools, for me, are not – I don't know if democratic is the word, democratic might be too strong a word. More of the running of the school and how it's done and how young people are treated – young people should have a bit more of a say in it. In schools councils, by and large, or even in their education, at the moment, the last person to be consulted about their education is a young person. Everybody else gets a say – sometimes. Sometimes the parents get a say. But by and large, it's top-down. So people go and they get it. They get it shovelled at them, and they talk in whatever. Some of them take nothing in, some of them take a bit in, some of them prosper, and they go out the other end. But they've not actually given much back to the school or to the community. Some have. So I think there should be more of a push towards young people of appropriate ages having more say in what happens in that school, how it's organised, their own situation, whether it's giving and having respect in terms of everything from toilets and food to lockers and whatever it has to be, whereas at the moment, it's very top-down. I just don't think it's relevant for the 21st Century, that it's still Victorian in

the way that it operates. It's still really "be seen and not heard". And yet, when they're 16 years old, they can go and get married, they can go and fight for their country, they can do this, they can do that, and yet there are so many other things they can't do. Whereas if you're an adult, you're an adult. We have to find a better way of gradually introducing adulthood into our young people, of making it a very seamless join. At the moment, it's very fragmented and there's too much of a generation gap, which has been perpetrated only over the last 50 or 60 years, really. So there's a generation gap. And there's also the whole discipline thing in a school, which makes it very difficult. We might have to look again at if school's the answer, really. They're not the answer for a lot of people. They need other ways of being educated, other than sitting in a class with 30 people listening to a teacher. Now that might be very difficult. Imagine in the Third World, that's almost impossible to conceive. But I think in Britain, we could be giving our young people much greater responsibility in how the school operates on a day-to-day basis. But that doesn't mean that you do whatever you like, it means you take responsibility and you think. And you can probably come up with some pretty good ideas. Some of them might include starting later and finishing later, doing all these kinds of things. At the moment, that's not possible.

Let's talk about the wider area, in the community. What responsibilities or opportunities would be helpful for young people?

Again, I think it's important that we find ways of involving young people in the services that affect them. And the Government, by and large, have said quite clearly that this should be the case. There are a number of key documents − there's the UNCRC, which is the Rights of the Child, and that applies to young people as well. There are a lot of things in there that young people should look at. And when I say Government, I don't just mean central government, I mean local government as well. There should be engagement in terms of community planning, when things are happening within that community, they should be engaged in the services that affect them, if they're looked after or accommodated if they're "ordinary" young people, that the services that are there for them, they should be involved in − in helping to develop them and helping to run them. And again, it's about taking responsibility for

your own actions, but also having a say in that, which is done. We're about doing things with young people rather than having things done to them. And we feel that is the best way forward, because folk take ownership, respect and a lot of things that aren't there at the minute, because things tend to be done to them whether they like it or whether they don't.

In your opinion, how do outdoors activities affect leadership development?

Outdoor activities? Oh, I think greatly. Yes, I think greatly, because again it's about giving young people the possibility to lead, blossom, learn skills and do whatever it is. It could be something as simple as being involved in, for instance, the Duke of Edinburgh's Award. Do you know about the Duke of Edinburgh's Award?

Yeah.

You decide. There are different parts. There's a service element where you have to give of yourself to the community. There is a skills part where you have to learn a new skill and get to a level of competence. What's the other one? I'm trying to remember them all. There's an outdoor element to it, where you have to be able to survive in the wild for a couple of days in a tent, walk, read a map, all of that, and all the different skills that go with that. And you have to work as part of a team within that context as well. So all of those types of things – whether it's sport, whether it's outdoor education, or whether it's the arts, music, or whatever – they all teach a discipline of some description, which at the end of it gives you a skill that then helps you develop as a person.

Let's talk about the obstacles. What obstacles do you consider to affect youth leadership development in the family?

In the family? That's a hard one, in the family. Bad parenting. Sometimes single parents. Sometimes no parents. Poverty. Lack of understanding by parents of young people. Sometimes a lack of respect both ways. Sometimes alcohol and drug abuse. And sometimes, again, just a lack of love and nurture within a family. All of those things all inhibit growth in some shape or form.

What about at school? What are the obstacles?

At school, I would think that the obstacles are the structures of the school itself, the lack of flexibility within the curriculum, the lack of opportunities for certain groups within the school to prosper and get advantage. The need for the school to achieve high marks means that very often the lower end is kept out of harm's way and does not appear in the statistics. But those statistics are real people's lives, so therefore, they can leave the school after four years with nothing. Other than that, they might get a leaving certificate, but they have nothing. In effect, this is a terrible thing – if you have your name on your record of achievement, and there's your name, address and your phone number and nothing else, and the fact that you were off with jaundice for two months when you were 14. It's not exactly inspiring. So I think there needs to be more of a level playing field at school. And we have to assess every individual young person separately and produce a learning framework that suits their needs at a particular time.

What about in the community, the wide circle?

In the community, I would say there is a distinct – not in every community, but in a lot of communities – "them and us" understanding, if you like. There is a certain fear of young people by certain parts of the adult population. Much of that is due to media hype and nonsense, to be honest, but much of it is forgetting what we were like when we were young. Some of it is based on fact, on bad behaviour, but not an awful lot of it. I think that young people get quite a raw deal in terms of the preconceptions of adults. Also the lack of services and places to go that are safe, warm, and have leaders there to work with the young people. Because young people do need inspiration, mentoring and role models to be there, in particular other young men need them, because many of them don't have fathers that are around. And they need facilities where they can go and let off their energy and steam and have a chance to express themselves.

To what extent is the motivation to become a leader important in this period?

I think it's exceptionally important. I think we need as many young leaders and as many peer educators as we can find to inspire other young people.

What happens if they have the motivation in this period? What happens? How does that affect their participating in programmes and services?
You mean the young people themselves who are leaders?

Yeah, if they have this motivation to become a leader.
The two things don't necessarily cancel each other out, because there are many different things. You can be a leader in one group and a follower in another. You can be very good at football and be the team captain, but you can like table tennis but somebody is much better than you. It's different skills. So, a young person is a very complex individual, the same as an adult is. So it's a number of things. It may have a passion and a love for one thing and be great at it, and other things it will like and not be very good at it, but will want to do it, but will want to go, want to try to do things. That's what I think. There's plenty of scope – 7 days in a week, you know?

We have three stages – childhood, adolescence and adulthood. I'd like to ask about this stage. In your opinion, *are there any characteristics of adolescents which make them more receptive to enhancing leadership development?*
Yes. I think they're enthusiastic. And I think they are flexible in their head more. And they want to try things. There is less fear than adults in terms of getting them to do new things or try new things. There's that sense of adventure that young people have. The thing that goes against that sometimes is negative peer pressure, and that sometimes has a balancing effect the other way, I would say. But I think in general that young people are massively enthusiastic, want to have a go at things. They don't always think it though, but hey, that is being young, I suppose. So all of those things I think are what make them good in terms of that. And again, that passion for something. They don't see the walls and bricks. They don't see all the bad things first; they say "I want to do that; I want to get to there". They don't see the debris in front of them, they just run, and that has a certain freshness to it, and that enthuses other people. I think that kind of thing is quite critical to it all. And how you capture

that and then build in other things that make it more permanent, if you like. That's the job of the youth leader, to do that, or the parent, or whoever.

Would you add some characteristics, comparing with children?
Comparing with children being leaders? I suppose there are kids who are leaders as well. You can sometimes see people very early on going either the wrong way or the right way. There's no doubt about that. I think there are obvious characteristics in terms of brain development, in terms of more knowledge and experience, in terms of physical attributes which means that they can do things they can't do when they're younger. So those kinds of things, I would say. And obviously, they've got more freedom in terms of actually doing things, going places, being independent, that kind of thing.

Let's talk about the gang culture of today. We always see some gang leaders, and they are young people.
They're very good leaders.

How can we simulate the real-life model of leadership development that already exists within the gang culture of today? How can we simulate it to, for example, schools?
For good things?

I'm not talking about changing them. That's not my case. But how can we simulate some tools, some strategies of their leadership development to the schools, to the communities, to youth, for example, if we would like to do something for YouthLink or another company like that?
It's a very good point, and people have written about it before. Almost exactly the same attributes that make you a good leader for doing things that are right, make you a good leader for doing things that are wrong. It's a matter of choice, in some ways. Although sometimes it's not about choice. There are a number of examples of people who become very powerful role models because they've actually been part of the gang culture, or they've been part of a criminal culture of some description, or have

been on the edge of that, or have been to prison, or whatever, and they decide they want to go the other way. They are a very powerful talisman for those young kids who are on the edge, on the verge. And we are trying, the Government are trying, we are trying to get as many of those role models out there working with young people, who know both sides of the offence. But there is no easy solution. Yes, you can learn. I suppose you could take the best of the bad and feed it in to training courses and stuff like that. But having actual folk who have been through that and who are known and well-known within their community as previous bad guys is very powerful. It's a very powerful tool for good, ultimately, provided that they mean it, provided that they're not just there to recruit more young people. So you've got to be pretty sure. The only thing that we've got there is that we have a difficulty in our society because of some of the restrictions in terms of employing ex-criminals in certain areas. And that sometimes can mitigate against that happening, which is unlucky. But it's quite a recent thing, that, and it's to do with the Dunblane Massacre and other things that have happened in Scotland and in Britain – various massacres by bad people, if you like, who have misused their power in one way or the other. And therefore it's very difficult to allow people to work with young people that you know have been a criminal, and you know that they've been violent, they've been this, they've been that. And yet, in Christianity, St Augustine said "the greatest sinners make the greatest saints", sometimes. So it's getting that degree of forgiveness in the system that allows you to use people like that to change other people's lives for the better.

In your opinion, for the growth and development of young people as the leaders of tomorrow, do we need a short or long term approach?
Oh, I think it's long term. Or both, I would say. I know that probably isn't the answer you want, but I don't think there's any one way to do it. I think quick fixes are ok, but they are quick fixes. The problems in our society are fairly deep-seated, and therefore they require continuous investment, smart investment, investment in things that are not always very sexy for a Government or a politician. If we're going to make a real difference for young people and give them more chances to develop and do good things in life – learn skills, be independent and all of the things we would

want them to be, and be self-respecting and respecting of others, all of those things – then we have to put an infrastructure in that supports that. And at the moment we don't have a sufficient one. I think we try very hard, but we don't as a society we still value some of those things enough, nor do we challenge our own education system enough in terms of what it produces. And neither do we challenge parents enough, or help parents who are failing to acquire the skills that they need to be more supportive to their young people.

You have said both. Would you add more? Why do we need long term?
Well, because we have to have an infrastructure there that is there for young people when and if they need it, not when it's too late. So it's about early intervention. It's about having a good local infrastructure or facilities, having both volunteers and paid staff who are trained, who are skilled, who are constantly in contact with those young people. It's not about sending in the troops, because all that does is stop the riot. It doesn't take the reason for the riot away. So we have to get to the foundations of the problems – the social problems, mental health problems, all the other things that are there – we have to look at cause, not just effect. And that takes time, it takes effort, it takes money. It takes attitude as much as anything. It's not all about money.

Most of the companies or communities start leadership development from adulthood. What happens if we start from an early age, for example, secondary school? What will happen in terms of leadership development?
I'm not against that at all. I think you can start earlier than that.

What are the benefits? What are the advantages?
The benefits are that if young people are given responsibility early with support, they will quickly become more adult in their attitude. Biologically, young people are becoming adults quicker, yet the laws of the land are going in the other direction. It instils so many different things. If people are being given responsibility with support, allowed to blossom, allowed to do things, why are some 8 year olds able to be world beaters at X or Y? Because they've had the encouragement, the environment, they've had all of that to do it, while others at that age can't break their fingernail, when

mentally, there is nothing wrong with them, in terms of a physical and mental sense. They're not disabled, they've not got a palsy, and yet one is stilted and stunted, and the other is blossoming. So much is to do with nurture, opportunity for healthy living, I suppose, seeing the opportunities and opening young people's eyes to the potential of what they can achieve, and believing in them so that they believe in themselves. So for me, all of those things all follow on from one another. And a lot of the stuff we have to do... We also have to do some quite interesting things, I think, in Scotland, and I suppose in other countries as well, but we have a horrendous relationship with alcohol in Scotland, and drugs up to a point, but certainly alcohol. And there is a real need to look at everything from pre-natal. Damage can be done to young people physiologically and neurologically that nobody knows anything about, which is very hard to track and trace. And yet we know that young people who have come from families with mothers that have drugs, are drunk, anything else, are smaller in birth weight, they'll have smaller brains, they'll develop slower, they'll not have the nurture they need. And then to try and get that young person up to the level of the 8 year old who's the superstar is almost impossible. The gap just widens as they grow, and that creates its own series of problems for society and for that young person. So we've got a long way to go to understand all of that and to try and get people to see that you can't be too early. You can't nurture too early. You have to nurture from the minute you know you're pregnant. And that first year and a half, including the nine months in the womb, is so important. 50 years ago, we didn't know that, to be fair, and we're catching up, we're learning all the time. So early intervention and all of that, working with parents, as well as the youth leader thing is critical. You can still do a lot in terms of intervening with young people at 11, 12 and 13 and turning them round, but if you can get them at 6 or 7, or 2 or 3, then it's far better and much easier.

For young people, which is better: focussing on generic leadership or focussing on a wide range of details? What do you think? Which is better?
Young people tend to present with a passion for something, so therefore you will nurture that passion, help them to develop it, and help them to impart it to others. But in order to do that really effectively, you also need some general leadership skills. So

again, I hate to say it, but it's a mixture. If you've got a skill, then that's fine. But how do you get the message across and how do you make it wider than that skill that you've got? How do you add almost general social skills to that? And for that, you need a kind of more general leadership programme that teaches you about everything from childhood psychology to adolescence, to sociology and how that affects young people, all of those kinds of things. So you need a general plus a specific.

For young people, which is better: focussing on formal leadership development or informal leadership development?

Who knows? For some, it will be formal, and others, it will be informal. It depends how you define informal, because a lot of things are done where people absorb – osmosis, call it what you will – they absorb things through seeing, looking, learning and listening, and then they just take it forward. So there is no formal stamp on their head that says "you are now a youth leader". But equally, in our society, increasingly people want to see a bit of paper. So therefore, I suppose what starts informally can very quickly become something formal. Fortunately, I think our education awards system is much more flexible now than it used to be to allow you to acquire accreditation of prior learning and accreditation of experiential learning. So therefore, at least you can get acknowledgement that you've been doing this for a wee while before you go. And when you take the formal thing, some of that will be taken into account. So I suppose, it's a bit of both again. There are lots of bits of both.

And to what extent is there a relationship between youth leadership development and enhancing leader characteristics?

Say that again?

To what extent is there a relationship between youth leadership development and enhancing leader characteristics?

Well, one would think that one would lead to the other. Good youth leadership development should ultimately make better youth leaders that are more rounded, that are more capable. So I suppose... Let me see that again? Just down the bottom.

I mean, focussing on leader characteristics.

Oh, right, yeah. I'm with you. Aye.

If we would like to do youth leadership development, does that mean we should –

Yes. There will be a series of characteristics that make you a youth leader. I'm just trying to think of characteristics that have best worked. The profile of a good youth leader will have a number of characteristics within it. Is that kind of where we're going? And those characteristics will be integrity, honesty, fairness, empathy. There will be a certain amount of non-judgemental attitude within that. An ethical, clear understanding of their role in relation to the client or the young person they're working with. So there will be – not barriers, it's the wrong word – but parameters, whereby there's a respect there, mutual respect. Those are the characteristics. You then add to them the particular skills, which are about engaging, listening, working with someone rather than doing things to them, a way of working that puts the young person in charge of the process more than the teacher, if you like. Whereas in a school, the teacher will be in charge of a large part of the process. A youth leader will be largely not. They will have something in their head, but the way it's done is different. There are two ways of delivering a message. And they will... How can I put this? There's an old story about a good youth leader, or a good community worker, even. When the young person is on the stage receiving their applause, the youth leader will be at the back clapping, even though they know they have helped that young person to get there. Their result is seeing the young person achieving, so that's the kind of relationship. So that whole being able to trust the process, work with the young person, keep coming back for more if the young person's being awkward and difficult and all of that – a stickability I suppose. I don't know if that's a word. But you know what I mean? Stickability, keeping at it.

And for leadership development for young people, to what extent is it important to involve them in various leadership situations?

Critical. All of the training that we do from degree down is experience-based. There is theory as well. There is loads of theory. But you don't get your bit of paper unless you can do it. So the only way to do it is to do it. You go out and do placements. Its' the same as teacher training, the same as social work training. You have to go and do it and be judged to be competent to work with young people, adults or community

groups. It's experiential. That's a major part of the course; it's probably 50/50 between theory and practice. And if you don't pass the practice, you don't get the bit of paper. And that's regarding volunteers, part-time sessional youth workers, as well as degree-qualified people. So it's very important.

And for leadership development for young people, to what extent is the cultural context important? Is it an important dimension for leadership development for young people?

To understand the culture they're going to be working in or to understand their culture? Youth culture? Imperative. You don't have to agree with it all, but you have to have an idea about where young people's heads are, what their world looks like. And again, that's about the non-judgemental side of it, very often. And that can be very difficult for some people, extremely difficult, particularly if you think you know you're right. Sometimes it's very, very difficult to hold back and let young people make mistakes. But for me, it's really about creating an environment where young people can blossom, can take responsibility, and can become adults in a very positive way. That's what we're about. But it's also about a lot of fun. It's also about doing things that you want to do that you'll get a buzz out of, that you'll enjoy, that you'll learn new skills, go and see places you've never seen. So it's a lot of experience, just experiential things. But we think that that ultimately adds to you as a person. But whatever you put in churns about in there and becomes something else. And if it's badness that's put in, then it's liable to be something else. And if it's goodness that's put in, then it's liable to be something else that comes out the other end.

You have mentioned volunteering. What are the benefits of volunteering in terms of leadership development?

I think volunteering is a very, very important part of society in general. I think it allows people to – again – learn, but it also allows people to give either their time or their talents to help others. And that giving gives them a feeling of self-worth. It gives them a chance to learn new skills and meet new people, and is in general of benefit to society – not only financially, not only in all the things that happen for nothing, if you like, but in general the feeling of society being joined up and being

part of a community. Again, it's getting away from the selfishness, so it's "more we and less me", if you want to use that little phrase. And that's what volunteering does. It brings you out yourself and makes you think about other people, whether they're worse off than you, or whether they just need help of some description, or whether they just need company. Volunteering covers such a wide range of things that it's just remarkable. And any healthy society should encourage people to help each other without payment being the reason for it. The reason should be other human beings.

I'd like to describe my framework, and I'd be happy to have your development. The first triangle illustrates that to develop youth individuals as leaders, there is a need to involve them in various situations. Situatedness means situations within context, involving them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on actions in the community. It is about understanding and producing action. It's about incorporating theories into practice. And the second triangle illustrates that for leadership development, it is essential to enhance leaders' characteristics. And in order to make leaders balanced and flexible with future changes, there is a need to develop a human intelligences. Characteristics and human intelligences are enhanced within an open environment. To make sufficient human change, a long term approach is an essential condition.

Yes, I would agree with that.

Using Bandura's theory and contingency theory, I tried to connect between these two triangles to create a comprehensive framework for developing youths as future leaders. The first dimension is characteristics, which includes developing aptitudes, knowledge, skills and behaviours for each characteristic to make a deep change. The second dimension is human intelligences, which consists of the intelligences that emerge from human needs. Any human being is made up of four parts –mind, spirit, body and emotion, or heart. So, we should develop these human intelligences – mental intelligence, spiritual intelligence, physical intelligence and emotional intelligence. The third dimension is situatedness, which involves the youths or young people within situations with their peers and followers in an innovative environment.

Within these situations, we will discover their strengths and weaknesses. Then we will deal with that from an early age. We will try to support their strengths, encourage their strengths, enhance their strengths and treat or solve their weaknesses. The fourth dimension is cultural context, which is gained from the family, beliefs, values and ethics. This makes the leader an authentic leader and builds integrity. The four dimensions will work further via the action science strategy and a long term approach. This is the strategy and this is a condition. What's your initial response to this framework? I would like to develop it now with the interviews and then I'll try to change it.

Your action science thing – I don't actually recognise the term, so I'm not 100% sure what to say about that.

It was action learning in Europe, and now it's the work of Argyris in the USA – action science.

So you're calling it action science?

Yeah. It's communities of practice. If we give youths theory, this is the place of doing. This is the place of action.

Right, ok. I think you're right about the fact that it's a long term project. It's not a short term one. I think it is about taking action. I've not got a problem with this stuff as you've probably gathered from what I've told you and said to you. I think you probably need to tease out a wee bit about the weaknesses and strengths, how you deal with that and whether that should be in that box. Cultural context is fine. I don't know if you want to put something in about the social context, or even something about their world, young people's environments. You know how you asked me the question about understanding the world of young people? And that might be very different, certainly from the adult world at my age. So therefore there's something there that might need to go in about the youth culture, if you want to call it that. For want of a better word, that would probably be what it would be – youth culture. And beliefs – you'll need to change the spelling of beliefs – that's just "fs" at the end. Aye, I can see where you're coming from.

Yeah. Thank you. What changes would you make to improve this framework? Would you add something else?

So these are both environment at the bottom?

Yeah.

Right. Alright, ok. You might want to add something about the characteristics. I think aptitudes, knowledge, skills, behaviours... It's whether there's something about – it's not quite morals – but maybe ethics or something in there. Knowledge, skills...

I mean that for each characteristic, we should enhance aptitudes, knowledge, skills and behaviour for each characteristic, to make a deep change for each characteristic.

Yes. Aptitudes, knowledge, skills, behaviours. So that's not a list of characteristics, really. That's just a kind of very broad heading, and underneath that there would be other things – specific skills or whatever. I'm just thinking about what we were talking about when I was talking about flexibility and that kind of whole openness. Managing change and all of that. I don't have a better word to give you, that's my problem, just with having seen it for the first time. Let me have a wee look and a wee think about it.

Let's ask another question. What happens if we eliminate characteristics? What happens?

No, no. I'm not unhappy with characteristics. I'm just wondering whether we've got enough of them, or whether you're limiting yourself to four. That's what I'm trying to get at, I'm saying "why are there four"?

That's why I'm interviewing practical people, because I know any theory is not practical.

No, it's not. And it won't be perfect. It's somebody's thing, you know? So without seeing the dropdowns, it's very difficult to know what you've missed. You need to see the dropdowns. I'd be quite happy to have a read at it – read the next bit and say

"this is what I think about this; this is what I think about that". But you know what your framework is, I don't.

That's the description. This is a very brief description for the framework.
I suppose, the only things are the two at the end, really. Action science – I don't know enough about the term and understanding to actually give you an answer. So I'd be telling lies. And a framework that's geared to a short term or a long term approach – it wouldn't work. You need both. Short term things need to be done, but they don't give you long term solutions, in my humble opinion.

I think maybe if we talk about the unknown point – action science.
I'll have to go and look up action science now. I'll have to go and Google it.

What is the point or dimension which you like in this framework? What are the main strengths in this framework?
Well, I think what it does is that it almost characterises what we would be looking for in a young person and put it into the same context as a leader. Our argument would be that a young person is made up of all these things, that that's what impinges on who they are, it makes them who they are and impinges on their development. And it's very similar to that for a youth leader. I suppose, a youth leader is someone who's maybe made a bit more sense out of it, and can then translate that to working with a young person and showing them things that'll help them to see their way through so that they have a philosophy of life, goals, ethics, all these things.

And what is the weak point here?
I don't know about the weak point. It mentions what all the things are. I think there's a phenomenal amount of influence from family. They're not rated in any way. They're statements of fact. But family could be 80%, and something else could be 20%. So therefore there's no value put on. So that's probably... It's a very difficult thing to do, though. But it depends as well on what you've written in your narrative. A graph's fine, a matrix, or whatever, it's what's below it, isn't it, and how that explains it? That's shorthand for 10 000 words, probably, or 15 000, I don't know. I

don't know all the background to it, but I think you're on the right track. As I say, I would need to look again at the action science bit to get to the theory.

We have reached the end of our interview. Is there anything you would like to add?
All I would like to say is that for young people today, it's very complex society, particularly in the West, I suppose. There are a great many pressures on them to conform to the marketers, to spend money on things that really are quite unnecessary, to have the latest this, that and the next thing. And while that's all well and good in some ways – it keeps people in jobs and everything else – ultimately for me it has a dissipating effect on the human spirit. And it shouldn't do that to the detriment of the higher values, that it doesn't matter about what religion, I'm not talking about that, even if we took religion out of it, and we were all just looking after each other as human beings, then it shouldn't take away from the humanity of a person, their need for nurture and their need to not only to be helped themselves, but to help others and be aware of the planet and all of that. So I think we need to work a bit harder at that, about centring people. And young people are very aware, politically, not big P, not party political, but they're very political small P about issues, about the environment, about the Third World, about a whole variety of things that we don't give them credit for. And we need to nurture those and work on those things to bring them to the surface, because those are the kinds of concerns and thought processes that will ultimately make them better people and more balanced individuals with a better chance of leading a happy life. So there you go.

Thank you so much.

Thanks very much.

Case 36: Zwanenberg, Zoë van, leadership development director
First of all, thank you very much. Actually, your response is greatly appreciated. Really, thank you very much. I'm focussing on leadership development for young

people, especially young people between 12 and 18. So, let's start with a very wide question. In your opinion, what makes youths become future leaders?

I think both an experience of taking on leadership and then a desire to make a change, to make something happen. And also, a desire to take responsibility and to be acknowledged for that, because I think the acknowledgement is very important. Because they want to feel good about themselves as well as about what they do.

And to what extent is leadership learnable for this period?

I think leadership's hugely learnable, and through all sorts of different routes. I think that the feedback you get, if as a child or a young person you take on the responsibility to do something, to lead something, the support that you get, the challenges that you face, the feedback that you're given about how well you're doing or not, and then the sense of achievement if you succeed – all of that's a learning process. And I think it's hugely learnable.

What sorts of characteristics, behaviours or experiences are difficult to learn in terms of leadership development?

I think the difficult things to learn how to read the context in which you're operating and how to understand that. I see some of the, almost intellectual, analysis that needs to go on. And the difficult thing is being able to manage people and to be able to do the difficult things, like telling somebody they're not doing very well, particularly if it's a friend. I think the most difficult thing to learn as a young person is that being a leader isn't necessarily being somebody's friend, and in fact, you may definitely not. That's very hard – that being a leader you can be unpopular as opposed to popular. And I think that's a very difficult place for a young person to be.

If we talk about responsibilities and opportunities, what responsibilities or opportunities would be helpful for young people in order to become leaders? Let's start with the small circle, in the family.

In the family, it's taking responsibility, even if it's things like starting to take responsibility for planning something – to plan an excursion, to plan a holiday – to

get involved with the rest of the family in thinking what it is they're going to do to arrive at the decisions, rather than giving them to somebody else to do, to have to persuade somebody to come with you. And then to go through the planning process and to make it happen. It's quite simple stuff in some ways, but actually, we don't do it. How many children actually, at the age of 12, get to sort out where the family holiday's going to be? And yet, that would be a fantastic leadership role for them to take on. So I think there are opportunities to do that, and to do other things where it's about making decisions for the whole family, where you need to engage with the family about what it is that everybody wants and needs, and negotiate a position and then take it through.

And what about at school?

At school, I think there are lots of opportunities, whether it's... There are the obvious ones that people do use like team sports and things like that – of giving people a leadership role within that. **[Mobile phone beeps]** Sorry, that's my phone. But I think there are the less formal situations just even within a class or a set of classes, that if, say they're studying particular English texts, of giving one child within the group the responsibility to lead some research around that or to gather some information, to get a group to search the Internet and to pull things together on a smaller project. So I think there are huge opportunities. And then there's the sorts of things that happen around the Young Business Enterprise that happens, which is giving groups of children the opportunity to design and run a business, and then giving them the support to do that. So I think there's an awful lot that you can do from very early, and children really respond to it. It's when they get to their later teens it becomes more difficult, because it becomes an "uncool" thing to do.

And in the wide circle, the community?

Again, within communities there are huge opportunities. For example, with the Growing In Trust and issues to do with the environment, there are opportunities there for young people to start to take the lead on that, and to then get people moving around it. There are a lot of charitable and voluntary organisations and things they can be involved in to do with the community, or with this Community Regeneration,

rather than always being the elders that lead it. Actually giving the responsibility. I think we're very hesitant to do that. So I think there are lots of opportunities there. If I look at Dunbar, there's a community garden in Dunbar, there's work happening about a community bakery. Now, those would be wonderful opportunities for young people to actually take that over, lead that and run that.

What does that teach them? What do you think?

I think they learn a number of things. They learn a lot about people and about having to work with a lot of different people, working with people who feel they've got a position or should have a position, people who are reluctant. So they learn all those influencing negotiating skills. And trying to get people fixed on a common vision or direction and everything else – I think they learn that. I think they learn some practical business stuff about "how do you actually make things happen?", "how do you manage the money?", "how do you get the money?", "how are you accountable for it?", "how do you ensure that everybody knows what they're supposed to be doing and everybody's accountable?" – so you start to learn those organisational skills. And you also start to learn the personal resilience of "it's not all going to be easy-going; it's going to be tough" and you've got be able to pick yourself up and go back in there, keep smiling, keep positive, and keep taking people with you. So there's huge learning around the resilience for people. And you learn some of the hard things about people who say they'll do things and don't, so you learn some degrees of scepticism, which is that hard-grounding reality that you need, that the most beautiful project plan in the world never goes according to the project plan.

In your opinion, again, what do you think are the core characteristics which make youths future leaders? There are many characteristics, but let's say: what are the core, the key characteristics?

Energy. A real set of beliefs about wanting things to be different, to make change, and to make change happen. Actually, with the most – **[Phone ringing]** Sorry, that's my phone. Sorry, I'm interrupting.

[End of recording, audio file Zoe van Zwanenberg 1]

[Start of recording, audio file Zoe van Zwanenberg 2]

Sorry.

We were talking about the core characteristics.

The core characteristics. I've said about energy, about wanting to make a difference. I think, actually, there's a real drive in young people to want to do things collectively, to want to do things with a group. The young person who just wants to be out there on their own is very unusual, I think. And I think that's important. I think that's a really important characteristic in leadership. Leadership is about wanting to take people with you. And I think the other characteristics are that actually there's a hunger to take responsibility, to be recognised and to be given the opportunity, the opportunity to try. And there is a need for recognition.

And that gives them more motivation, more motives to...

Yeah. And I don't think it's motivation, in terms of some kids, young people will want to earn lots of money, or whatever. But for an awful lot of them, it's not. It's about somebody recognising that they've got skills and abilities and can do things. And they're saying that to them. I think the most de-motivating thing – and my neighbour's son has just graduated from university and can't get a job – and the thing that's de-motivating for him is that he has invested time and energy in getting skills and knowledge and feels it's being thrown back at him. And he's got the potential to be a leader, and at the moment, he just feels that he's worthless. And I think that's hugely damaging.

From your experience of reading about leaders or meeting leaders, how do leaders learn what they learn?

I think it's a combination of things. They learn a huge amount from experience. And in the interviews I've been doing, that's been the one that's the most interesting. People are saying how important it was for them that early in their career they were given the opportunity to take on something quite big. They were given the space to do it, they were given the support, and they knew that if they got it wrong or if they

made mistakes, somebody would help them. And that experience was hugely important to them. And then combining that with the ability to do quite tough self-reflection to really know themselves and to work with a mentor or coach that holds the mirror up to you and says "why did that happen?", "why does this keep happening?", "have you thought about that?" and then supporting that with some good, robust, theoretical, academic learning. So it's that combination, but starting from an experience base. But what so many of them have said is that the theory and academic learning, unless they could apply it to their experience, it just felt like so much book learning that just sort of sat on one side. And it was that ability to reflect on what they'd experienced through academic and theoretical learning that gave them insight, which then enabled them to move on.

Let's talk about their strengths and weaknesses. How do they enhance their strengths?

By getting feedback from people. By doing the self-reflection. Learning from mistakes. Being prepared to face up to the fact that they can't and don't get it all right all the time, and that therefore there's learning to be had. Being able to put their ego to one side.

How is that?

Because for quite a lot of people, leadership does play to ego. It makes you feel good. So being able to put that to one side in order to do the really tough questioning about "actually, really, how good was that or not?" and to ask the difficult questions of yourself as well as to ask the difficult questions of others and to really hear the responses.

And their weaknesses? How do they get out of their weaknesses? Would you add more?

I think the role of people either like mentors, coaches or peer group supporters, who make you see yourself in a mirror, it has an enormous impact. But they've got to be willing to do that, and some people aren't. Some people aren't. And they'll then always blame everybody else for problems.

What do you think – we are now talking about existing leaders – happens if we start enhancing strengths and try to solve or treat weaknesses from an early age, from 12, for example? What happens?

Well, you don't end up with perfect leaders, because you'll always find other weaknesses. And it's always a learning and growing process. And I think we need to start much earlier, because we need to let... We've got a world that's mired in problems and we're not getting any fresh thinking around it, because we're not allowing younger people to take responsibility and to take leadership. So I think we desperately need to do that. But that's very hard for some of the very established leaders. It's very hard to let go. And I think actually one of the weaknesses is the enjoyment of power. And that's very tough. As they say, once you've got a taste for power, you don't want to let go of it, and I think that's very true.

And again, about leaders, what are the best methods to practice their leadership? What do you think? Would you add more? What do they do to practice their leadership? What are their methods, tools and strategies?

For practicing in the terms of getting better all the time, I think the things that people use most are things like our mentors and coaches. That's become an acceptable thing to do. I don't think they're all very good, I have to say. And I think we're getting ourselves into a muddle about that, because we're going down a route of saying that all mentors and coaches have now got to have a qualification. Actually, a qualification isn't what you need for that. What you need is people who've got really solid experience and good interpersonal skills. And no piece of paper or qualification can guarantee you that. So I think there's that. I think where you get a group of leaders together and they're from different industry bases or whatever, and you give them the space to be able to really reflect, I think they do, and they learn, and they learn from their peer group. And the other thing is if they teach. As Jack Welsh always said, you've got to have a teachable point of view. I think it's so true, because if you're trying to teach or to engage, particularly with young people, about what you do and why you do it, and you're trying to explain it and justify it, you actually get insight into it yourself and you learn. And you accept challenge from the younger

people because they're questioning you about it and saying "why did you do it that way?", "could you have done it that way?". That, I think, is hugely important for existing leaders. And not threatening. Whereas if it's their subordinate that's doing it, it's threatening. If they're engaging with young people to do that, it's not threatening.

Let's talk about the obstacles. In the family, what do you think are the obstacles which affect youth leadership development?

Family hierarchy. Family jealousies. I mean, just always the thing of "are you really going to entrust the family's annual holiday budget to the 12 year old and live with the consequences?". So it's also family protection as well, of not wanting to expose them to risk and not wanting them to fail. And yet, whereas, actually they learn through failure and they learn resilience through failure. So I think that's very hard for families to do, because they want to protect the child so much, and yet actually they need to... They also want the child to grow, and it's balancing that for the child, the young person.

How do you balance that, in your opinion? Protecting your child and –

Well, you can put boundaries around what's there and put some checks and balances in, which would help, and actually help the child to grow. Because explaining and taking the time to explain why that boundary is there and "why we can't do that and can't go there", you're actually engaging in an intelligent dialogue around it. And that doesn't happen hugely in families. It does in some families, but in not all. And it's time in families – people are rushing around and doing things.

What you have said is interesting. Why? Let's say why? How does that affect leadership development? Focussing on why. For young people.

For young people. Because I think the big questions are always of understanding. Because so much of leadership is about sense-making. And if you're going to make sense of something, you've got to keep asking those questions – "why?" – so "why did that happen?" or "why did you do that and it got that result in that context?" and

that develops insight. But it also develops that kind of intellectual curiosity that you want. And so much of leadership is about sense-making. So helping young people to make sense and to be open to them asking those kinds of questions. And we let them do it when they're 2. We expect them to keep saying "why?" when they're 2. But when they're 12, we get impatient with it.

To what extent is the motivation to become a leader important in this period?
Well, I think it is important, because it's no good dumping leadership onto a child who really doesn't want to do it, or a young person who really doesn't want to do it, because you're going to have a completely counter-productive effect. But I think for the majority, as long as you're gearing it to the things that they're interested in, the things that they want to achieve, they will take the responsibility. I think what you can't do is take the very shy, quiet child and tell them you expect them to take on a leadership role which is going to involve a lot of public speaking and that sort of thing. That's cruelty. But that very shy, quiet child working with a group to influence and make a change around something that child or young person believes in is different. So I think it's about gearing the challenge you offer them to who they are and what matters to them.

I think you have worked with adults and youths both in terms of leadership development.
Yes, a bit with youth, yes.

What are the main differences in terms of leadership development between adults and youths?
Youth are much more prepared to take risk. They're much more open to that. They're much more questing from that point of view. Adults are more protective of their dignity and more worried about position. And they're both worried about how their peers see them. Youth and young people are much more about, you know, the world's still a great big, exciting and interesting place. So they haven't fixed their ideas yet. Whereas some adults have got very fixed ideas and actually don't want to

hear anything else. And they'll go to a leadership programme to reinforce their existing notions.

Let's compare young people or youths with childhood, before 12.
It's a game. It's more of a game. Not for all children. And there will still be young children, very young, who will take on leadership. And it's worth noting that and encouraging it. But it is more play at that stage.

Which age? It's more play at –
It's more play the younger they are. And also the other thing, I think, when they're very young, is relationships are less fixed. So actually, if you do something and you do take a leadership role, and you upset another child, it'll upset you for the day, but then you may be friends with somebody else the next day. Once you get into the teenage years, the relationships and the impact on relationships becomes much more important, and how you're seen by your peer group, as well, becomes much more important. I think there's much more self-consciousness about how other people see you and what they're saying about you than there is when you're 7 or 8. In many ways, you don't really care.

Let's talk about the gang culture. Anyone can observe that gang leaders, youth gang leaders, could grow quickly, or quicker than young people in schools, in the communities, or something like that. I'm not taking about changing them in a positive way. Unfortunately they use it in a bad way, in a bad leadership. But I'm not talking about changing them. This is not my point. *My point is: how can we simulate the real-life model which already exists within gang culture?*
Well, I think the great thing about gang culture is belonging – whether there's some form of initiation, or whatever into belonging. There's a real pecking order within a gang. But if you're seen to be loyal to the gang, to be doing the work of the gang, and you show talent and creativity around that, you will rise up the ranks of the gang and the gang will give you authority and responsibility to take risks on behalf of the gang. And I don't think we do that elsewhere. We don't allow the creativity. Gangs that are involved in drink, drugs and whatever are enormously entrepreneurial and

creative about how they're doing things. And they will use that, and they will recognise it in one another. And also, they follow a developmental process. So the youngest member that comes into a gang will be mentored by a senior member in the gang. I would rather they weren't, but they are. And there's also familial stuff that goes on with it, so an older brother will bring a younger brother into the gang and feel that they have some responsibility for them, to both show some leadership to that younger brother, but also to ensure that that younger brother is learning what needs to happen. So there's an awful lot about the process of it that's actually about what you need to do in development. You just want to focus it on something a bit more positive at the end.

Would you add more? If we tried to simulate what you have said to the good communities, good schools?

Well, you do see it. I mean, you've seen it. It's what made things like the Scout Movement and others as robust as they are and why people stay with it for years. Because it's the same thing. It gives them a sense of identity, a group identity and individual identity within a group. There are various hurdles that they go through of learning. They have an older person who acts as their support and coach or mentor, and they rise through the rank and they take responsibility as they do. So there are models there. We need to find the way that those models are right for modern youth, because... Although the Scout and Guide Movement is still very big in Scotland. And it's when you see things like the pipe bands, the young pipe bands, it's the same thing – it's identity, there's a uniform, there's something that identifies you with the group. There's a clear progression through the group. There's a clear mentoring and learning process through the group, and you get more responsibility as you go up and you get recognised. It's fab stuff, actually.

For the growth and development of young people in order to become future leaders, do we need a short or long term approach?

We need both. I don't think it's an "either, or".

How?

Because I think there are things we can do now that would make a difference. But you're looking at big generational change, so you've got to stick. What you don't want is just a three-year project that just dies at the end of three years, which is sadly what happens too much. You get money for a project, but it happens for three years and there's no way of sustaining it. And if you're going to bring on a 12 year old, you need to know that you're going to be able to continue to work and develop that 12 year old through into employment, not ditch them at 15.

You said "both". Why do we need long term? Would you add more?
Well, because I think the big issues of leadership and new businesses and new environmental movements and everything else is going to get more rather than less. And we're learning the mistakes of relying on a moribund leadership. So I think it's that. And it needs that kind of energy, drive and refreshment that you get from continuously bringing in new people. And that actually helps older people to continue to grow and develop, because that challenge and that interplay is there.

Do you think young people between 12 and 18 have more time than adults? Or can't you say that?
No, I don't think you can say that, because some of them do. But then, some adults just watch television. I think by and large, young people probably do more than quite a lot of adults do. So I think they've got time. And of course the great thing is that they're in a learning mode, most of them, while quite a lot of adults have stopped learning. Young people are learning. They're growing all those connections in their brains. They're still hungry for learning.

Most of the programmes for leadership development are short. Have you heard about long term programmes for leadership development?
No, not really. Most of them are fairly short. The only ones that run over any length of time are really where they put a mentoring or coaching process in place which runs for 2 or 3 years. Or an action research, where you get action learning groups – those run for quite a long time. I know one senior doctor who's been involved in an

action learning group now for about 8 or 9 years. But that's because the motivation of the group is to continue. And I think we need to do more about longer term programme support. But I think what you see, happens too often, is the first time a programme of development goes into an organisation – if you're talking about an organisation – they might put quite a substantial programme in that runs over six months to a year. Then they'll decide that you can do it over five days. And then "well, if you can do it over five days, actually you can do it in just five lunchtime seminars" and it just dwindles down, because they only think of the inputs and not actually the learning process and the experience and the growth that needs to go with it.

You mentioned that it's important to work more on long term programmes. What do you think are the difficulties that face people who would like to work?

It's a combination of funding and demonstrating impact. And it's very difficult to demonstrate impact. But actually, impact is more likely to come over a longer period than it is with a short one. And again, too much evaluation is done on an immediate reaction – "did you enjoy the course?", "were the speakers good?", "was the lunch good?" – rather than actually talking about "what's the real difference that this has made to the way you do things, the way you think, the way you feel, how you perceive the world?". And if you've really made those shifts in people, that takes time and only plays out over time. And we're very poor at doing that kind of evaluation. We do short term evaluation really, only.

For youths, which is better: focussing on generic leadership or focussing on a wide range of details? What do you think? First of all, do you believe that there is a generic leadership which is shared between various kinds of leaders?

I think there are some core things, but I think it's then contextually specific. And I think context and place matter a lot. So I think with young people, if you're getting them to see what some of the core is, they still need to be able to understand how you apply that and the changes you make according to context. And therefore giving them experience of different contexts so that they can understand that and analyse that and develop that sense-making ability, I think that's very important.

What do you think? What are these core for young people if we would like to focus on core characteristics, core development?

You want them to be able to think about longer term goals – "what is it you're really trying to achieve that's not just next week?" – so it's that future thinking stuff that I think needs to go on. And you then want to be doing both hard and soft skills. So it's some of the soft skills around "how are you going to communicate and engage with people?", "how are you going to support people, change people, challenge people, give feedback to people, keep them on side?". So there's all of that, which I think is hugely important. But then there's some of the harder stuff, which is about "do you know what needs to happen next?", "have you thought through; what's the step after that?", "what are the potential consequences?" and "if that doesn't work, what are we going to do?" – so it's some of the thinking through the steps of what needs to happen and then learning about managing that and managing the consequences of things. I've always thought we ought to teach people how to deal with consequences, and we don't.

Could you kindly please try to remember the programmes with young people, and I'd like you to remember before and after. How did they change before and after the programmes?

After programmes, they had a greater understanding of themselves and what mattered to them. They had a greater focus of being able to stick to something they wanted to see through. They learned some skills about working with others and working out how to do that, and the issues of what it means to take responsibility and the consequences of that, good and bad. And that meant that they grew in confidence and resilience, and all of them were wanting to do more. Having had a taste, they wanted to do more.

Again, for young people, which is better: formal leadership development or informal leadership development?

It's "both and". You need a combination, because you need both the experience and the formal learning and reflection. And I think if you do either one without the other, you miss an element.

Are they equally?

I think it's maybe slightly more on experiential, whether that's formal or informal. But on experiential, then on formal teaching, because that's the raw material that the teaching is then going to use.

To what extent is there a relationship between youth leadership development and leadership characteristics or enhancing leadership characteristics?

I think huge. In terms of enhancing leadership characteristics, I think one of the reasons why leadership has become moribund is because we haven't been refreshing it with youth leadership coming in and challenging it.

And between youth leadership development and a matrix of human intelligences, for example – mental intelligence, emotional intelligence, spiritual intelligence?

Well, I think you're needing to develop all of those, because your best sort of leader is incredibly well-rounded, so has got intellect and intellectual capacity, but has got the emotional intelligence to know themselves, to be able to read others and make those relationships. And the spiritual intelligence – you need to think about a bigger meaning than just getting the money or being the star. I think it'll be really interesting at what point we get a kick back from the celebrity culture, which you get in some of the older age groups, about them wanting things that have got bigger meaning to them, and them starting to understand that and reflect on that. So I think it's got to work around multiple intelligences, and we're short-changing if we don't. That's a bit of an "I want it all".

And between youth leadership development and involving them in various situations?

Well, I think that would be part of youth leadership development. If you're going to have a long, big experiential part of it, that's involving them in different situations. But by and large, I think they rise to the challenge. It's us adults that won't let them.

And youth leadership development and cultural contexts?

Cultural context does make a difference. I was talking to somebody earlier today who was talking about working with the culture and working with what's culturally-specific. So what's done in youth leadership development in the Bronx in New York is not what you're then going to do in Orkney, for example. But I think that's where this whole thing of context and place makes a huge difference. So it's got to be culturally- and contextually-specific. And that's one of my worries, also, about big national approaches. It's that they sort of do a wallpaper that goes over everybody and actually, that doesn't work. What you see that works is where that happens where you really engage with a community in a place about what happens and what matters to that community and that place and the culture of that place when you really work with that. And then you can achieve some really remarkable things.

May I ask you about yourself? Actually, it's easy to discover that you're a reflective person. I discovered that within a few minutes of doing an interview with you. How did you learn that? How did you become a reflective person? And of course, this is important for leaders.

I think partly because I was always interested in the arts, in the performing arts, and that in a way forces you to be quite reflective, because you've got to work out why you can't do things. And you've got to think about how you're going to do things and why you're going to do them in that way. If you go to see something in the theatre, you're thinking about "why is that so powerful?", "why does that work?" and you're getting into those conversations quite early on. So I think through that. And the influence of my own father, who was very reflective, and would take time to talk about things.

From an early age?

From an early age.

Do you remember when that was?

I think he was talking about stuff with me from about 9 or 10 onwards.

What sort of discussions would you have?

Well, there was a big discussion. Because I was so interested in the performing arts, I wanted to go to a different sort of school. And that was a big decision, because it meant I was going to go to a boarding school. So there was a big discussion about what that meant. And I got entry; I got a place, but they made me hold off for a year to be absolutely clear about wanting to go. You've got to have thought that through and thought through the consequences of that and then deal with them once you were at school, which meant that you couldn't go back on it. You'd got to live with that. And then that also threw me back into myself, about working things out for myself.

Let's imagine a long term approach in youth leadership development. What do you think if it's residential, for example, secondary school and it's residential? They take their educational curriculums as well as leadership development within this period – 4, 5 or 6 years – in secondary school. *What are the obstacles facing us if we think about doing that? What are the main obstacles? I'm not talking more about external obstacles. Let's talk about internal, about youth, about young people. Do you think they will accept that?*

Some of them will and some of them won't. For some of them, the wrench from home would be terrible. I know from going to boarding school that some children just didn't cope with boarding school. They were deeply distressed by it and needed to be closer to their family. Others coped really well, and some just loved it. Being away from their family was heaven for some children. So I think again, it's very different for different children. And residential things are difficult, I think. I think it helps if they go as a peer group. So if they've worked together as a group before they go away, they've got a support network. But you've got to then think about "how do you deal with a child who's a loner?", because there are children who are essentially loners. And children can be very cruel. Young people can be very cruel. And the one who is different, is a loner or stands out can be excluded very easily and that can be very damaging. So I think it's... I'm not saying you shouldn't do it, but I'm saying it's knowing what the dangers are and thinking through how you're going to deal with that. But I think some element of residential – I don't think all of it – brings a different kind of learning, brings exposure to different things and allows you to take

different sorts of responsibility, which would be great with groups. But not all children or young people will want to do it or will be able to do it.

What are the negatives or disadvantages of this idea in terms of leadership development?

It's application back into the real world that's always the problem. It's the same whether you're dealing with young people or you're dealing with very experienced adults. If they learn in a bubble, it's getting them to apply that learning and to take what they've also seen in the real world and using what they've learned in the bubble to reflect on that. And that's really difficult, and that's always the biggest danger. So you've got to build that in. And it's also very easy to go away on a residential programme, have a wonderful time, do lots of learning, close the book at the end, say "been there, done that" and never open the book again. The number of people who go on a residential programme and they're going back into a culture that is alien to the learning that they've done; they've learned about how to do things very differently and they walk straight back into a culture that's saying "oh, you've been on a course; good, never mind; it'll wear off next week. And they just don't want to know about it. So you get a learned behaviour of disassociating the learning on the course from the reality of the world.

What are the positives in terms of leadership development for this idea?

It's much more intensive learning. It's the opportunity to really try some different things in a way that you wouldn't or couldn't within the workplace, school place or home place. It opens up that possibility to you to try some different things, to work on different relationships. And it's very intensive, so you can really drive some reflective process in a way that you can't elsewhere.

About existing leaders – did you meet any? What's your opinion of them? I think you can see that some of them left the school early, at an early age – maybe 12, 13 or 15. I'm not talking about the negatives. *Let's talk about the positives of leaving school at an early age in terms of leadership development.*

Huge self-reliance. Resilience – enormous resilience. A tough edge. A level of confidence about how you can get on and do something and make a success of it. So, determination, a focus, energy, doing it against the odds sort of thing. You can really see that in people. Whereas you can see people who've had a much more sheltered approach. I'm not saying that the person who's left school early to become a leader doesn't get hurt and doesn't feel emotional about it, but they're actually more resilient and more able to deal with that than the person who's had a very, very sheltered and pampered approach, who is more likely to get hurt and is more needy, actually, later on.

Did you observe that?

Yes. I'm working with one leader at the moment who has been through a very pampered career, really, and he's got huge talents and everything else, but he's got a very sensitive ego and he's just never developed that carapace of being able to deal with knock-backs. Whereas there are so much tougher people. You have to develop a toughness about it, and that's got good and bad elements to it, but one of the dangers around it is thinking that the toughness is all you need. And it isn't. The really great leaders who've been through that are also continuous learners and talk about their continuous learning.

I'll talk about the framework, and then we will see what you think. I have a framework. This is the first triangle. Actually, the first triangle illustrates... I'll explain this framework and where it comes from. The first triangle illustrates that to develop individuals as youth leaders, there is a need to involve them in various situations within cultural contexts. To guarantee this process, action science is an effective strategy. Actually, action science focuses on action. It is communities of practices. It is the place where the young people practice their leadership. It's about incorporating theories into practice. Action science was action learning in the beginning. It's still action learning in Europe, but this is Argyris' work in the US. And I'll justify why I use action science rather than action learning with leadership development. And this is the second triangle. The second triangle actually illustrates that for youth leadership development, it is essential to enhance leaders'

characteristics. And in order to make leaders more balanced and more flexible with future changes, there is a need to develop a matrix of human intelligences. And I will talk about what I mean by human intelligences. Characteristics and human intelligences are enhanced within an open environment. To make sufficient change for the human being, a long term approach is an essential condition. Using Bandura's theory in social science and contingency theory in leadership, I connected between these two triangles to create a comprehensive framework for developing youths as future leaders, which consists of four main dimensions – characteristics, human intelligences, situatedness and cultural context. The first dimension is characteristics, as you talk about many characteristics in people – if we talk about integrity, this is an important characteristic, or open-mindedness, communicating with other people et cetera. For each characteristic, we should enhance aptitudes to each characteristic, knowledge, skills and behaviours. We should enhance each of those dimensions for each characteristic to make a deep change. The second dimension is human intelligences. Actually, human intelligences consists of intelligences that emerge from human needs. Western and Eastern philosophers say that a human being is made up of four parts –mind, heart, body and spirit. So, we should enhance these intelligences – mental intelligence, spiritual intelligence, emotional intelligence and physical intelligence. This will make the characteristics balanced and help the leader to be more flexible with future changes. The third dimension is situatedness or situations within context, which involves the youths or young people in various situations with their peers and followers – whether they are real followers or simulated – within an open and innovative environment. These situations will demonstrate the youths' weaknesses and strengths, and we will deal with that from an early age, to help them enhance their strengths and get rid of their weaknesses. If we discover that from an early age, that will be easier than discovering that from a late age. The fourth dimension is cultural context, which is gained in from family, beliefs, values and ethics, and that makes authentic leadership, real leadership. It will provide integrity rather than just being skilled leadership. The four dimensions will work further via the action science strategy and a long term approach. This is a very brief description of the comprehensive framework. My main aim in my interviews is to develop it, to change it, to ignore it. That's my aim. I'm not here to say "yes, this

is good" or "no, this is bad". I'm here to develop it, to change it, to add something, to eliminate something. So first of all, what's your initial response to this framework? And then I will ask you about some dimensions.

I think it's interesting. I think it makes sense. I think community is missing.

Can we make it here?

Yeah, that's what I was thinking. Community would be part of cultural context. And I think the other thing is about individual will, individual ambition and sense of self. So where is the individual in the middle of this? Because I think the other thing then around then thinking about programmes is about the ability to flex to that individual, because they're not all the same.

What about aptitudes? For example, if we have a list of 10 or 15 characteristics, or 20 characteristics, for each characteristic we should enhance aptitudes to this characteristic.

Yes. But I think also what you're not trying to do is create clones. So again, that's where the individual is. It's also thinking about some of the strength-based work about how you're playing to who and what they are and what they believe in already, because they will already have that. And yes, you're trying to enhance, but you're not trying to make clones, so it's getting that balance between the two. What you don't want at the end of a long term programme is that they all come out looking the same.

What else? That's interesting. As I said, you are reflective, so I'm lucky.

I also like the fact that you've used aptitudes, knowledge, skills and behaviours. I have to tell you, I have a complete horror of competences around leadership, a complete horror. That's a very personal view.

What do you mean, sorry?

I think the competency movement in the UK, as in the US, defines leadership down further and further and becomes a reductionist approach. Whereas the whole thing you're trying to do with this is about an expansionist approach. It's about developing

rounded capability to be able to lead in a future that we don't yet know. So I think that within all of it is about this developing. If one of the characteristics of leadership is sense-making, you have to develop that aptitude to read what's happening in a situation you've never been in before and apply your knowledge from previous situations to help you analyse that, but recognise that it's changed, it's different. So I think choosing the characteristics you're going to work on in terms of aptitudes, knowledge skills and behaviours – a) it's partly about where the individual is, but it's also about things that have a constancy over time as opposed to a fashionable will around them now. So I think it's the constancy over time. It's very interesting, yes.

So I was right to choose characteristics rather than competences?
Absolutely. I'm really pleased that you did that.

Because the first time, I worked with competences, but then I felt it simplified leadership.
Absolutely. And it turns it into a tick box, which is really desperate, I think. Yes, I think that's good.

Let's ask questions in another way. What happens if we eliminate characteristics, leadership characteristics? What happens to our programme or development to develop leaders?
What happens is that you're doing many of the things that you're doing already with children around human intelligence. You're getting them to understand their cultural context and their situatedness, but they have no "what's it for?" really. It leaves you with a big question mark about what it's for. And therefore, all the work they're doing on the other things – what are they applying that to and what are they using to help them apply that to make a difference and make something happen? So it becomes a bit sterile.

What happens if we eliminate human intelligences?
You're in deep trouble, I think. That's the answer. Because again, that's about the individual, isn't it, because for some children, learning through physicality will be

much more important to them. They'll see the relevance of things through that. Others will be more spiritual or they'll be more about emotion, but they do need to develop on all of those fronts, and they need to have an understanding of that, because that's about how you use every part of yourself to achieve what it is that you want to do.

What do you think about these four intelligences? Do you agree because I start from the human being? A human being is made up of four things. We start with that rather than start with something external, from outside. What do you think? Does that affect real leadership because we start from inside the human being?

Well, I think leadership's got to come from within. If it's not rooted within, it's got no solid base. And if it's purely intellect without feeling or without meaning, it's very shallow, so it's not going to go anywhere very much. I find it interesting with the people I talk to about their experience of great leaders or great leadership. It's that wonderful combination of meaning something bigger than themselves, of people, of that emotional intelligence of being valued, of understanding. With the intellectual stuff about "what's the reality of what we're trying to deal with here; how are we dealing with that?" and the physicality of coping and "how are you actually harnessing your physical energy and your physical ability to enable you to sustain over a long period of time?" – so all of those things are there. But I think to try and do it without them, it's just not grounded so wouldn't be much use.

What happens if we eliminate situations or situatedness?

It becomes theoretical, and then you've got problems with application. It's all about situations and of learning through experience – that experience of working with peers, working with followers, having to confront your weaknesses and your strengths. It's the reality testing stuff that goes on that makes it real for people, otherwise it's like writing an essay about your Mary, Queen of Scots, really.

What happens if we eliminate cultural contexts?

You disassociate people from things that have fundamental meaning for them. And that's where you'd have a real danger of turning them into clones, because you're

trying to say that every leader is the same, irrespective. That's not the case. And you're saying to them "actually, we're just going to wipe you clean and dip you in this paint because we want you to be that colour", so you deny them their individuality.

And what happens if we eliminate action science?
Well, I think given what you've said about Argyris, it is that relationship between the doing, the reflecting, the learning from theory and bringing those together. And we know so much about what makes good learning. Why would you ignore what makes good learning?

What happens if it's short term rather than long term?
You haven't got a sustained impact. And you've got that danger of people, young people, have had a taste of something and it's then taken away, and they're saying "well, what was that all about?". So it's wasted effort.

This framework has four dimensions, this strategy and this condition. Out of these six factors, which one is the weakest, do you think?
The weakest?
Yeah. You feel it doesn't make much sense in leadership development, or less than the others, or it's not clear.
I don't feel that. I can see the balance.

What are the strongest points here?
Well, I think they're balanced. I think it would be very easy for people to think that you could take cultural context out, and I think that would be dangerous. So I think in terms of getting people to see why it matters, the cultural context may be the one that's the most difficult. And long term. Because that means people putting long term commitment into it, which is always difficult.

What would help us to make it more practical? What do you think?

Giving examples. Being able to develop examples. And show results. And I think there are examples – if you look at some of the youth movements that have been around – where you've seen people grow through them and you're saying "well, what we're trying to do is use some of that but actually try to put it into a different structure". So I think it's grounding it. Because if you can tell a story about what happens to an individual, then people can relate to it.

Would you want to change anything for this design.
Well, the only thing I'd do is put communities in there. But no, I don't think there's anything else.

I'll put it here, communities. We have reached the end of our interview. Is there anything you would like to add in terms of youth leadership development?

I want to see what comes out of it, because I think it's really important. It would be wonderful if you were able to really get something moving. It would be great.

Thank you so much indeed.
It's good. It's great. You must be really pleased with it.
Thank you so much indeed.
Thank you.

Appendix C4: Interviews with KSA' established leaders

Case 37: Alsobaie, Mohammed, business leader
Age: 95 years

Founder & Chairman of Al Subeaei Group
($ 2.3 bn, financial, banking, Currency exchange)

I am pleased to have this opportunity to interview you.

I am more than willing to discuss with you whatever you want.

When where you born?

In 1915, one year before the First World War.

How did you achieve your goals?

Through being honest, truthful, sincere and hard-working. I wasn't lazy and I did struggle.

It was more difficult than you could imagine, as I thought if I didn't succeed, I would commit suicide.

My father passed away when I was 11 years old. My father was in the military and he used to work in arms maintenance. We were a poor family. My father married my mother and stayed with her for two months, then he left us for six years. I was born after he left. When my father came back, all he had during all of these years was SAR 300. He stayed for three months, after which he travelled to Unaiza (my small village). Then he travelled and died. I used to see him only for eight months, so I did not know him. But he only exists in my memory now.

Do you remember specific situations?

I only have one clear memory, which was when he came to me while I was writing Qur'an verses with my left hand. He shouted at me and ordered me to use my right hand.

What impact did your mother have on your life?

My mother taught me to be loyal, patient and to obey Allah. She was both parents to me. My father died when she was young. She used to sew cloths and work both days and nights to fulfil the family's needs. After my father died, my grandmother (who was my father's mother) cared for us and provided us with basic domestic needs. My mother had many opportunities to get married after my father's death, but she refused because of us.

What did you learn from your mother?

To be patient and pray regularly.

Could you speak to me about your early education?

I read half of the Qur'an with the help of the Sheikh, who used to teach free of charge in return for Allah's reward. Because of poverty, all of the lecture material was made from the natural materials available to us. We used to use a wooden plate with ink and a wooden stick for writing. We used to use clay to wipe the plate clean.

What about your father' relatives? Did they have an impact?

No, at all.

How would you describe the poverty which you suffered?

We used to be happy when finding dates. I used to go to my father's aunt who knew that I was hungry and in need. I remember that she gave me five brightly coloured red, dry dates. I can picture them right now in front of me. We used to eat watermelon peels when diseases such as tuberculosis were on the rampage.

After my father died, my uncle came from Mecca to Unaiza. He asked me to go with him to Mecca, as Mecca at this time was the vital trading place for all the neighbouring countries. My mother permitted me to go and she prayed that I would

be successful. I think if I had not gone to Mecca, I would be farmer or guard in my village.

What was your trip to Mecca like?

I went there when I was 11 years old, in May 1925. I was looking for bread. It was wonderful trip lasting 27 days by camel with people who performed Hajj. It was difficult as it was about 1000 km.

I remember when I arrived in Mecca, I used to go to the small mosque at the first entrance to Mecca. I completed two thirds of the Qur'an, as my uncle used to encourage me and use Ebn Solaiman as an example, because he abided by the Qur'an and became the Minister of Finance.

Sheikh Abdulmajed Al-Shankity was my teacher. He had been elected by the people to teach. I thank Allah that he was selected to teach in Al-Falah School. He liked my intelligence and talent, so he asked me to learn there as it has elite band of trustworthy teachers.

I had studied half of Qur'an before joining this school, which enabled me to study the rest of Qur'an. We used to study many subjects including handwriting, dictation, mathematics, theology, and jurisprudence. I used to help my uncle in his small shop selling to Bedouins and female cloth-workers. I used to tell my uncle I that I had homework and exercises to do, as he wanted me to devote my time to his business. One day, he asked me to show him what I was doing in maths and I answered all the questions for him. The end answer was 52,000. He said "50,000. If you have 10,000 Saudi riyals all your life, you should be Anter Bin Shadad", as he asked me to pay more attention to his shop and not to care for my studies.

How long did you study at Al-Falah School?

One and half years.

Do you remember the teachers and their situations with you?

Yes, I still remember Mr. Ebrahim Al-Noory, Mr. Al-Maghrabi, the headteacher Mr. Al-Senary, and Mr. Solaiman Al-Ghazawee, who taught us handwriting. His handwriting was wonderful. We used to be punished if we made mistakes.

One day, my uncle hit his shop assistant, who ended up leaving the shop. My uncle was looking for someone to replace him. I was 13 and a half years old. I told him that I was willing to replace him as I badly needed money, as I was poor and my mother and my brothers were dying of hunger. My uncle asked me "Do you have the ability to work? Can you carry water?". My job was to work as a water distributor. The salary was 8 riyals for 10 months. I learned from this job to save the money I earned.

What were the working hours?

I worked during both the morning and the evening for 12 to 16 hours.

Then?

I was confused after that when I was looking for a job. I tried to enter the military but they refused me because of my young age. I tried to work in Post Office but I could not. My uncle used to follow me up, and I cannot forget his effort with me.

I worked in construction when I was 12 years old for 10 piasters a day. I worked as a cook for one year and ten months. I thought about learning to sew but I did not have the money to buy a sewing machine. One of the professions in which I worked was as a peddler selling carpets. I carried them above my head and wandered the streets from the early morning 'til the evening.

What happened after all of this suffering?

I worked in King Abdul Aziz Palace as a workers' supervisor and in Princess Noora House as a supervisor. I was 16 years old and working for one riyal a day. After a short time, the government announced that it was looking for a customs inspector in

Almusaijeed (a small village 450 km from Mecca). This was when I was 16 years old. The salary was 30 riyals a month. I was also provided with food and accommodation. I stayed there for four and half years. After one and a half years, I brought my mother and 8 year old brother to stay with me in the village so I could care for them. This care included financial support.

I have never forgotten one night in particular, when one of my friends told me "Your mother is due to arrive within one day. She and your brother have arrived in Al-Madinah". So I rented a camel from one of my friends, and went alone in the darkness at night. While I was walking beside the camel, the camel escaped. I tried to catch it and managed to rescue it from wolves. Then I reached them and accompanied them to Almusaijeed.

I got only half of my salary at this time, and when I met King Khalid, I asked him to give me pieces of land in lieu of the delayed salaries.

Then I returned to Mecca. I felt I had a responsibility for my mother and brother. I looked for several jobs. I went to the Al-Jodaria Auction in Mecca daily to sell and buy goods. I could earn 25 or 50 halala, or I could go for 5 days without earning anything. One day I was worried about selling nothing 'til the afternoon time. My mother was listening to me talking to myself, and she told me that I had nothing to be worried about, and that I should ask Allah for help.

Thanks to Allah, I got very good at exploiting commercial opportunities. Ebn Ghonaim was beside us. He wanted to travel to his village to get married to his cousin. He was looking for someone who was honest and trustworthy to be responsible for his work. He was my uncle's friend and he trusted me to take care of the shop. The goods came to 950 Saudi riyals, which is equal to only only 600 riyals, and I felt compelled to agree. I was supposed to sell the goods. If I made a profit, I would get half of the profit, but if I made a loss, I would bear the loss. After six months, the owner would come back.

I used to purchase goods, such as sugar, tea and so on, on a daily basis from people who performed Hajj and sent these goods to my partner Ghonaim in Riyadh, who would sell them back on to the market. My partner came back and found that the

goods were equal to 50,000 Saudi riyals. He was pleased and asked me to continue in Mecca as he preferred to go back to Riyadh. We achieved very good business, as you could even make a profit selling sand at this time in Mecca. I remember people came to perform Hajj from Uzbekistan and sold to us head caps at five riyals a bag. They were to be sold at seven riyals. I used to travel daily between Mecca and Jeddah, and sometimes I would be on the go until midnight. They used to call me Mohammed Postman because I travelled frequently between Mecca and Jeddah (which is 80 km from Mecca).

What is your daily routine?

I'm on the go from dawn until midnight. I used sometimes to entertain my competitors from Riyadh as guests. We would eat and sleep at night, and in the morning they became my competitors again.

What about money exchange organisations?

These organisations were launched when I was 23 years old. It was very simple in the beginning, as we only had to serve people who perform Hajj. Then it had to be developed into a bank with 70 branches in 30 cities in KSA. I used to work hard to get money before, but now I earn millions while sleeping at home.

One of the nice stories I remember is that I used to send money and gold by aeroplane to Riyadh. I remember that I slept in the dark and I had five bags of gold equal to 15,000 golden riyals that I would keep under my head and to sleep until the morning waiting for the aeroplane to send the gold.

How long did your partnership with Ebn Ghonaim last?

It lasted for 34 years.

What was the partnership based on?

Purity, cooperation, honesty and loyalty. It was expected to last six months. Instead, it continued for 34 years. We met every year for clearance purposes. One day I told him that he owed me SAR 30,000, and he said that he didn't. But I insisted, as this amount was equal to 30 million Saudi riyals. I sent a telegram to Riyadh to make sure and actually, after seven days I found a handwritten letter in Riyadh. He had gone to Lebanon to treat his wife as he had found good business there and opened an establishment in Beirut. Then he opened a branch for us and we were the first Saudis to open a business in New York.

What were the principles of your business?

Honesty, resilience, patience, and paying zakat yearly. We also avoided waste. I might even share tissues between two people.

I worked from dawn until midnight and I was praised by one of my competitors, who told me that my purity with Allah would lead me to success. I used to tell my sons the same.

Nothing is difficult when you ask Allah.

Financial control can be achieved by doubt.

Loyalty helped me.

Each year, I sacrifice a lamb for five persons who helped me.

You have a poetry book. Do you remember anything from this book?

I have lived with poets since I was young. I like a particular verse of poetry that runs:

"Fearing Allah helps me and it is the path to my success".

What about voluntary work?

You have to establish voluntary organisations to pay zakat and donations. One of the main strategies is to establish endowments, as it pays for talents and unique capabilities. The organisation has a research chair at the University of King Saud, which aims to develop voluntary work.

Do you have any dreams that you have not achieved?

I have absolutely none. I thank Allah that I got more than I expected, and I hope these gifts from Allah will be good for both my life and afterlife. And I hope that I will not be punished on Judgement Day.

What can you say about your experiences in brief?

I thank Allah, as I started from having nothing, and I struggled and remained patient until I achieved something.

My experience has been helped along with correct thinking, good sons and daughters. Doing well for people in cooperation with others is a necessity.

It was funny for me to be presented with a number of the old handwritten letters. He asked me if I want to buy them.

Case 38: Alzamel, Abdulrahman, business leader
What made you become a leader?

In my opinion, leadership is really about education and specialisation. Training elevates leadership but does not create leadership; leadership is embodied within the person from the early stages of his life. It starts from the practical side in terms of

developing self- leadership, especially during of university studies, further studies/training and work.

If you look at all leaders – whether they are in business, or politics, or social services – you will find that their activities started from the early stages of their life.

In terms of leader development in our Saudi society, I observed that all individuals who received leadership in the Kingdom – be it in social leadership, political leadership or the first generation of leadership which established this nation – were the best students leadership during their university studies. They were also those who had the greatest thinkings and beliefs – be it left- wing ideology or national or religious thinking. However, from the principle side of things, these individuals can't work and present someone who is unable to think or have left-wing beliefs from a vacuum. From experience, we find that the first generation is in the Kingdom. This was the truth which was considered the essential phenomenon.

Maybe it is possible to analyse and discuss human beings. If there is a belief that they have a leadership role in their society or department, nobody can claim that, as it is a judgment made by others. We must look at the factors that result in this leader reaching this situation.

I think that early-age experiences form the basis to that. Education, reading and training, as a whole, refine and open up the best path. Successful leadership must be distinguished with several qualities in order to be taken with credibility:

1- The individual must have stated their way of thinking

2- He or she must have the feeling of service. He or she does not expect praise as he or she has to be service-oriented in the community. Leadership cannot give, but take. If we think of the Minister Cabinet, it has 27 Ministers. Out of these there are two or three leaders and the rest fulfil an administrative role.

3- Honesty: you cannot assume leadership if you are abusive and believe that people do not know about you. Whatever you do, all the people around you knows who you are – you are the liar, the one who is corrupting and bribing and the people who do not know about you.

Especially in Saudi Arabia, every person is known. So, there are leadership roles which disappear after retirement or resignation. On the other hand, individuals continue in their roles, because there isn't anything to hide. The belief continues to be embodied within the leadership, because the individual entered in the leading role to give service and does not steal. As we see, service varies from role to role as well as in front of the audience and people.

There are basics requirements in our society and in the Third World. Perhaps the situation in the developed world is a different matter, because the individual is considered part of the organisation. The leadership inside them has the shape of organisations, yet here we have individuals.

For example, SABIC is one of the leading petrochemical companies. Nowadays, this company imposes itself as a leading company, but if you look at the reasons that makes SABIC lead, you will find the same criteria that I mentioned (honesty, sincerity and the kind of the people). It is a company based on faith. It is based on leaders who have these basics criteria and transfer these values to the organisation, which in turn becomes the leader. There are very few examples of that. However, when we talk about the leadership, we tend to talk about individuals more.

The problems faced by any leader in the Third World include among others the increasing number of enemies who have their own self-interests at heart. However, if the person has thinking, belief, a spirit of service, that person will always earn/gain and prove his or her existence.

Can you add more reasons that made you become a leader?

I think that one of the prominent reasons, which formed the source of my continuity, is my value. It is the application of these principles. I work in the university or in the country as an essential individual, responsible for the basic commerce and electricity sector. I spend under my responsibility billions of dollars and riyals which can attract hundreds of people. In the end, I get away from all of that and place myself in a good situation where I am satisfied with my work and conscience. Moreover, I transferred to a leading role in the Shura Council. My situations are clear and my interests aren't

based on my own personal interests. What's important to me is that I focus upon the working class, upon students and the middle class. I don't speak for the sake of the interests of the class to which I belong. The subject of employment and poverty in the Shura Council were the most important interests to me. In addition, I do not hesitate in telling the truth in various situations.

Moving to working in the family business, I apply the same justice principles and transparency with my partners, brothers, sons, sisters and cousins in the company. Therefore, I could create a parental company, a leading family, which is considered the greatest example in the region. We could create family which describes the market with honesty. We find that more commercial families learn from this, from the family, and for the purpose of changing to become contributing companies, leading companies, they look to how they treat their children and bring them up. Also, they examine how to prepare the second generation. We still learn, continue learning, and we do not stop being educated. This is a statement echoed by the experts, lectures and greatest minds in society.

To what extent can leadership be developed at this stage?

In terms of the intermediate school, the scope for leadership development is very limited. And as regards the secondary school, you can certainly develop a leading spirit with your son and brother. In our society, in the secondary stage, the mosque plays a leading role in the development of leaders as they learn Qur'an, activities and attend clubhouses and trips. Leadership is developed during the interaction with others. Regarding the Kingdom, the civilian establishments have two fields for youth – the first one is sports, and the second one is the mosques. The clubs in the Kingdom play an unconstructive role in the development of individuals and creating of leaders.

The second option is the mosques, which have proven greatly successful in creating leaders who have beliefs and faith in this society. You want your son to live in a "clean" atmosphere, away from alcohol and drugs, and to be near to his religion by learning the Qur'an. Unfortunately, nowadays, you will find that what happened on

9/11 harm the mosques in this direction; this mustn't have an effect on serious parents. In the secondary stage, you can create leaders and affects them.

You must encourage them to be active in school activities and encouraged them to give speeches, in school speech and any other environment.

What responsibilities/ opportunities in your family influenced your choice to become a leader?

I come from a family where my father is a wealthy man and my mother was in the house 24/7. We were twelve brothers. The eldest brothers affect the youngest. Myself and my brother Mohamed (God bless him) are the two eldest and we had a great role in terms of influencing them, caring for our brothers, sisters and sons. Although we were young, the responsibility was great upon us.

Our father was very conservative and puts fear into us. Also, he was more conservative and cautious of us having a great amount of money in our hands. He always wanted us not to spend much money, as he has a famous principle which we say to each other: "Pence with pence", meaning, "it's up to you, bring what you want". We accused him of being mean.

When I was in the secondary stage, I asked him outright for money. He said to me to take the key for the box and take the money by myself, so I opened the box and took some money. He asked me "How much money did you take?" and I told him that I took fifty riyals, upon which he asked "Why did you only take fifty riyals?" I explained to him that that was all I wanted. Then he got happy and told me "I was waiting for the day that you can lead yourself, and know what is suitable for you".

If I or one of my brothers (I had several brothers) went to him, he would never say "You did this or that" in front of us, as he didn't encourage this behaviour, refused to hear phylactery and said that I was the one who asked him to do that, and hereinafter he blames the mistaken son alone.

Because of his business in commerce and whatever else, we were apart for two or three days within a week. He consequently depended upon us to manage house matters and the responsibility of family travel.

In our societies, development of leadership started from universities. It is from here that propagation starts and it is here that clarifies who is qualified to work in the industrial branch or the social work.

To what extent do you think that developing leadership in this stage is helpful?

Without doubt, education plays a key role in developing individuals when they are young. It enables them to understand what leadership is and what the requirements are until he begins to prepare himself.

In our region, in the times gone by in the Thirties, Forties and Fifties they said "The father has two sons alive out of seven. This means that both must have tremendous strength and resistance when it comes to confronting life".

Also, it's the same thing during intermediate and secondary school. If we start to give students antibiotics as an early precaution, we realise that individuals have to be honest and serve others if they are to be effective, respectful of people and appreciated by others.

Allow me to give you a realistic example. The Communist Party, from its greatness, tries to create leaders from the Soviet Union and communist countries from the oldest faculties. In the Communist Party, all of them failed because they weren't built on moral, religious or patriotic basics. Also, all of the situations are closed. If all the situations were open, communism wouldn't develop.

We cannot create a faculty for creating leaders. Leadership gives and does not take. I do not want to speak about the genes/genetics of individuals. But what you have to do is get leadership on the right path over time.

The most important thing is the family, as it is the entity which creates the leader. If the family feels openness and responds to people and society, we can be certain that the children might be leaders.

For example, if we as a family give chances and responsibilities, concentrating on the third generation, if we developed for them programs that explained to them how a leader should be. What are the requirements, the basics, and the things that you should avoid if we are trying to create from our sons in the third generation leaders

and not managers? Managers can be employed, but you in the parental company can further develop leaders who lead these managers during programs or clubhouses to create specialists.

To what extent the does environmental change have an effect upon you? You moved from a small village to a developed environment.

I am sure that all of this has an effect; I lived in societies which have more openness and more chances.

Did you participate in any type of after-school activities during intermediate or secondary school?

No, I did not participate in anything during intermediate and primary school. But I did in the secondary. I participated in the lectures, clubhouse and seminars. The most important things we did were the parties and serials, all of which were social.

What was your role when you were a student in university?

The prominent role was when I studied in Cairo. I had a great role in the students' activities for Bahraini, Kuwaiti and Saudi students, especially the students activities which took a political form, because the nation war was great and the struggles were great. For example, the Palestinian case is the essential one as there are national, religious and Marxist struggles inside it. It is full of effects because the general environment affects you. Especially during the university years, it has a great role in being informative and forming readings, because you are faced by new challenges. You must be ready for them by thinking, and forming opinions. We found reading was more beneficial, as was interacting with people who have beliefs. Whenever you find any discussion, you will find that you develop in this environment and you will face a new matter every day. It is difficult to be ignorant and unable to defend what you believe in.

What do you believe are the significant core characteristics which make youths future leaders?

You must encourage the individual to get involved in the social, sport and service activities within the school. You have to make him or her open and not to be closed. The three qualities that I mentioned previously, where the individual must be able to think, have the feeling of serving and be bestowed with honesty, are all certainly important. If someone starts without any morals, I am certain that he or she will not succeed.

In your opinion, for the growth and development of youths as the leaders of tomorrow, do we need: a short or long-term approach?

It's continual. You can't say a day, week, year, lecture or course. Even at my age, I must attend these lectures and seminars and receive acknowledgement of the changes in the leadership. But how have I changed?

Why do we need a long term approach?

Because it is human nature. Because you as a human being can't develop leadership overnight. A human is not a machine. In our air conditioner company, we change the air conditioner technician every year, but human nature is different because it has interior structures and interior masks. Because it is not possible to lead people and be a hypocrite. You cannot say that it is possible to change the quality of hypocrisy, the quality of lying, or the exaggeration from the lectures or the courses. These qualities are called gap given type.

All you have to give the individual is the chance to develop and move forward. It starts from the family, the school and the society.

What obstacles did you face effect your YLD?

In the family, the most important obstacle that any young person faces in our society is the fear of the unknown. Caring families get worry about their children falling into

the crime or bad morals, or making bad friends. Therefore, caring families do not always push their children towards leadership.

There is no principle for creating a leader in an ignorant country, because leadership is imposed upon you. We find that political leadership and school leadership are imposed upon you. This caution is the prominent hindrance.

The most basic obstacles are the parental heritage and the style of the father and the mother. This sometimes does not allow children to think freely. Parents may say things and it's always right. This creates internal contradictions within children because they see one thing and hears another.

What about obstacles at school?

The teacher sees himself as being father in the school. The school administration puts fear in sons of doing any wrong. In addition, the weakness of encouragement comes from the manager or the teacher.

Why is it important?

As I said previously, you cannot create a human behaviour in one specific time.

When you were a young, how were your attitudes towards being a leader?

No, it did not appear in the intermediate school. However, yes, in the secondary I had the desire to participate. In the secondary stage I started to become a man, but the real leadership thinking started from the university. It is very important for the desire of leadership to exist during in this stage.

If we were to create a leadership development programme for students during their intermediate and secondary school years, do you expect we would have a great number of leaders in the future?

Of course, certainly, there is no doubt about that. There are so many hidden things inside individuals which they cannot discover unless they sit with their colleagues and teacher who will direct and teach them. Some people have internal fears, which can be assuaged with these meetings and leadership development.

For youths, which is better: focusing on generic leadership or focusing on a wide rang of details?

I think that the generic leadership is the bases. In my own view, the students who display talents are the least likely to be leaders. If you look at some of the leaders that come into being in Saudi Arabia, you will find that they are not the best academic achievers in their colleges. Most of leaders in business are lucky that they are not in universities and are capable of achieving a Grade A. If this was the case, they would still be poor.

You must prepare the environment for all people. The flower will bloom, and those who have real potential will be picked.

You should feed individuals' brains with knowledge, and then examine the indirect impact later. The brain acts as a storage facility, so if you put the right thing in there, over time it will organise together and will lead to the desired end result.

To what extent is there a correlation between youth leadership development and the leadership Characteristics?

You cannot waste your time with a person who has a weak character. Some of the traits, such as openmindedness, you cannot find at this stage because the student is under the effect of their older siblings. This thing is not clarified otherwise in the university or the last stages in the university. Any input will help, but the impacts are different from one individual to another. The person who has the potential for leadership will put the pieces together, and they will be beneficial to him or at some stage in life, whereas another person may understand it as general information.

To what extent is there a correlation between youth leadership development and involve young people in various situations?

The people want the nearest thing to them from the religion and the reality.

To what extent is there a correlation between youth leadership development and human intelligences?

I think once youth have been brought up, they have to feel very much at ease within their family and environment if they are to be ready to think about matters outside their "normal" life. These people have the potential to develop their human intelligences.

Now my framework will be described in very brief:

What is your initial response to this framework?

This framework is important and it will help in accelerating leadership roles. I would like my children to be involved within this process. These words mentioned that it is practical and applied in the education system in America, Germany and some other countries. America is the best country at creating emerging leaders to the requirements that we talked about. However, this is general and available to everyone. It will not apply in Japan, as it is a closed society. Therefore, there are very few leaders and Eastern societies generally have a shortage of leaders.
We have all of that, and this will help, but it will take a long time, especially for those to whom God gave the blessing of being leaders. The things that you mentioned come under respect and politeness, and will give individuals who have the potential for leadership the chance to move forward. Now, we in our trading group help our sons from the third generation to pass all of these operations in order to develop leadership within ourselves.

However, leadership development for all will help create the leaders in several sectors that do not call certain challenges, such as universities, administration, et cetera, to be confronted.

The most important thing is that society establishes an environment which helps in alleviating fear.

What changes would you suggest?

In my opinion, all of this has a role, albeit a prioritised one. Culture, as in cultural context, has a tremendous role, as the whole process takes place here.

Human intelligences is the second, situations is the third, and then characteristics

One should really concentrate on values; religious values involve the most values, which we need.

Would you like to add anything now we have reached the end of the interview?

Education and society are the responsibilities of the State, the Ministry of Education and the media. The family does try, but might not trigger anything. In terms of these barriers to education, we must influence the media, the school and delivery of these devices to the people whom they have faith in something for a particular reason. The atmosphere in which we live poses an obstacle to developing leaders.

However, today is ten times better than twenty years ago. I am convinced that any attempts to create a leadership training programme would have positives, but we should not believe it creates leaders.

Case 39: Alrasheed, Mohammed, educational leader

- Name: Prof. Mohammed Al Rasheed
- Born: 1944
- Ex- Minister of Education (1995-2005)
- Founder of the Gulf University, Bahrain, 1979-88
- Professor of education, King Saud University, 1988
- Visiting Professor, California University 1989

What made you become a leader?

I was born in a small village in 1944. We lived in very undeveloped environment, with no electricity or gas. We got our water from wells, using buckets, big copper vessels that we carried on our heads. We fixed and wrapped cloth to protect our heads from the pressure of the stainless steel vessels. One of my tasks (in the summer holidays), from when I was seven years old, was to go early after sunrise to the grove to pick dates. I don't know why I always remember these good old days. Maybe because of our limited ambition? Or maybe because our contemporary life, with all its development, weakened our passion and strengthened selfishness? They were fantastic days; I hope that they will return. We used to start our morning by going to dawn prayer, coming back home from the mosque after prayer, then waiting 'til the sun was shining and took our lamps to the grazer, where we would eat what we had for breakfast. Then we would go to school to study until noon, when we would go the noon collective prayer in the mosque close to home. We then had lunch time, which was often dates. The lucky ones used to drink milk with dates, then to go to school to study 'til ASR (afternoon prayer). We used to finish the whole day's study before everyone else. I enjoyed this beautiful life, although I did not live the childhood stage as I should have done. I lived my childhood as a man because I was the eldest son. He was over 50 years old when I born. And when I started to get young, my father was a very old man. He started to make me familiar with the sell-buy process. I used to be pleased when he allowed me to spend the morning at school, and the afternoon, following ASR, to take care of selling. My father used to keep watch over me from outside the shop, and really he fully depended on me, so I used to hold responsibility at an early stage. I was not like the other children who enjoyed their childhood. I moved from the village society to the city society in

Riyadh to study at university. I was fascinated by the life in Riyadh, although was poor compared to now. I got a bachelor's degree in Arabic Language from Riyadh, then I was sent to study for Masters and PhD degrees. These years were full of attempts, and if you ask me "What benefit did you get from learning in the US?", I would answer "50% of what I learned I got from studying in class, and 50% from the activities outside of class". I studied curricula that were not required of me. If the curriculum was 60 studying hours, I would do 108 hours, as 48 hours come from the major subject. I still believe that the activities outside the class are no less important than activities inside the class, in all the educational stages. In August 1968, I got married. My wife was from a very reputable and well-known family, and despite that, she lived with me in one room. I decided to work when I was studying for my Master's during my leisure time to fulfil my family's requirements. I worked as an office boy in the university – four hours part-time for four months to gain more income. One of the advantages of alienation was that I worked as authorised marriage lawyer as well as cook and a donations collector. I got my Master's degree from Indiana University (with a general grade of Excellent in Personnel Management in Higher Education Establishments). My supervisor advised me to complete my PhD in another university to deepen the benefit of other resources, so then I got a PhD in Higher Education Management from Oklahoma University in the US. I came back to King Saud University as an Assistant Professor. In my first year of work, and as a member of the faculty in the university, I was in charge of supervising the on-the-job general education training programmes for the teachers and their colleagues, from school teachers spanning all the stages to educational supervisors. I had rich experiences. I lived with the teachers and managers. I travelled with them on field visits. This experience made many of them think that they were older than me, because they were calling me "Professor"!! I was very anxious to know the results of these training programmes, and I was keen to know the extent to which the trainees were affected by what they had been trained in. This requires accurate recording for practicing before training, then to observation of the practice after training. I was promoted in the university 'til I became a Professor and Dean of the Faculty of Education. Then I spent 9 years as General Manger in the Arabian Education Office of the Gulf Countries. This gave more expansion to my experience, as I experienced

the time when they were trying to launch the Arabian Gulf University. I was then elected to be a member of the board of the International Institution for Educational Planning, then as a member in the consultancy organisation for the International Encyclopaedia, and also a member of the Comprehensive Plan Committee for Arabic Culture. Then I received an offer to spend 12 months as Visiting Professor visitor in California University as part of a scholarship called the Fulbright Scholar Programme for Unique University Professors. I spent 14 months, from June 1988 to September 1989, in California University (in Santa Pereira). These days were the most beautiful days of my life, and I taught many things. I had many experiences, the most obvious of which was my participation in a scholar teamwork that visited the university and assessed academics. As my relationship with my University Chairman became very strong, they suggested that I nominate myself as California University Representative within this teamwork. I visited two American states to assess universities both on a general and academic basis. It was great experience.

What makes the young people become future leaders?

It is a seed given to people from Allah, not from others. The first factor is this talent. If it is found, cared, nurtured and developed by the young person, they will gain. But if it is not found, all the educational efforts will be in vain. So, there is the English expression "charisma", which does not have an Arabic equivalent. It means "social attraction". Three weeks ago, I was on a desert trip with one of my friends who owns camels, and I wondered how these camels were led by one of them, either to the right or left, like kingdom of bees. The second factor, which is a secondary factor given by Allah, is an environment which does not limit young people, but helps them to go progress greatly. If someone has leadership talents, they will progress even if there are constraints. I was among the first people to revolt on these factors. I was not expected to complete my higher study, but I had the trait to carry on. I remember one of the leaders, who is about King Abdul-Aziz's age. He has a group of sons. At the same time, he cared for his nephews. One of them became the same age of one of his sons, and he became a very important person, while his son did not get the same position. The young leader said to his cousin "You know that thanks to Allah, my father is bringing you up and encouraging you". He answered him, the uncle, "May Allah bless him". He took our hands, you and me, and he asked us all to go up the

stairs. You went two steps, then you stopped and went down, but I carried on till I reached the top. This shows you.

To what extent is leadership learnable for young people?

I know about our education system. Very few know about this issue. The reason is that teachers' training is not complete and sometimes doesn't have sufficient grounding. If someone was in a school who knows that this important side of experience impacts on leadership and cares about young people, they might get benefit. When I was Minister of Education, I developed councils for classes and schools, to enable each class to select a representative. All the students used to nominate who represented them. The most important thing if you were selected by your colleagues was that they selected you because you are more attractive. When I was in the secondary school, we had a senior student who was selected by the teacher because he was more attentive and careful. I remember when I was in the secondary school, we used to report the non-qualified teacher. I think school can play a role, especially in some developed national schools.

Do you think that young people cannot be developed in this stage?

I don't think so. Young people might move backwards after that. I know many people who had obvious leadership in their behaviour and they started leading positions either in the private or government sector, then they deviated due to specific circumstances or reasons. For example, someone I know used to keep time and other successes, then he deviated, but I assure you that if Allah wants good for someone, whether they're male or female, He might make an individual develop their leading capabilities over time. One of the frustrations in our country is the tendency to pent up from others, and if you pent up a lot, people survive, collapse and surrender.

What responsibilities/ opportunities in your youth influenced your choice to become a leader?

Leaders should be ambitious and have prestige and position in society. Some people have ambition, while others think we are living just to eat and drink. Certain individuals want to have some control in the society and its role. Home is big building, which should be added to every day. I hope to be one of the people who adds to this building. I have had this ambition for a long time, and I say to myself that I am an individual who has been given talent and brains from Allah, therefore, I have to do something and be ambitious. I will not say as someone said: "Allah, give someone money to lend me money". I feel that I have a unique position. When I graduated from the university, I was superior and assigned to an institute in Riyadh. One year later, there were vacancies in Om Alqura University to work in the faculty. I managed to be one of the successful candidates. Then I went to the US. I did not speak English at this time because Arabic was my field. I remember that after three months, the cultural attaché visited me in the KSA Embassy in the US and asked us about our level in the English language. Everyone sang their own praises. And when he asked me, I answered that I didn't know anything about the English language. He commented: "You are the only honest person among them". This encouraged me. I concluded a theory: the more you are fluent in your mother tongue, the more you are fluent in learning a second language. I believe that Allah superiorly governs us, and in my writing about my life, I wrote that I am not against planning in life, but I believe that there are issues above planning. Extremity in planning is sometimes a waste of time. In my writing about my life I mentioned that I believe that Allah governs everything, whether it's finance, life, happiness, misery, success or failure, and early planning is not the solution. I'm not advocating here that we shouldn't look to future and plan, but I'm calling for non extremity in this regard. I found from my experiences that Allah prepared for me the reasons of satisfaction and pleasure without me planning anything. This manages all of my professional and personal directions, as all of my life stages related to my study, profession, jobs and family were not previously planned. But I did my best to establish a plan for success for me and my work, all which I say corresponds to my personal side, but the institutional side should have realistic flexible planning to be followed.

What responsibilities/ opportunities in your family influenced your choice to become a leader?

I am the eldest of my brothers and sisters. My mother was divorced, and I lived with my father, who was an old man. He was prestigious among his people. He used to allow me to do some tasks such as receiving guests. He had big job. I was his clerk and seller although he was young. Now, I have left all my responsibilities for them, and I also left financial and administrative issues for them. My wife is responsible for caring taking care of the house.

What were the responsibilities and opportunities at school?

We had clubs for activities. I participated in the theatre club and speech club. I was responsible for my class. I remember that I was instrumental in supporting Algerian liberation from France. Although my country was small and had no transportation, I took the initiative among my colleagues to collect donations to support Algeria.

What about your readings at this stage?

At our age then, we liked reading. We didn't have enough money, but we used to save to read. While I was between 12 and 15 years old, I started to read literature and when I came to Riyadh, I got the opportunity to read many of the specialist magazines.

Was that a methodologically organised matter?

Never. But we were, at this time, interested in public issues. Although because of my young age and our isolation in a small village, issues such as the liberation of Palestine, which is important for all of us as Arabs, we couldn't do much. We care for Arabs as a whole and how they are developed, as there are conceptual directions. There were also meetings and discussions, and everyone tried to read and support their evidence.

Did it play role in building your character?

There is no doubt about it. You feel that you are important person.

For the development of young people as the leaders of tomorrow, in your opinion, do we need: a short or long-term approach?

I am certain we can do it at another time and that the seed is the basis. And if the leadership seed found, I think that an individual's upbringing can be useful, but the person who develops leadership should be more effective than the people who simply develop. Some leadership institutions are interested in developing leadership, yet the instructor is not leader. I think that the person training potential leaders should be a leader, and should prove their leadership personality. Last Sunday, I was the chairman of businessman conference. I found that all the people present at the programme were theoretical. I wondered "Where are the people who proved their success in life through fact? Where is the famous businessman Solaiman Al-Rajhi? And where is the businessman Mohammed Al-Jomaih who started his life by buying and selling bamboo, and is now a billionaire and manages a vast business empire?".

What obstacles faced you when you were in the secondary school in term of leadership development?

Education at this time insisted that young people cannot be shown to be especially in adult roles. And this stems from the previous culture of society and how we respected our teachers. But this respect was accompanied sometimes by fear. If we saw the teacher in the street, we used to avoid them because we felt shy, but nowadays this doesn't happen. There is no comparison between the age in which we lived 50 years ago and the age we live in now. At that time, we did not have communication, transportation or ways to contact others. We thought that the whole world was our village which in which we lived. If it was raining in our village, we thought that the radio would announce this rain. When I went to the US, it was raining, I asked the teacher if we would have the following day off. Then he asked me why I was asking this question. And I replied "Because of the rain". He was surprised.

Regarding your wide experience in the field of education, what are the obstacles to leadership among young people that are found in the intermediate and secondary schools?

I mentioned before that if someone has a leadership seed, nothing will stop them from becoming a leader. They will go out of the bottle and overcome the nightmare. But if there are obstacles, they will be from the teachers' awareness. Many teachers do not care about this issue. They think that their duty is complete once they have explained the curricula being studied. They think their duties do not include discovering the students who have leadership, traits and capabilities. I however, can say I had consulting and guidance, as the developed countries. Guidance and orientation were of course established, but the duty of the students' guides in this school became administrative duties –supporting the school manager, such as following up students' absences. But the real duty of the students' guide became to discover the mental and psychological aspects and the student trends, their direction to the future, and what is suited to his trends and capabilities. I think that one of the greatest obstacles in the schools is that we do not care about this issue.

In the period during which you were responsible for education, you focused on the non-class activities. What effect does that have on developing leadership for students?

Non-class activities discover leadership capabilities and trends. Their effect doesn't just include leadership skills, but developing culture and awareness too. We learn fair competition from them. They contribute obviously to developing leadership. The non-class activities should not be additional subjects, or subjects taught for fun, but they should take enough care to conclude their results.

What do you believe are the significant core characteristics which make young people future leaders?

The features of the leader, who wants to be leader, having wisdom in understanding situations, and abandoning their view when they knows that it is wrong. Leaders also have to be patient, generous, not only in money but also in feelings, encouraging of others. They also have to focus on the strengths of each person, to make others feel reassured in their capabilities and feel that they are fair. Some leaders unfortunately

do not thank people, but rather ignore the success of others and focus on their weaknesses. There is a saying: "Do not say that the cup is half-empty, say that it is half-full instead". If you focus on the strengths of people, they will be attracted to you and you will be a leader.

To what extent you do feel that there is a relationship between leadership development programmes at this stage and getting bigger numbers of leaders in the future?

There is no doubt that there is a relationship. I like some national schools which care about this issue and select some teachers to do precisely this. I am amazed that our religion encourages leadership initiatives. Prophet Mohammed sent Usama Ben Zaid and made him a leader of an army of adults. Schools can be a catalyst to develop leadership. And also, the awareness of family and parents. They do not give their children the opportunity to sit with the adults and talk with them.

For young people, which is better: focusing on generic leadership or focusing on a wide rang of details?

I like to focus on what happens when we select leadership. I also think that programmes are run for those who are not suited to leadership. If we succeed in selection, we focus on the guidelines, we encourage people and develop them. I remember a story where King Abdul-Aziz was looking for a governor for one of the kingdom provinces, and asked his assistants to look for a suitable governor. When they nominated somebody, he answered "No, this is an important area, and I'm looking for someone suitable". One day he said, "I found him, tell him to come", so the man came, the King told him that the consultants selected many persons for this position, but that he had nominated and selected him. The King told him, "If you go, you have to do that, and when this happens, you have to do that", and while the King was talking, the man was rubbing his ears. The King said, "I am talking to you and you are busy with your ears", and the man replied to the King, "You selected me and I have the ability. I am reliable. Send me and do not recommend to me". The person reflected his good selection and he presented a lot to the country.

To what extent is there a relationship between youth leadership development and leadership characteristics?

Before commencing leadership, you should first make sure that you are finding leadership features. You can't water plants without a seed, as that's a requirement and prerequisite. Can you bring water to water an empty pit with no seed, or bring fertilizers to be put in a vacant plot? If there is no seed, there is no way to develop leadership. I am certain, however, that we should consider individual variations.

Now my framework will be described in very brief:

The first triangle shows that the individual as a leader needs various situations to pass through, as it should be within cultural, and to guarantee this practically, the strategy should be through the action sciences. It is communities of inquiry in communities of social practice. Actually, action science will allow students to apply theories to a real-world situation.

The second triangle shows that to develop a leader we need to focus on developing the leader Characteristics as it focuses on developing a matrix of the human intelligence. It should be within an environment, to make sufficient change for the human being, we need long time.

I connect between the two triangles to produce this comprehensive framework, which consists of 4 main dimensions.

The first dimension is the Characteristics, which includes developing all the Characteristics including .

The second dimension is the Human Intelligences, which consists of the intelligences emerged from the human needs, mental intelligence, spiritual intelligence, physical intelligences, and emotional intelligence, if we focus on these intelligences, they make balance in theses Characteristics, also they provide the leader flexibility for future changes.

The third dimension is the Situatedness, which focuses on facing the leader to a series of situations with the peers and …...

The forth dimension is the cultural context, which is gained from the family, believes, values, and ethics.

In addition to the four dimensions, there is the strategy of Action Sciences and also the long-term condition.

What is your initial response to this framework?

I suggest that beliefs, values, ethics and cultural Context are a part of you, so I suggest transferring them to spiritual Intelligence. But culture includes the things outside of your personal scope. It is the surrounding area such as the house, society, school, and peers.

What about the action science strategy?

I am certain that it is found and that it is very important. It should be implemented when discovering that the person has leading capabilities in any field. When we discover that they are creative, we should care about them and include them in any work that can develop their leading capabilities. But in terms of the theoretical framework, we are fed up with theories. And if people are affected by theories, many of them should be leaders. We orient them towards the environment, maybe in a factory, shop, the health sector, engineering, or any other environment, in which they can practice their work and develop their leading capabilities. We should in fact focus more than we make assumptions. Assumption may be suitable for flight training than developing leadership. Therefore, many of those who wrote about leadership, company chairmen such as Jack Walsh and others, were more practical. Therefore, I suggest sending the student to deal with leaders during development programmes to work on a voluntary basis with some successful leaders.

What happens if we eliminate leadership characteristics?

The characteristics are the seed, in other words, the beginning.

What happens if we eliminate human intelligences?

I absolutely agree with you that it gives a balance. The characteristics are the seed, and intelligences are complementary.

What happens if we eliminate situatedness?

The peer group is a very important issue.

What happens if we eliminate the cultural context?

This is the incubator. I am certain of the change which I mentioned before; sometimes the effect of the cultural environment is limited.

We have reached the end of our interview. Is there anything you would like to add?

To develop the future leaders in our country, I think we should start with school first, and make this one of the major school tasks. It should be one of the guidings and orientations in a school to discover students' leading and creative capabilities as well as their trends in any given field. I would like to make a scholarly recommendation. One of its topics would be that one of schools' main tasks of is to discover teachers' leading capabilities and caring capacities. My evidence convinces me that good education is the major factor by which to achieve development, and good education depends on the good upbringing of teachers. We should therefore focus on teachers, either for selection, preparation or training. The major concern of the Ministry of Education should be this issue. The other factors, considering their importance, do not reach the teachers' importance, because whatever the school environment is, from good buildings to preparations, whatever programmes are developed, if the teacher is not able to attract the attention of the learners, all their efforts will be in vain, as our motto is "Behind each great nation lies a great education". The core of the great education is great producers and honest, sincere and hard-working teachers and educators. In the communism age, they used to discover peoples' capabilities at an early stage, as they used to gather toddlers at two years old in a wide place. These children were either breast-fed or given industrial milk. Someone entered with big drum, and began banging on the drum severely. Some of the children noticed the banging, and others were focusing on the milk they were being fed. The first group abandoned their milk and looked at the drum as they were attracted by it, therefore, focusing on leadership development is required. I hope that the school care about discovering leadership, and I hope to start our education from the kindergarten stage. Here, we should remember one of the best-selling books entitled *All I Really Need to Know I Learned in Kindergarten*. And one of the tasks in the kindergarten stage is to discover the leading capabilities.

Case 40: Alosaimi, Mohammed, educational leader

What made you an educational leader?

Thank Allah, and peace be upon our Prophet Mohammed. I am really pleased to talk with you, to provide any possible information which might help you in your noble goal. I retired 3 years ago and this is the fourth year. I told you before about my desire to retire. But in terms of contribution, I do not claim that I contributed to the educational work of leadership on my own, rather I was with a group of friends and colleagues, and thanks first and foremost to Allah and to them, and the teamwork spirit was our joint success. I tried to make them feel that I was not the only responsible person or the leader, and that all our work was subjected to discussion. I thank Allah that we achieved what we could achieve. We also faced obstacles in executing other aspects: difficulties related to the financial system, which unfortunately is an obstacle in the administrative work of our dear country, and also the administrative routine. And the administrative routine is not always bad, but it on many occasions hampers the administrative work and the achievement of these goals. But then I got into a leading position in the Ministry of Education. I thank Allah for my achievement, and if there are mistakes, they will be because of myself and the Devil. I started my work with them as a teacher, as is the case with any employee in the Ministry of Education, and I worked as a teacher for two years in the intermediate stage. Then it was the turn of the educational course to prepare the Ministry staff. Thank Allah that I was included, as they were selected from teachers, schools, managers. We went to a course to prepare educational leadership in the US. The course period was two years, two months of which were spent studying the English language in Riyadh. The rest of the time was spent in the US. The programme was divided into two groups: one group in Indiana University in the US, and another group in Oklahoma University. It seems that the Oklahoma group were in the school administration or something like that, and the majority of Indiana group were in subject teaching and were focusing on teaching strategies and methodology. During this period I managed – thanks to Allah –to commence the course as a specialist in English language. The Ministry used to nominate individuals from the group for the Master's degree, and I was one of them. I needed to study for a

semester to complete the Master's degree. The course was for two years, and during the same two years, I completed the Master's degree as well as the educational specialist degree for 65 hours. I was between a Master's and a doctorate, and this a certificate for education managers and province managers in the KSA. And I had also a semester during which I completed the doctorate hours. I also sat the qualification tests and my dissertation was ready for writing, which represents 15 hours from the 90 hours of the doctorate programme. Then I came back to the KSA, and I resumed my work as an administrative inspector or administrative guide in Al-Taif. I visited many schools in Al-Taif and I met educators and implemented the questionnaire which I had at this time. And when I completed the two years, I repeated my request from the Ministry to follow up the doctorate in the US. They gave me one year to study the doctorate. I did it in 10 months and I came back. And when I came back I had the choice to be in a faculty of teachers or to continue in Al-Taif Educational Department. I requested from the Undersecretary to be placed in the Sciences and Mathematics Centre, as they needed me in the Ministry. Of course, I studied in this period while in the Sciences and Mathematics Centre, and I worked part-time for a period of about one or two semesters, then I dedicated all my time to work as General Manager of Studies and Research. And then I became General Manager of Educational Supervision and Training in 1406 until 1412 H, after which I became General Manager of Guidance and Counselling between 1412 H and 1416 H. And from 1416 H to 1422 H, I worked as Assistant Undersecretary for Student Affairs, after which I was promoted or commissioned to the High Committee of Education for one year as General Secretary. His Excellency, the Minister, asked me to go back to work in the Ministry, and he commissioned me to work as Undersecretary for Educational Development, and I spent four years there. I retired in 1427 H, which was three years ago – approximately 3 years and 4 months.

What did you do to achieve a leading position?

Firstly, thanks to Allah, I moved from one position to another. Secondly, thanks again to Allah, I was not asked or blamed during my work, which means that I was close to my colleagues. Our relationship still endures based on brotherhood,

relativity, and love – love based on loving Allah. We ask Allah to be like that. This is the nature of leading positions. But in terms of contribution, I do not remember working or claiming that I worked on my own. I worked with a group in all of my work. When I was in researching, it was the biggest project of all the research – researching priorities in the Ministry. And it was implemented on many thousands of teachers, supervisors and managers, and research management has just a few employees. I also generalised the research results on the universities. After that, I worked in educational supervision with a unique group of educational supervisors who have extensive experience. I also had a role for the educational province, as the supervisor had a role – he used to order, forbid, accelerate and delay more than his role nowadays. He was actually a leader when he went to the province, and we used to be certain that we said to the educational supervisor "Don't leave the school or the province without making a lasting impact". This means you should not come and go and come back as if you've done nothing, which is not useful. People should know that someone has been to a place, presented beautiful things and directed useful things. You should actually represent the work of the leader. There were great meetings, and one of the obvious things was educational supervision. If one of the colleagues was in one of the educational provinces, they would send a report presenting new ideas and determining the ideas on which his report was based. And colleagues in the Ministry would read this, review it, and inform those who have the solutions – "Between this and this, I do that and that, while you do that", and it was a good discussion, as you say. I met Allah in this and made a good thing which would have an impact. There was good communication between the supervisors, who were called the General Supervisor of the Ministry and Supervisors in the provinces. These are the most obvious things. Guidance and counselling a have unique elite among the colleagues, and they were many programmes were that were run. There were no guidance and counselling meetings for the supervisors. They had meetings, but they started their meetings using their imagination. But they can extend big thanks to those who worked in guidance and counselling beforehand, as they not only presented great skills, but there was also more focusing on behaviour and benefits reaped from many of programmes made about behavioural study outside the Kingdom (the Modyo List). And there were guidance units which were studied in

this case. There were launched at this time, and there were unique training programmes. There were... Of course, Student Affairs has larger scope of activity, including guidance, school health, tests, acceptance, registration student bonuses and other similar things as well as school transportation. There were also unique and good programmes in all of these sectors. Then after that, I worked for one year in the High Committee of Education, which was established by King Fahd when he was the Committee Chairman and was represented by the Minister. The Vice-President at this time was Prince Sultan, for a period, then he was represented by Minister of Education, but this was not for a long time, only one year. And the Minister of Education decided to commission me to the Educational Development sector, whereupon I told him "I left Development 18 years ago. How can I come back now, leaving my colleagues with whom I have worked for only two or three years?".But I came back, and I contributed obviously in the comprehensive project of developing curricula. And really, there was a view on forensic sciences books, which were seen as having a traditional image, so I came up with an image which I respect and am proud of, and I ask Allah not to deprive me and the others who worked to it from our good deed. And if, at the beginning of our work, there were doubts regarding our success, I used to say to my colleagues "If the time is over, you will see unique books". It has been proven – thank Allah – and the colleagues watched countries outside the Kingdom, which are more developed than us in terms of science and education. And also all the books were revised, and there was a comprehensive project to develop the curricula.

What were the responsibilities or the opportunities that helped you at that stage?

Of course, as I was growing up and before the primary stage, my father – God rest his soul – had a grocery shop, as it would be called now, and was took me there with him. Before I went to the primary school, I was not home except in the evening, as I spent the rest of the time in this shop with my father – God bless his soul. I studied during the first two or three years of preschool, and after leaving preschool I automatically entered the fourth grade and was tested in mathematics and numeracy. During this time I had responsibility with my father – God's mercy be upon him – in

the shop. When he was absent, I did the all the tasks, as when I was in the first intermediate grade, he had an accident, because of bags were found here in the shop, which resulted in him sitting at home for two months – God's mercy him. Meanwhile, I was doing the things in the shop. When I was in the first intermediate grade, I actually bought goods from the traders, dealt with the people, sold and bought, and sometimes people would come and I did not know them. If they were truthful, I would take the goods from them. In this period I was doing the work, which is work you enjoy and have the admiration of many people for. In the third intermediate grade, I got married – and thank Allah – which was a great responsibility which involved the responsibility of leadership. First of all, there was leadership and responsibility in the trade shop, and in the family as well. After I completed high school, I moved to study in Mecca, so I was going from Taif to Mecca, where I studied at the University of Umm Al-Qura, which was called the College of Education and had been subordinated to the Ministry. After my father – Allah's mercy be upon him – had brought labourers to work with him in the store, I stayed for two years Mecca studying labour. I sensed the truth, that he had found what blocks the real gap in this place. And praise be to Allah, these components were probably... The fourth component, was when I began teaching. I loved teaching. I liked the manner of the students I was teaching, especially English language, as you didn't find any students who knew the alphabet in English in those days. Then after a few months, they would start to say some words. I interacted with the students and let two young children go up to the blackboard and talk with each other – simple conversations. I felt this mattered. Even universities needed to have lecturers, and they asked me to become a lecturer at the university. However, I was enjoying my time with the students, so I said "Allah, how can I leave this?" . My brothers said to me "What has happened to you? You should go; go to complete graduate studies". The leadership course was established by the Ministry of Education. For educational leaders, it was a good opportunity, and scores of people entered it. The outcome of this leadership course was good, as it so happened that the Deans of the colleges, Directors of Education, Directors of Supervision and supervisors had for the most part graduated from these courses at one time.

What are the most important things that you benefited from?

The most important thing I benefited from the in this session was that the educational community was located there and the information provided – the deal with the people and the system that applies in society for everyone. For example, the people who were convinced by the system demonstrated their commitment to it. The course took place exactly 35 years ago. I believe that this may have affected me. And the other thing was that the programme manager and programme supervisors were distinct, and that they always presented the problems of education, how we acted on them, how we should deal with them and should talk about the system of education in the Kingdom. So I learned from the research that I undertook for my thesis. In the end, it was a thesis about structuring the educational ladder in the Kingdom. It was derived from the need for the field in the Kingdom, which I saw there. In fact, we benefited from it in terms of enlightenment and looking up. Instead of being someone being at a milestone in the class or in a school, we reach the level of meetings with university officials and in various cities. Also, there are visits to schools, discussing the people who there, presenting working papers to others, explaining to them what's new, allowing them to review your thoughts and discussing the changes. This also applied in the US programme in the session, courses and so on. Some of them had tests – some of which were open-book, others were take-home exams, others involved presentation and so on. This movement makes you have a view, so the session was very useful in this aspect. The shift of people from this environment to an environment in which they have experience and expertise was useful, and the Ministry insists on this. Of course, we were almost at the fourth session, there were already three advanced sessions, and after three or four sessions the program stopped.

Well Doctor, you have focused on responsibilities and opportunities in the family. Let's talk now about opportunities at school in the intermediate and secondary stage.

Inside the school, I did not want to talk about myself, but I was the first one – and this is by the grace of Allah – and the person with whom I was competing during the first and second grade was a person who also had a shop. Perhaps some of his other colleagues came from outside Taif and didn't have any work, but even he goes out of school, sleep at homes, goes to the playground in the afternoon or something from that. However, I understood in my mind, as did this person, that when someone has work and completes it, it would be an aim for him to perform in other work. They said "Search for someone for your business who is busy and give the job to him", and it seems there was a chance for us, because we were busy working with the Ministry. This is one thing. The second thing is that of course, we met at the secondary stage and the intermediate stage generation, which is different from the first generation, including science, groups, and acting as a good example. Now, I can imagine those. Some of them were from outside the Kingdom, while others from inside the Kingdom. They were in fact models; we wished to see them in many of teachers, and that our teachers – Allah willing – would be well. But there were those who forgot, and I recall that some of them were from missions from Al-Azhar in Egypt, and they were telling us "At that time, Egypt elected the best teachers to present a better picture of this town. I hope that these countries elect their best, and not just any one, and in return we are going to Egypt with people who represent us in the best possible way".

What was your participation like in school activities during the intermediate and secondary school?

Regarding my busy work outside the school, it was the business with my father. I was among those who had limited participation in the school activities. Activities are hugely important in determining personality, and this applied to me in this case. I participated more in the primary stage, in inter-class contests – ten people from here and ten from there on the stage. That's what I remember from what I participated in. In the intermediate and secondary schools I don't recall ever participating in sporting activities or games, as I was busy doing things for my father and myself. I communicated with my friends and siblings. Competition in the classroom was

extremely competitive on the first level. I remember that in the first grade, I was just five marks short of getting full marks, and the person in front of me just got a few marks. I believe that leadership development among children and learners does not have to be in the educational field. One of my children, my son named Waleed, is in the first or second primary stage. I said "This boy is a leading person".

What makes him a leading person?

If we went to the mosque – Allah protect him – he does not walk beside us or behind us, but walks ahead of us. Even if he's walking with a group of young people, you find him walking in front of them, moving and being energetic. I said "This boy has the spirit of leadership and will not be distracted". The issue is that we cannot separate the formation of personality in the educational field and all of this. All things are interconnected with each other, and you know better than me in that matter.

Do you also remember more responsibilities at this stage?

My father – Allah have mercy on him – and mother always let me take the responsibility if the guests came. Even if we had a cocktail party or great celebrations, they let us, the young people, handle this task. In our days in this situation, a great and old person would come to you and say "We want you to prepare our coffee, as we're celebrating a marriage", so you went and had the responsibility of bringing the people who helped you to pour coffee. Young children carried out the same task. People attend to them as specialists and give them money now. Making children do something burdens responsibility and notifies them of their status, and their value is an important thing. I think it is important in leadership development. But now, unfortunately, we no longer educate leadership. We leave them, as they say he or she is a dependant person, relying on others until they grow up. So this person may graduate and become a high-ranking military or civilian officer yet still be dependent on others. But in our time, people were 12 or 13 years old and could bear responsibility and do whatever was asked of them, and thus might

have the opportunity to learn from these old experiences.

To what extent do you think it is possible to develop leadership in young people?

I think it is very possible, not only possible, but very possible. I believe that education has a great responsibility, and that education is what has the largest influence on shaping personality, either improving it or doing a disservice to the person and weakening it as it has deleted some issues from the person which they are now working on. Education is also capable of developing leadership inside people. I used to visit areas of the desert when I was in the administrative inspection. I would sit with teachers in remote places, sometimes for a day or two, and I would say "Tell me about your situations". One of them told me a story about a boy in the first primary stage. The teacher said "If I have come to punish this little boy, you would find that this child would jump to his cousin, who is another child in the same class and say 'Oh son of my uncle, protect me from this professor'". Of course, I think that this situation has a level of manhood. This child knew that if he made an error, anyone could rescue him and help him. A witness may develop their personality with their characteristics. Firstly, giving young people responsibility mandates them and encourages them. We let them know where the outstanding strengths of leadership are and develop them in the correct proper manner method, while if they had a weakness in certain aspects, it would be dealt in a quiet way in every school. This process would include specialist guidance and advice. We have chosen them based on the criteria. The most important thing is their ability to gain the trust of other students, to gain their confidence and gain their love. There are two types of guide workers; the first is the specialist and the second is the person who has prepared for this required role. The specialist is the one who is alienated by people. In my view, the willingness to give and the effect from the student advisor must be present. Most importantly, this could be provided by the guide using the science gained from courses or by specialising in graduate studies. Sometimes we find a student guide specialising in a school, and there is not a specialist teacher. Students gather around the teacher to solve their problems and do not go to the specialist, because the specialist does not have the necessary preparation, and you cannot find

preparation in someone who is not willing to do that. We used to say "Someone who has the willingness is welcome; they are the best and better, as opposed to someone who does not have preparation and only studied their subject". However, the teacher has prepared everything, so they are ready to train and learn as far as the PhD stage.

What are the specific core characteristics for developing youth as future leaders?

The initiative spirit. You find some people who have initiative and readiness to perform the role. That individual has the importance of charisma. The person is ready to accept instructions and work to carry them out. This person has a leading spirit, but someone who receives instructions and does not carry them out will not have the leading spirit as opposed to someone who receives and carries out. Also someone who responds when you give them a subject. They will negotiate and will not negatively accept the subject, which means that they not only receive, but discuss and answer too. And unfortunately, this model is not accepted in many of our societies, neither on the familial level nor on the school level. This is because when they see people working in this manner, they make them frustrated and they say to them "No, this is not your work, this work for adults" and other sentences which make them give up. I remember that I visited a school in Tabuk and I met the students' guide. I asked him about the cases he studied, and he told me about one of the recent cases. He said "I had excellent student in the fourth year of the primary stage, but he started to get worse gradually, I tried to find out why. So I said 'What is wrong with you?' Then he answered 'My family do not consider me to be a man. I asked 'Why?' He answered 'If one of our neighbours comes, they do not allow me to sit with him'". Then I called his father, and I said to him "You know, your son was excellent and used to get excellent marks. And then he dropped to a low level and he says that you do not treat him as a man. He asked "Why does he think so?". I answered "You do not allow him to sit with your guests". He said "This is our nature, ideology, and work, we do not treat young people like men and women". I spoke to him about the negative effect, so he made the child sit with the men, after which the child became excellent again. Have you seen the talents? This student has

leadership skills, and when they made him frustrated, he got worse, and when they corrected this fault and achieved his desire, he became excellent again.

Do we need a short or long term approach to develop leadership?

Of course we need time, but I think that we cannot separate the two opinions. If you separate the two opinions, you will be in trouble. I can make a leader from an activity programme for a specified period in specified time and then we're finished. But I don't think you can present the programme for the mentioned activity and consider time. Some of them can understand in a short time, while some of them need a longer time. Pre-made programmes are required but in long term programmes. In fact, if students start out as creative, then become less obviously creative, schools should completely review themselves. The abilities and capabilities given by Allah to humans are big and huge, and we use but 10% of them. I think that humans need to make an effort, an organised effort. Some of them need one year, some need two years, some need one month, some need two months... It depends on human nature and age.

What are the obstacles which impinge on developing leadership in the family?

I say repression, which is very important issue. Repression means you take advantage of the creativity and shining for the individual, not for family or the society which should encourage each initiative. You should encourage and orient in case of any deviation, and if there are positivities or negativities, you should appreciate their efforts and say "You achieved your target to encourage them to continue". Look at young children who are two or three years old. If they do a specific behaviour and you encourage him, look at how they operate. You will find them enhancing this behaviour, and if you repress their behaviour or make them afraid, you will destroy their sense, and they will no longer provide creation or leadership. It will be upon the lowest limit, which we come across in many individuals that have the lowest limit. But we look for the highest limit.

And at school, what are the obstacles which prevent leadership development at this stage?

I think that one of these obstacles is someone's limited individual education. This means that you do not develop the individual capabilities for the person 'til you know whether they are leading or not. It does not need to be made by the people in this class or in one module (individualised), which are not found in good manner. The other issue is that guidance and counselling are obviously not available, meaning that neither the society or the school are based on guidance and looking for comfort. They sit down and like working. I met with some unique people, and they have knowledge and creativity and similar issues. Sometimes you find the Educational Department or even some the persons in charge in the Ministry, or from the school, or guardian who don't fall into this category. I think the guide and guidance role was not made obvious on this side. And I think that it is one of the tasks of the guidance, counselling and activity tasks to contribute to developing leadership. The person in charge of guidance and counselling should know their role in discovering these skills and capabilities, the activity role in developing these programmes, and what results in the talents after activities. But you find, unfortunately, that there is now an interference between the programmes provided by the activity, and those presented by guidance and counselling, which are provided by who own the talents. We say "Everyone should know their limits", or in other words, I, in guidance and counselling, take all the students, and introduce the elite in accordance with my experiences and trials for this activity, which the majority provide for all students, and I screen them through the activity seniors to select the elite of the elite, to nurture their colleagues in their talents over the summer. One of them presents programmes, and the other presents programmes. We look to the Ministry to have coordination between these three cores, and of course these talents at this time in special needs education and activities within activities, and guidance as counselling and guidance are very useful.

What are the social obstacles that prevent the possibility of developing future leadership?

I think the way in which children are brought up at home, the way in which they are dealt with in society, and the way in which they are educated at school. In all of these environments, there is nothing encouraging creation, even in cases where someone is shown to be a leader or creative in a certain area. The society will mock him. And even at home, they will not find an encouraging atmosphere, but maybe a joking one, so we cannot expect them to repress what they have, and school is not far from this fact. In other words, they will see us as teachers regarding any movement from us, even if it is in the correct direction toward leadership by improving personality. Even if they talk, move, smile, laugh, it will be considered a shortage. It is the nature of young people to move, smile and talk. So why do we repress them in this manner? Why do we explain it against us? Why do we not explain it as comfort, for example. Sometimes, they smile as they are pleased for you and the teacher, and we ask "Why did you smile or laugh?".

If we go back to your time at the intermediate and secondary schools, did you have the desire and motivation to be a leader?

No, I don't think so.

Do you think it is important at this stage, or does it come after that?

I think it is very important, because the more people have a clear view and early planning, the better they will be. We made a programme, which might be useful for you. It was an interview between the students and the VIPs; it has beautiful goals which are the same as yours. We made ten interviews regarding personal affairs; the biggest ones were with HH Ministry of Interior, HH Deputy Minister of Interior (twice), His Excellency Minister of Health, His Excellency Minister of Education, and Ministries of 10 countries. In the ten interviews made with these gentlemen, the goals were to make students see the ideal student as being a good example for them and to ask these questions you're asking now, such as "How did you reach your achievement?" and "What are the things which distinguish you?". We would like to

draw from students at this stage, and these are students in general education below the secondary stage. I attended two meetings in Mecca. The first one was with the Minister of Transportation, Al-Saloom – may Allah keep him – in front of the best people. And the meeting after that was with HRH Prince Naif – may Allah keep him – and it was also a unique meeting. There were more than 1,000 students, who came from diverse provinces: Jeddah, Tayef, Mecca, Al-Layeth, Al-Qunfudah... And they were asking questions about goals, views, for example, and "What did not happen for us while we were youth, to sit with a big person in charge to talk to you about his success?". I think the programme is found with students affairs, not in guidance and counselling (activity and students), meeting with big persons in charge, and when I find it, I point you in that direction and I help you in any way, as it has what prepares leadership and views from goals. For example, Madany Alaqi, Minister of the Country in the Cabinet, who is from Jazan, we interviewed him in Jazan. Students did not feel that this Minister was from their environment as he learned and achieved excellence success 'til he became a Minister. So, you have the view, I did not have the listeners. Such programmes encourage all of those who have skills and goals. In addition to these goals, in this programme, the students got training on dialogue. Students in this programme talked to a Minister. The Minister said to the journalists in the Mecca interviews "Excuse me, my informative colleagues, but the students' questions are better than your questions". The Minister of Transportation was very pleased with the students' questions, and he said "You deal with humans and we deal with stones". I think that leadership development programmes give students views and make them think what the future will be. Of course, I do not remember what my view was during my youth stage, maybe during the intermediate and secondary stages it was to complete university and to become a teacher, or to complete high studies, or maybe not to think about that at all. I think that it is important that students ask these questions in the intermediate and secondary stages. "What do you want to be in the future? And why? Do you think you will have this view as a man?". I think that developing this is very a important task from these stages. We should not postpone, and maybe even start earlier in the primary stage. 70% or 80% of children's characters is formed in the first seven years, which means that about 30% is left to be formed after that. But children's characters or even the leadership

segment of it is formed in the first seven years. Also collaborative education is made in groups, this is leadership. I mean, if I split the class into 5 individuals here, 5 here and 5 here, and I appoint a leader for each 5, this is valid for one week. In this group he is the speaker and represents them, and he will explain on behalf of them next week. Mohammed next week, Zaid is the week after. I make leaders from them, as he has huge natural readiness, and people who lead walk in the road or at least contribute with the leader. You do not like to be a leader without soldiers, and you do not like to form leadership without a team. I would like to make them all one team working together, which means to say "You are the 5 leaders, the leader is someone, you are only followers", no, no. You leave them all as assistants, assistants for the leader to deal with, work with, and present for them.

Which is more better for developing leadership at this stage: focusing generic leadership or a wide range of details?

No, this stage is not one of details.

Why, Doctor?

Because the details might be dispersed at this stage, and young people would not benefit from them at all. For example, you might have someone on a highway, then you tell them "You will find small track, then you might be on-target". I do not know what this target is, but you should go through this line without knowing it or understanding it. And the details will be in a later period. Not going through details makes young people busy with the task at hand. I say that focusing on the general frameworks and motivation, which are among the very important issues, such as motivating creation, motivating leadership, giving roles. If we give people roles to perform and try them in specific situations, we create one of the best lists. And if students have capabilities and abilities and go through the details, you will be in the position of assistant.

What do you think opportunities should offer?

I would expect opportunities found now to provide information, if it is available, and to get specialists who began auditing in cases such as leadership and other teaching strategies, other issues, merging technology with education, and other issues of this type.

What are the aspects of leadership in the intermediate and secondary stages?

I think I did not face pressures in the intermediate and secondary stages that prevented me from the track I looked for. I did not think of becoming a leader. I liked to be that. I wanted to help others. And this is a task – to like helping others for good work and interacting with them. This sort of reaction is for me more obvious. I mean, if I find someone affected or has a problem and help, this reaction is found, but I did not used to link it with leadership or something else. This is because I did not have the ambition in my mind to be Undersecretary or General Manager, but I lived my life, and thought I could work out in the collection field, and this field took me further than any other field.

What's your initial response to this framework?

Firstly, I think it's suitable. Of course, you cannot separate the individual from the society. The individual has abilities and capabilities, and the society has features and issues, and therefore merging between them is quite often a necessity. I also admired the cultural context issue, if I may call it cultural context. Cultural context for us, in our Islamic tradition, is a great thing, it learns from and was shaped by our Prophet Mohammed and how he behaved with his friends – for example, Abdullah Ben Abbas, may Allah accept him, was the young boy sitting behind him on the right side. And the big friends Abou Backer and Omer were found, and they were older than him, and when Prophet Mohammed (PbUH) drank, He said "Can you, boy, give me the opportunity to allow the people sit on my left side?". He said that he did not accept this. He said "You are on my right. I do not prefer them over you".

This young person?

This young person. He allowed him to drink and see the development.

Did he deprive him?

No, he did not deprive him. He excused him. The Prophet (PBuH) excused him, and this young man was brought up on accurate basics. He did not flatter, and because he has big thanks... Although, he is sure that he likes Abou Backer and Omer, that he likes and appreciates the big friends and that he has to be thankful for drink after the great Prophet. Did you think with me? Another issue that it is one from my rights, which I cannot leave, and the third issue supported him in this situation, like that is a seen view. You have many views. Your opportunity in this study is to remember Prophet Mohammed (PBuH), and to remember these situations. How did he used to bring up these people? And what was the result? What was Khaled like? What was Omer like? What was Abo Backer like? What was ……. like? And allow me to mention something not related to this subject. When Prophet Mohammed was asked for a specific issue, he answered the answer which was taken from him. Then he went to Abou Backer and asked him, who gave him the same answer, then he went to Omer and asked him. He gave him the same answer. Then he came back to him and said "We drink from the same source". This means that this was not his answer, but the source is unified.

Is there anything that you would add or eliminate?

I do not have anything to add right now. But I think that this meeting, which I referred to, between the individual and society is important. Characteristics are important. Intelligences, as I called them, or the human capabilities and needs, are very important, as are the situations.

What happens, Doctor, if we eliminate characteristics?

You can't do that. I say that you might be aware of characteristics, but following them up, developing them and having knowledge of them are better than eliminating them. I think you are considering these intelligences which you call human intelligences. I am of the opinion that the form integrated. I do not think it has a comment, or that these are things which are found in the society. Also, this is the person's characteristics, especially the special characteristics, specified capabilities. You can't do one thing without the other, and you can't do anything without you did in the past. If you ignore some of them, it will be between the trial and error, hitting or missing the target.

QUESTION

I agree. I agree with you that we need to develop the mental, spiritual, physical and emotional intelligences which give people a sort of balance and capability to be flexible in dealing with changes.

We have reached the end of our interview. Is there anything you would like to add? I would like to add that environment is very important for leadership, and the leader should be brought up in a comprehensive environment, which has no injustice or despotism. Justice is from the issues on which religion is focused, and injustice is from the issues which Allah has prohibited, even from himself. There should be a group, and this group should be working to help the leader.

I think that we cannot separate the leader from the group, or the group from the leader; we should live in an environment. And this environment should have a view. One of the things which I dealt with was that I tried as much as I could to work with a teamwork spirit and to negotiate everything, no matter how small or big. I felt happy in work. I did not feel that I couldn't be bothered going out to work. I might have felt unhappy a couple of times, but I still felt happy until half past three or four o'clock. We finish our work late, my colleagues and me, laughing together and feeling happy until one of them said "Abou Abdullah, what did we do today?",

because we felt happy by ourselves or something like that. We conclude from this issue, I think, that the respectful spirit, appreciative spirit, work spirit and teamwork spirit care about one issue, which forms the basis of work – excluding personal issues as much as possible. This means that individuals do not have personal purposes or goals, neither you, nor I.

Unfortunately, some people take your work and register it in their name – the work which you did. This means you have to say "My colleague did this work, and I simply helped him" and so on. People can make good relationships with each other, get along with each other, cooperate with each other. This might be lost in some leaders, especially for leaders who feel that they are above the rest, which is the worst-case scenario. If you want to focus on leadership, I care about focussing on teamwork, appreciation, respect, and thanking people, as people who do not thank Allah do not thank the people who continuing fostering this positive spirit among people. The second point to which we referred at the beginning – the administration problem in this country – affects even new people who have the leadership spirit. We should encourage them, and I remember something the Minister said – "Your boundaries are limited by the sky. Work, but if there's an error, you're responsible". One time, I was in Malaysia as head of a team of colleagues. I found that this country has a view for 2020 G, but how can benefit from this? I thought about making a solidarity memorandum with them. I spoke to the Minister while I was there about this idea, and he said "I can consider you as Minister of Education". These words in this manner encourage leadership, and encourage the formation of leadership. I think that our country has achieved a lot to date, but we still have the ambition and drive to achieve more still.

Case 41: Alnamlah, Ali, Social leader

- Name: Prof. Ali Al Namlah
- Born: 1952
- Ex- Minister of Labour and Social Affairs (2000-2004)
- Professor of Library and Information, Al-imam University, 1997
- Author of: 40 books

What made you become a leader?

First of all, leadership has many components, the most important of which is the cultural component, as it is the basis for many subsequent ramifications, such as those in school, at home, and in the community, which emerge from the main cultural component.

The second component is formation. Under "normal" circumstances, formation will be positive. If, however, it is based on poverty, the result will be that this component will not emerge, even if it is found in the soul, because all people are in search of bread. In my generation, people were looking for a generous life. But I was living in absolute poverty. Our culture was based on sayings such as "Work for your life as an individual lives forever" and "Take heed of Judgment Day as a person would if he thought he would die tomorrow". These are based on the implicit components. If Judgment Day is nigh, you have sow seeds and plant them. As the poet says, "If you are looking to be honoured, you have to look to the stars. Death as a result of a despicable issue is like death as a result of a great issue". This means that you should look to the stars for guidance. Then there is the social dimension, which includes the psychological dimension. You try to move from being poor to having a higher standard of living. You examine how to leave behind your social position and move to a better one.

There are a group of components which emerge from the cultural element, and I firmly believe that all world cultures have this dimension because these dimensions are synonymous with human nature.

One of these components is the aspect of self, as talents are distributed among human beings, whether they are leaders or followers. When you study the components of leadership over a long period of time, it is not certain that you will be a leader or vice versa. This is also the case when you study methods of executions for many years, yet you are not ready to be an executive as you are given orders and do not obey them. These are capabilities which are given by God. If all people were leaders, there would be no executives and vice versa.

There are other dimensions which exist, some of which can be attributed to a Western thinker who went by the name of Abraham Maslow. These include the fulfilment of an individual's necessary or basic needs.

To what extent is leadership learnable for young people?

I think that leadership capabilities are natural and can be developed through practice, testing and reading. As these capabilities are natural, they emerge before the age of 12. If you look at a group of children, you will find obvious leaders and obedient followers among them. During the 12-18 stage, however, which is the intermediate and secondary school stage, there are other external factors which can impact on this leadership. To be honest, I do not know about that because of the way in which I lived, and that was my experience. This stage was full of conflict for life. I chose to go to the scientific institutes for to get a monthly incentive of SAR 250, as at that time even a little amount like this can help a lot. Of course no obvious education or formation emerged, but sometimes there was self-emergence, which might not have been fully developed before I made myself busier with more important issues than developing the issue of this leadership. But this natural side is deeply rooted, and I care for the deep issues in the human character. Sometimes they are good and sometimes they not. Sometimes they are for good and sometimes for evil, which is known as the bad obedient self. We might find that factors emerge, and we might get factors to be controlled in either a positive or negative manner. Our situation in the 1960s when I was student in the secondary school was, for me, about showing personal capabilities, as unfortunately there were no incentives to establish personal characteristics, even for a student in school. At the university stage, there was a certain degree of independency, as there were strong motivations for me. I was a student until education became learning and not just being taught. In terms of students, the leadership dimensions and executive dimensions emerged among the students.

At youth period, what were the responsibilities and opportunities you had which enhanced your leadership development?

You will be amazed when I say to you that I had no chances except when searching for bread. I was made to sell in the evening – water in Al-Bathaa St. and vegetables and fruit in my district area. This allowed me to get a great deal of experience in dealing with the public through managing a shop with my brother. This managerial aspect contributed to building my forgiving character, which does not go looking for trouble, as I might be cheated and I wouldn't want to fight others. Of course, there is a limit to my resistance and negotiation skills. But if I feel that trouble is brewing, I back down.

Did you intend to run a business?

The desire to run a business emerged from our desire to collect money. Sometimes our father preferred us to pay more attention to our studies, as he was not educated and he wanted to make up for what he missed out on through us. But we always used to reassure him that we were capable of combining studying with business.

What are the most obvious things you benefited from during this period and that affected the start of your leadership development?

Dealing with people. I thank God that I made it a main goal, and not a method to deal with people even if it went against myself and my rights. But I know how to deal with people as I am aware that I deny myself through overcoming my personal desires to deal with people.

Is that a natural characteristic?

It is genetic, as my father has the same characteristic.

Did you try to develop this characteristic?

I tried very hard to grow, as I aimed to develop them at that time. I had no choice. I developed them when I was able to take decisions, as I became a representative for the people I led. I did not represent the people whom I led by not implementing disciplines which go against what they believe in. Up to this time, I dealt with them in a very peaceful and trusting manner, but the characteristics were not obvious at this stage that you mentioned.

I can honestly say that at this stage, there was no clarity except among the group, as I mentioned to you. This is because in a group, there is the leader, semi-leaders, leaders who have an extra executive dimension. You can develop characteristics in such an environment.

What was your position?

I was lost at this stage. Anyone you interview will try to give you the positive side to their youth, but I had not found myself at this stage.

What were your responsibilities at home at this stage?

The first and foremost responsibility was to study and be successful.

Were there other responsibilities such as helping your father?

No.

What were the responsibilities and opportunities at school?

Of course, in school, there were so-called non-methodological activities. At school I was a member in the journal and radio group. I used to make newsletters to pin on the wall and participated in the school radio more than once. However, I did not find that this activity enhanced me, but I felt that I satisfied my desire to be more efficient in terms of introducing myself.

At that, what programmes played a role in improving the leadership characteristic?

Reading. Reading goes a long way.

When did you start?

Almost, but not quite, in the primary stage reading became an important issue. When I read, I became completely absorbed in my book, and I sometimes forgot some meals such as lunch. My father sometimes had to remind me. Reading is an issue of attention, understanding, and hurrying to complete the book. So when I finish a book, I always write date, day, and the place where I read it.

What kinds of books did you read?

Literature, novels, religious books... I rarely read scientific books. But when I'm engrossed in a book, nothing stops me reading. I read anything and everything.

Do you believe that reading at this stage might not be completely understood, but instead it is stored within the human being for years?

Absolutely yes. I read many things I could not understand at this time, but when I grew up I managed to remember the information I read. I spoke to my friends who said that they read books then and couldn't understand. I said "You cannot understand because you read, then you recall the information when you need it". In terms of reading, there is no fixed time for it to emerge, but nonetheless it improves the human's capabilities and builds his or her character.

Did you have specific times that you set aside to read?

Yes. I intended to read. I was organised and it was part of my routine.

We would often read in the morning, and in the evening we used to sleep early. Reading was an ongoing process.

How many hours did you spend reading daily?

No less than six hours daily.

Do you think that reading at this stage affected your leadership development?

Absolutely.

How did it affect you?

As I mentioned before, the information is stored in the sub-conscious mind and is recalled when needed. Leaders read, read and read. When they need to make a decision, they need to draw on the information they read. They also need to implement this reading, especially when they read for pleasure and not for homework

or a compulsory task. Homework and compulsory tasks are sometimes read for a purpose, and might be forgotten when this purpose is achieved. I find that this is a non-productive method.

I am sure that skills come first, and are later polished and developed through reading, practice and experience. People have to know skills, like the person who can learn swimming theoretically but he cannot implement practically. I studied both administration and management, and I asked my students, both males and females, whether the leadership is natural or developed. I know that it is natural, but for the development side, I can describe the development and polishing side. A person who does not have these capabilities will not able to gain leadership skills no matter what he or she reads. I would not care for making this person a leader if he or she had none of the required skills. This would be a sort of fraud is because of the conditions. The skills, for me, are linked to the natural dimension of leadership.

Was there anything else that affected your leadership development?

Maybe my group. My friends were group of youths with strong resolves and a desire to develop themselves. They had a fun side, as all youth do, but they strived to be the best and better themselves. This was a mindset shared by the whole group of friends, myself included. We were a kindred group, and this is still the case, as is evidenced by the fact that the group members are still in touch today and they became leaders.

What is the most important competitive issue at this stage in terms of peers?

Goals can be achieved by organising study times to get higher marks.

Was there anything else other than the studying side?

Of course, there were entertainment activities, such as sport, or also internal games, the side of excellence in competition.

How was your motivation to become a leader?

I do not remember. This stage was a sort of conflict to be a leader. We were living on the poverty line or little below it. This situation can obviously make you stop thinking about becoming a leader.

For young people, which is better: focusing on generic leadership or focusing on a wide rang of details?

It depends, first of all, on the need. You should study what is required. If you need 1,000 leaders, you should prepare 2,000 to achieve 50% as leaders, and 50% as understudies. It would be nice if these preparations led to the ultimate goal, but for we need methods. And for these methods, we have to study the need.

What obstacles faced you when you were in the secondary school in term of leadership development?

In terms of my experience, I did not find obstacles at all, as I said before. My father was not educated and he suffered as a result of this, so he wanted to compensate for what he missed through his sons to prevent them suffering what he suffered. He left us with the choice. I used to listen to my parents saying "Do what you see fit". Our mother cared for us by providing us with all sorts of preparation.

I am fully aware that domestic violence is detrimental to skills, especially psychological domestic violence, such as blaming, getting angry with and insulting a wife in front of her sons. This sort of violence impinges on skills, as it makes people look at the society negatively.

In school, what were the obstacles?

I remember some of my teachers who encouraged me. I used to visit the library and on one of my visits, I met one of my teachers. He took note of my desire to read and presented me with many small books. When I was at secondary school, I was interested in meeting people who were interested in encouraging and developing young people. I was invited to establish a newspaper, to run the school radio and to take part in the school's literature club. I got the first prize for short stories. I also got books. I still have three of them and a Parker Pen 21. I still remember when I read the story in front of the scholars that day. I was shivering.

How does this confidence have big positive effect later on?

Absolutely. I still maintain that there a feeling of fear inside individuals. I say that in the training centres. I think that the first task is to get rid of fear. You should then qualify yourself through experience and developing your capabilities and your desire to develop and so on. If you're doing a computing course, you have to overcome the barrier in specified program, then try alone to get the lowest limit or to be the best programmer. Getting rid of fear for me is a big boost to being able to speak and practice with confidence.

Do you think that the desire to become a leader is important at this stage?
Of course, it is very important.

In today's schools, what are the obstacles which effect leadership development for youth?
I focus on non-methodological programmes, which can help to bring leadership to the fore. But in our current situation, the curriculum pushes the intelligent teacher to finish the curriculum in a specified time and to test students. This means that the intelligent teacher should not deviate from this track as it will affect finishing the curriculum. This happens in the classroom. But all I care about is what lies outside the classroom in terms of studied and programmed activities, which are not related to the classroom. Activities which are suitable for our environment and not imported from abroad, from other environment which is not suitable for us. What is suitable in one cultural environment might not be suitable for another. So you might find that in the summer centres and in the non-methodological activities during the study time, leadership is displayed.

If you return again to your youth period what kind of opportunities/activities would you like to do to become a leader?
Of course, this is hypothetical question. What I do not find in myself means that if I went back and undertook a different issue, that would lead me to change the path I followed, because my jouney of development was very natural and ordinary. I am convinced that that I had a very adequate education at this stage, which opened up to me new horizons and polished my talents.

To what extent you do feel that there is a relationship between leadership development programmes at this stage and getting bigger numbers of leaders in the future?

I support leadership preparation 100%. But I do not think that this preparation should be done with limited and non-comprehensive centre. I do think that preparation should be something such as the general curriculum itself. It is preparation for real leaders but should not violate the preparation of the other party. We should be aware that there are many more executives and followers are than leaders, 85-15% respectively. If you expect students to become leaders, you should develop them through a comprehensive strategy.

I do not except preparation to be preferable, such as institutes, courses and so on. I also don't expect that the results to be accurate. This is something which I absolutely do not expect, but I do not to be frustrated while preparing leaders. I wouldn't like to draw a map, because we would be shocked in finding out that this map would not be achieved. That's because when we draw, we draw an ideal map, the peers are ideal and so on, but when we consider this point, continuous operation and preparation would be easier to develop leadership than using any particular method.

Which is more important in developing leadership at this stage: focusing on the core characteristics or a wide range of details?

I am convinced that the origin of leadership development lies in the whole, a wide range of details. This principle is found in Islam. The whole for us is a well-established belief. We should not worship any other God, any hypocrites any other works and so on which are related to the heart. It is in this way that we take care of the details, which are considered executive, or interpret our works through worshiping and transactions. I am quite convinced that we should start with the whole, to start with the introduction. If the introduction is accurate, the results will be accurate and vice versa: what is built on a mistake will be a mistake.

To what extent is there a relationship between youth leadership development and leadership characteristics?

There is an extremely strong relationship, and this is the core of our conversation. We are supposing that the leadership characteristic, which I am convinced is natural, should be developed. S is in people who have leadership characteristics and should be developed through what you call skills, training, practice, experience, testing and so on, which it means that you do not lose T from the people as they are not leading people. If you made them leading people, and they would not have this character. This is very important. It is not something that should be lost and be a cause of frustration.

To what extent is there a relationship between youth leadership development and situatedness?

Situations can improve and polish the leadership dimension, which means that they the leadership capabilities are indicated through situations, through problems, that is, if you mean through situations there are problems.

To what extent is there a relationship between youth leadership development and human intelligences?

I think that leaders should be extremely intelligent, because of the situations they will be in and the decisions they will make. This will be a base for enabling issues to be or not be in favour. So the best leaders can accept that there is mistake and that this mistake should be corrected for any reason, such as injustice, or not achieving the purpose, or any other reason. The extremely intelligent person might make a mistake because of his extreme intelligence, and this a very important issue for leaders, as there is a very big gap between using intelligence and consuming intelligence.

Now my framework will be described in very brief:
The first triangle shows that the individual as a leader needs various situations to pass through, as it should be within cultural, and to guarantee this practically, the strategy should be through the action sciences. It is communities of inquiry in communities of social practice. Actually, action science will allow students to apply theories to a real-world situation.

The second triangle shows that to develop a leader we need to focus on developing the leader Characteristics as it focuses on developing a matrix of the human intelligence. It should be within an environment, to make sufficient change for the human being, we need long time.

I connect between the two triangles to produce this comprehensive framework, which consists of 4 main dimensions.

The first dimension is the Characteristics, which includes developing all the Characteristics including .

The second dimension is the Human Intelligences, which consists of the intelligences emerged from the human needs, mental intelligence, spiritual intelligence, physical intelligences, and emotional intelligence, if we focus on these intelligences, they make balance in theses Characteristics, also they provide the leader flexibility for future changes.

The third dimension is the Situatedness, which focuses on facing the leader to a series of situations with the peers and …...

The forth dimension is the cultural context, which is gained from the family, believes, values, and ethics.

In addition to the four dimensions, there is the strategy of Action Sciences and also the long-term condition.

What is your initial response to this framework?

I understand this paper is being both natural (characteristics) and often gained (human intelligences).

While I put the beliefs before the family, the beliefs first, there is interaction between the values and beliefs. The family is here, but I would make the family another thing, because you are talking about values, believes and ethics, and all of them are cultural.

Family can come under situatedness and peers. I would also suggest putting strengths before weaknesses.

This framework does not correspond to all, but to the individuals. For example, you say that the individual might need all or part of this framework, but if we fixed them a model, this would be the problem. This is because we would describe it as a message and implement it as a model, which would then to be implemented on everybody.

I imagine the ideal view in a model school would be one that does not have strict punishment, and one that has a qualified head teacher, a qualified deputy head teacher, qualified teachers and focuses on individual leaders.

Is there anything you would add?

I would make a change, but do not have anything to add. I would modify the family and move it to be with peers. I would put strengths before weaknesses before the weakness, because positives come before negatives. The connection is between all sides, but the connection of situation and culture is stronger.

What happens if we eliminate characteristics?

The framework will be lacking something.

What happens if we eliminate human intelligences?

The person who lost something cannot give it. This is which we talked about, that unless you have the natural side to leadership; you will not be able to make a leader. Going through the motions includes being patient and having awareness before commencing action.

What happens if we eliminate the cultural context?

We end up with a leader without values. This is found and practiced in some environments which ignored religion as a reference (Jewish, Christianity and Islam). Religion is a reference for ethics and values. Values were margined in front of religion. If you are leader on shoulders of the others and works for your benefit, you will be a killer, not a leader.

We have reached the end of our interview. Is there anything you would like to add in terms of leadership development?

I sincerely hope that my effort is not interpreted as a trial or a choice, because even the smallest village has leaders. They might not be a match for the biggest city, but if the conditions are there for them and they are given the opportunity, they will not take it. I hope that this model is developed and implemented through a non-methodological view, because it makes me very angry when I open the newspaper and I find someone saying we need someone for traffic, we need someone for oil, we need someone for national education and so on. I would like to see non-methodological activities developed through motivating teachers and schools departments to give their recommendations to develop leadership through evidence. In the end, this will be reflected in decision-making in this country as we will see a sort of acceleration, mistakes, or withdrawal and so on. This is my hope for the school. For the primary stage it is limited. There should be more in the intermediate stage, then more and more in the secondary stage. Then more still in university. I wish you everyl success.

Case 42: Alouda, Salman, social leader

Alodah: We live in our world undevelopment stage as all of the researchers and analysts agree with that. For sure, this undevelopment is related to the human environment himself, and the question is so we need to develop all the citizens as leaders? We thing that if we need 5% to bear this task, it will be a good work, and the rest will have harmony and adaption as they will understand the concept, this might enable us to achieve something. For example, the American people, we find the majority do not have information about the world they live, but all of they know to go to work and back home, and vice versa, they know how to spend the holidays and how to go to hospitals and marketing, and they do not care of any other issues. There is no doubt that there is joined amount between the people which the agreement of principles, bases, regulations and standards in whole, and the other issue that there are leaderships can control. This assure the investment importance in the leaderships field, because the investment in one person to become leader might exempt you from

the dealing with one thousand person as this thousand in the end cannot do anything, I think this is core idea.

Let me another idea: this does not mean insulting the others as without harmony they will not be able to do anything, and any human being can give but he is given from Allah.

This leading human such as the bilioner merchant which was invested by you, for example you established many charity organizations and many schools and hospital, but this usual human who has simple talents, with making him feels by his importance and motivation, such this human who has 10000, can achieve self enough for himself.

Q: What made you leader?

There is natural side and amount of talents for any human being might born having these talents, when you ask anybody to do something that he has no talents for, he will bear unbearable load, or you will find that you burn him, like a device was given higher voltage and burnt. But from my limited experience, I noticed that there is one talent can be one of the success signs if the human has, which is training for patience, because the human grows and faces obstacles, as life is full of obstacles. It is obvious that you find your colleagues more talented than you, and some of them are more keeping, effective and attractive, because they lack patience, but these obstacles are enough to stop them, and to make them falling respectively, as in the end you look for the persons who reached to the end of the terminal, we find the patience is basic factor in facing situations and challenges, either these obstacles inside the family, the society, from the person himself, critic cases or failure cases, all of these things should face the human. If the human is capable to be patient, this will be a core advantage, as part from this patience will be effective for the leader in his relation with the people. The people response and their opinion regard the leader is very important, as when you speak about the economic success of bilioner, and when we ask the people we find that they are not satisfied toward them, this is cannot be described by social concept, as the leadership has social, informative, or spiritual nature, it supposes to have amount from the people understanding, and patience is base in this regard, as all the people care of themselves only. People give you many

of passions, but they are not committed in accordance to these passions, people agree you when they fell that you speak about what they want, but they feel that they need someone to correct for them and to agree or disagree him as they want him to express not to criticize. The greatest advantages of the prophets is patience, and I do not think that there is no any ethic mentioned more that patience in the Holly Quran, as there is Surats were only for patience, as it is the most important concern.

Adaption Advantage: which means that the human can adapt with the diverse circumstances, as you can find a person working and giving, but under special circumstances, but in case of changing these circumstances he might stops, this is called situational leader, as he gives in the time of prosperity, but he cannot give in the hard times, some people can give in specified social circumstance, but in case of changing these circumstance, he might be confused and preferred to be isolated, and he might find himself criticizing the situation in which he was before, it is important for the leader not to imitate the society, or not to be a reaction for the society action.

There is important point, some leader are enthusiastic in the front of the public, but when he goes to a place and finds few people, he feels frustrates and failed from the public, we find him confused and cannot speak accurately, this is can be called not well adapted. And in the end, adaption needs the patient person, and needs special features and preparations as the human is able to give in all circumstances, and this means that the action is emerged from himself, not from the others.

Adaption includes the positive dealing with the variables, or what is called openness, including mental openness, and mental openness does not mean melting, or the human to be melted without clear features as. This leader might lose and not earn, because some people do not know what they want. But for sure, there are variables should be followed and understood by the human, and to be leader for the people in distinguishing bad from good. Now in these variables such as internet, satellites, recent concepts, and new thoughts, this huge varying, make the people confused between values and customs and inherent traditions you need to keep and you feel that they are in danger, and between recent issues which they became necessary for life, and the new generations became dealers with these issues effectively, either boys, girls, families and students, have the language of Face Book or Tweeter. We can not to claim all the leaders to understand all of these details, but there is need to

find who can understand these things, and we need to be with them in the field to distinguish between the good and bad, and this is difficult operation, because there are some people do not want to be controlled, or to be restricted or conditioned, and there are some people refuse all of this as whole and in details, and this is the turn of the leader, that he is not a reaction for the action of the people, the leader might face people hating him, he has to face them in wisdom.

Let me give example, Al-Hudaibeya Conciliation, as all Prophet Mohammed friend did not accommodate the situation, even Omer Ben Al-Khatab, the third man, only Abou Backer absolutely agreed.

The leader has the ability to distinguish, openness to, classify, and face the people, and this issue, I faced it in many issues commencing from internet, as I browse the religion scholars websites, passing the satellites, as I am the first participants from the students.

And also for the thoughts, and not tools and methods, the thoughts freight is very huge, and the Islamic law is not narrowed. I think that the thoughts side is as the contracts side in the Islamic law. The Islamic law determined the prohibited contract such as contracts of prejudice, ignorance contracts, and contracts for usury, and except these contracts, everything is opened for the people, as the people with every second create contract, we read all the contract except the contracts which violate the Islamic law, and not vice versa, as the origin is allowing.

I think that the thoughts are the same, as the thoughts world is very big and huge, as the human passes daily with 60-90 new ideas, very huge number, I noticed that in myself, when I get new idea, I register and book it, and when I read I get many ideas. The issue of renewing the ideas is very important, and some people do not absorb the thoughts because they used to deal in special language, and used to listen specified words as their brains work in 2%, and in determined issues, and there is very dangerous point, that the human in his early life used not to do anything without getting authorization from the others or blessing them, read or do not read, do or do not do, and instead of making him used to fishing, we fish to him and give him the fish, this is destructive education, as the education for us is talk and chalk and this is destructive, and the education system is destructive, the family system is destructive. Therefore, the human grows up and he has no dreams of leadership, because he

became a machine to be moved and stopped by remote control, do, do not do, that all the thought are opened and available, and originally allowed and not prohibited, as any idea does not violate Islam is acceptable, and I believe that the most of the thoughts, especially the vital thoughts, do not violate the Islamic law, and I think this is core condition for leader, to be creative, because the people get bored either you talk to them, lead them, or orient them, if you repeat what you said five years ago, they will feel that they do not want to listen to you, sit with you, or receive your instructions, because they know what will you say, but if you create, they will fill that you are in continuous promotion, and in the English saying: if you do not go forward, that mean that you go back, and in the Holly Quran "who will to go forward or go back" which shows that there is no stop in the same place, but there are two choices to go "forward or back", this is a part from the mental openness. For example, you can see it as economic openness, as the human who sells simple tools, he might imagine that when changing his goods, he will die as hungry, and when he is told that he will shift from small shop to big and new shop and will be visited by the people from everywhere, he will not absorb the concept, and he thinks that this satisfaction, but in fact this is a sort of disability.

There is very big dimension, and a big part of it is conclusion of the past, which is enthusiasm and motivation, as it is emerged from the human nature. Some people naturally does not have enthusiasm, do not expect from him anything, as whatever he is enthusiastic, his heart does not react. Enthusiastic might slow down, if the human have trial and patience, and will be able to overcome the previous stages, and will be able to achieve a big amount in specific sides, as this gives him continuous enthusiasm, or in other words enthusiasm without mechanism, and this is of course in everything, as it is more obvious in the religious, cultural, and educational issues, or the issues related to nationalism and the development issues. This is necessity, and without this necessity, the human means nothing, as he will speak in vain, as the listener does not care, and can the speaker soul does not affect the people, so all the reformers in all religions have this soul, and the Moslems for example get this soul from the Holly Quran, and keep it with worshipping such as prayers, which give the human the soul to make the human enthusiastic despite the age factor and whatever

the circumstances, he has hope, I believe the heartburn is the conclusion of all the things.

Q: What were the responsibilities given to you outside home?

My father used to provide us confidence and giving us responsibilities such as accompanying him for selling and purchasing, as he was shop owner, and he used to go out and leave us in the shop alone, we were young in the primary stage, to sell and buy, we used to announce auction for goods, he used to care of our education although he was not educated because he worked with Bedouins and he was parentless, but he had self education, and he managed to write and read, as his books are kept for us, and he managed to read Quran, as he pushed his sons to be educated from the beginning as his sons were the first in their studying, and they were excellent. At home, the father used after Maghreb (Evening) prayer to sit with us, and to read for him many books, after that we shifted to Brida Town and I used to bring some magazines while I was studying in the primary and intermediate stage.

I was the third among my brothers, Abdullah, Mohammed and I, and even during walking together, my father was proud of us. One time, he asked me to read Quran, Surat Al-Waqeaa, and he was pleased for me, he used to encourage us, when he sees me, he found me participating in none classrooms activities and travelling with colleagues, he used to encourage me for this work, and when he sees something he does not like, he used not to pay care, for example when we bought modern recorder, which was very new fashion, and not found at any other house, as it was shame to have radio which was a sort of drugs, but father did not pay care for this recorder, and mother was intelligent and clever in keeping, as she kept parts from Quran from the mosque imam (leader), and she was a poet, as she had unique linguistic capabilities, and I feel always that I am thanked to her in the linguistic side.

In this early stage, I had book as I had big library, I used to buy books and write on these books, and before the intermediate stage, I used to read Sinbad stories and short stories.

Q: What did you learn from mother in this stage?

There is no doubt that mother is the emotional side which is very important, and there is another side which might be genetic, and the other part might be received by

the human by his unconscious and subconscious, such as the forgiveness, contentment, and satisfaction, which I feel that I have and there are the secrets of my pleasure. Pleasure is necessary for the real success, because we are sometimes compelled to speak to people and meet them or to make a project or programme, if you feel by internal pain, you will feel that you cannot start and give, so I think that many authors, creators lack this side, or they may be closed to genius but they are under stress and this is reflected on their performance, creation, and lacking in specified sides.

Do you remember specified situations for your parents regard contentment and forgiveness?

There is big amount of integration and coordination between them, one time I went with my father to the shop while I was in the fourth grade in the primary stage, the father went and left us, as there were peddlers selling sweets and drinks, I found myself snatching one riyal, and I put it in my pocket to buy from the sellers, when the father noticed that he inspected me and took the riyal from my pocket and put it in the drawer, I felt frustrated, when I woke up in the following day I found mother saying that my father said that I forgot one riyal in my pocket and my father took it and put it in the drawer, I believed him, and I accepted the idea, then my feeling of embarrassment was partially disappeared, as my father found for me excuse.

What is the effect of the brotherhood?

The parents used to pay joined attention, they used to buy books, to be read by my brothers and to read after them, I have two elder brothers and one younger, they used to make poetry debates and I used to share them, and to spend time with them, we lived in very good educational environment.

What about the responsibilities in the schools?

I felt in the primary stage that the school is not only school, there is something else, such as encouraging to read, for example, the book of (Sunat Rules) for Sayed Sabeq, I bought it after I have been graduated from the primary school and before attending the intermediate school, this book consisted of two small books, I brought it to my

home, I was proud of, even during my waking in the road, I hoped to be seen by one of the teachers, even in the school, I used to take the school book and to speak to my colleague about story. There was scholar library beside my father shop, he used to award us in our summer vacation to allow to us to go to the library which was far few meters from the shop, which you can find the Saudi and Arabic magazines, stories and tales books, I used to spend two hours daily, as drinks are available and also the fan which was not found in the shop, and the library had affected me positively.

When we shifted to the scholar institution, we found also library, which had scholar atmosphere. I was responsible for the radio in the first year of the intermediate stage, and I remember that one of the student whistled in the mike, and I had no military authority to stop him, when the teacher listened to this whistling, he wanted to punish me and take the keys from me, I remember that I used to keep poems, then the teacher asked me to say these poems in this situation. I started to read in the scholar institute as I read huge number of books, and I opened libraries in Brida, including Brida library. This library cared of the recent Islamic thought. I kept and read collections of poems, and now I kept many of poems verses, and I tried to write the poems which I kept, and some poems from 50 to 70 verses, which I did not forget, because they were kept in my childhood. The intermediate and secondary school for me are the greatest gifts, so I feel merciful for our kids who do not care of this stage, because after this stage, the human gets busier, even if he is able to keep, his performance will be weak, and he will not have time. For example, I try to learn E but if I was learnt during the childhood stage, I should be fluent, and I should not need this huge effort which I need now.

I participated in poetry competition which is held by the General Presidency for Youth Care, and I wined two times, and I became poet, as I have notebooks containing my poems, in the beginning my poems were for joking, or popular poems, or poems for weak ceremonies and events, or travelling of the father for haj, or a problem between me and my brothers, for example, when my brother was responsible for the shop during my father travelling, I asked my brother for spices for home usage, he gave me very small quantities, and I wrote poem for this regard. Then my talent as a poet was promoted.

I became reader for the collection of poems and recent poem collection. I bought the majority of the poems collections in this stage as I kept 700 verses of the classic Arabic poetry, and I had good rich language. I participated in the students parties, and the students are many, as they are more than 1200 students, and the management, manager, and teachers, to speak in front of them, and present the party and present myself, this encouraged me because I participated more than one time, and I remembered that I was very worried in the first time but when I stood and I had a paper, I hoped this paper to become five papers, because I enjoyed of this subject, and this is very important point which is to be graded in the front of the people and talking to them, looking to them, and to speak without fear or confusion. I was worried that people noticed the confusion while holding the paper.

What was the teachers effect in building the character?

The institute had elite of teachers that I get benefits from, as I was appreciated by them, I remember in the first year of the intermediate stage, I wrote a subject in expression, in four or six pages, the students did not write, the teacher wrote for me three pages to motivate and encourage me, and in this year three students failed in writing expression, and they came to me asking to get my book to study in.

And also I studied good with my colleagues who affected me, they were not teachers but they were students in the university, I knew them in the last stages in the scholar institute, while I was in the beginning , then they travelled to Riyadh for university studying, and during my vacation they come back as we were in touch and they were journeys, meetings, and the individual looks to the life through them, because they were good readers, who have cultures and unique characters, actually they can be good leaders, even in their cloths, taking and culture that they have joined meaning, which accommodate the point which we discussed before, creation, may be in this instate there were scholars from the classic type that behaved like fathers for us. We used to look at them in respectful and appreciated manner, but we felt that there is barrier between us and them, this can be called the intermediate generation. Always the conflict between generations is found, and in this age is more sever between the first generation who kept the traditions and values, which is his basic duty, and new generation, his duty is modernization, and this conflict when it is sever it needs a

mediate generation who works to keep the balance between these and these. I think this is very important idea in the leadership subject. I used to correspond this people by poets, stories and letters, and I received from them beautiful poems, books, and collections, which I might not be able to get except through them, and I get benefit from them. Trough this elite, I got the books and lectures, especially that they were efficient, they had mental intelligence, and you find them in their locations in the universities or others who have this uniqueness.

What was the effect of peers on you?

For peers, there was a group from them, they look to me as their teacher although we are the same or little different regard age, and we are in the same stage, and I was their manager in the meetings and the scholar institution from the first year of intermediate stage to the third year in the secondary stage, in journeys and travels, we used to exchange books, and we made activity at this time such as distributing books, we used to lend books in good manner. For example, I remember one of the stories which I liked, which is effective story and I gave it to a student and I said it is unique. I mean that we cared of providing training for the students to read.

My friends filled my life, the effect of my peers was very huge, because my peers looked at me as their leader and this motivated me, and at the same time gave me lecture, which I am sure that this lecture blessed me, this lecture was how to deal with the followers? Because they had their opinions, independence, rejection, and sometimes they have psychological situations or anger, this makes you used to understand the others, and bear them, and get far from domination and tyranny. I remember that one of my colleagues blamed me without convinced reason, and said that your views insulting me, and I never thought in this manner and it was shock for me, but I understood that the issue is not only right and wrong. I remember a saying for one of the westerns, who had tough wife, and used to deal with her in good manner, and they asked him, he answered, I found myself between a choice from the pleasure and the right, I selected the pleasure. And therefore, it is not necessary to have good situations, or to be correct in your situations. I look for living with people in moderate manner and to understand them, and this cannot be made without bearing the mistakes of the others, it is not necessary to apologize for me, or to know

who is wrong and who is right, and he might discover who is without saying to him. I think that I have original qualifying programme, thank to Allah. But this experience was useful to me, because I think that it is a sort of success to make this group continuing, and really we contained many people, some of them are friends up to now, and some of them are past away, some of them worked in trade, but the relation is splendid and excellent in all in all conditions, this made me feels that my success in this stage was to keep these friends, and I will not keep them unless I give them, and I was example for them as I kept patience, and this point I cared of, and I made them to have the responsibility and leadership, we might go in journey, and one of us is in charge, and in many times, I cook and make tea, then I feel that I have no role to be played, and one of my students presenting cultural or thought programme, but I forget this feeling and carry on, one of them criticized me as weak personality, and I have no personality to lead this people.

One of my colleagues expired twenty years ago, and you remember him in your lecture, his name is Saleh Al-Shiban, he has the same age of you, how he affected you?

He reads too much, and I read, this motivated me to read, my relation with him was on daily basis, from the sixth year in the primary school, I can say: he is the closest friend for me, when he expired, and I had very good relation with him, he was very good example for the ethic man who lives for issue, and he gave his issue all of he had, either his brain, thought, and heart, sleeping and waking up that he did not know from his life except its seriousness. We made together programmes with ourselves and with the others to go out in journeys and tents, and if I was the supervisor on the activity I found one of the colleagues as assistant and playing the whole role, and since this time, I know that his personality is different than my personality, as I was more flexible, opened, and understood, and he was more burnt heart, as in his last days I was worried about him to be burnt for his issue before he is in accident.

Responsibilities in the society?

In this stage, I had activity in presenting lectures, in the first year of the secondary stage, I presented more than one lecture, the first was in Braida library. The library

was a place for collecting youth and students in the district, I presented for them one day a lecture about the story of Joseph "Peace Be upon Him", which was prepared from old references, while I was student in the first year of the secondary stage also, I was in a school for parentless, they asked from my teacher who liked me a lot Sheikh Saleh Al-Khuzaim, to present a lecture, he told me by the soul of the father: what is your opinion to present the lecture on behalf of me? I answered: why not? I went home, and I started to prepare, and I selected the title of "The human between the tyranny of the money and Spirit bankruptcy" for parentless students in the sixth primary year?!? And I wrote from books and magazines statistics about the parliament of Sweden who allowed homosexuality, and the suicide rates in Sweden and Norway. I prepared the lecture, and when I finished I went to the students and I presented the lecture, and when I completed, the supervisor commented "thank you for your lecture but the students were asleep, my teacher who authorized me to present the lecture was very disturbed, and he blamed the supervisor, as he praised my efforts.

Q- Responsibilities in the societies?

A- In the mosque: in the primary stage, I used to go with my father to the mosque, and read some books in the front of the mosque imam after the noon prayer. Then I have been developed in the secondary stage as I became reader for some selective books for a group of prayers. During the university stage, I used to read in Quran interpretation and believes, then I started to read in jurisprudence and conditions, then I became the vice of imam in the collective prayer, then an other development as I became in charge of Friday (Jumaa) prayer. We had old imam, he likes me, I used to write for him while I was in the university stage, and he delivers the speech, his speeches were not usual for him and for the group, as they had new concepts and not copied from resources as they used to. Then I started to deliver speech in the events, then I used to teach in the mosque after Dawn (Fajr) prayer for a group of six boys with their parents to attend and keep some small texts, and I correct for them the grammar rules. This lecture continued and the attendants increased, thousands of youth used to come from far places. The lecture developed and I studied some expanded scholar books, this lecture recorded about 400 video tapes.

Q- When you were in the secondary stage, were you aware of what accommodates the people?

A- Yes, I used to read for them the easy and understood from books, and what is important from people from conditions related to their religion.

Q- The scholars who taught you, how did they affect your personality?

A- For example, I used to visit the old people, and listen to their stories (some of them exceed 100 years old), they have travelling and adventures which I get benefit from them.

In the secondary stage, I used to go to the scholar library. One day I read Arabic magazine, as a story, there were bad slang words, I did not like to read that, I went to the library manager and I greeted him as the magazine was with me, I told him that the magazine is not suitable for reading, he thanked me and confiscated the magazine.

I used to sit with the scholars and get benefit from them, I used to be encouraged by them, encouragement for keeping texts and attendance. I was enthusiastic to read and write, and to deliver, look for, and keep poems, and to write poems for friends.

Q- One of the scholars you accompanied is Saleh Al-Belihi, how did you get benefit from him?

A- When I knew him during my secondary school stage from beginning to end. Then he was my private tutor.

I learned from him forgiveness, good morals, patience with others, courage, and not surrendering for the absolute familiarity, to agree people in some things, but he tries to change some familiarities, for example to deliver religion lectures in sport club, and these lectures caused for him some problems. And he used to present even the young, and respect and encourage them, and he says about them: the scholar said while he is one of his students, he feels happy when they succeed, and pushes the students forward. For example, he launched the Thursday night forum, for his

students to speak and attend if they like, and praise and encourage them, he was not jealous, when he sees a genius, he feels happy for him, and I used to visit him at home, and to eat with him and he was generous with me.

He used to supervise keeping the holly Quran, and goes for trips for villages and cities, as a number of students accompanied him, and in the way they get benefit from him, one reads Quran and one reads profit Mohammed Sayings (Hadith), and one reads poems and stories, as he has great sense of humor, even when he grew older and became ill, he had cardiac disease and he went to London for treatment, the people used to visit him at home, as he used to keep smiling, he used to have comfort, intimacy, and self pleasure to give it to the others.

I remember after I have been graduated by four years: I wrote a book, its title (Moslems between hardening and easiness), and this book included religion texts from Quran and Suna, I added for this book additional additions, the book was presented to Saleh Al-Belihi, many of the extremists carried away at this time, I was in big battle, one of the respectful characters at this time " May Allah Bless Him" wrote a book criticizing the opinions which I wrote in my book.

Q- Informing the leaderships, Do you think that we need short time or we need long time?

A- I believe that leaderships are levels and stages, it is possible for a person to lead limited persons, or limited activities, and it is possible to have larger extent, I think that developing the leaderships is considered as circles, and the well established, should have the ability to skip these circles, as the more the circle is expanded, he can expand his capabilities to lead bigger and larger establishment, or leading number of people. This circle is like a building comprising 15 floors, may be the regulations now allow for three floors only, but when you put the basis for 15 floors, may be in the future you will get opportunity to build 15 floors. We do not need to build, demolish, or to shift to another place, but we need only to increase the floors. If the establishment for international leader for all the stages but the conditions, for few and many, and hardening and easiness, there is no doubt that these will be from the important notes in the leadership subject.

I notice that some people stand on one level, he might succeed in managing group, and I saw big amount from this type in my life, as he connects his future with them, as in case if this group ruptured, or this establishment stopped, this person will not be valid any more. This is because of his capabilities? Or because of suffering psychological disease? Or he suffers from anxiousness, depression, or non adapting with responsibility. This makes him doing this job on the base : your brother is compelled, but it is not his choice, if he gets the opportunity to sneak and get far, he will do it, for example I know persons were leaders, and now we do not hear about them, why? Because they did not develop themselves, and this is because of the capabilities and self development, and the thoughts side. The Islamic law considered the thought allowed as the human can find himself through theses thoughts, and each idea is not conditioned by evidence. The most important issue that these thoughts do not violate the Holly Quran and Prophet Mohammed Sunna, but some people are not creative as they can not develop themselves in accordance to the new stage, as each new stage required from the human to develop himself to be on the level of leadership in this stage.

Leadership is considered to be circles, and the success of the human to in a circle is a success, but the greater success is the ability of the human to succeed in the bigger and larger circle, and to lead it.

But I think that there is more important issue, which is centralization and decentralization. The type of the leader on the society might be the human who hold by all the issues details, and to follow up the accurate and great as Chieftain, the people waiting for his decision by yes or no. this type might not be the appropriate type. I think that the understanding type is better, which includes bigger amount from duties authorization, and giving the opportunities for the others, because in this case you are a leader and prepare the others for leadership. And when you dominate the others and make them machines, you root for yourself leadership role, but in the same time you make the others slaves, even if you were your colleagues in the secondary stage, you should make them used to play diverse roles, and to distribute the roles between themselves, as every individual in the group has leading role, and this will transfer the establishment to leadership establishment, but not leader and follower.

The human also who refuse to be lead and one of the teamwork, he might not be capable to lead.

Q- Do you think that he need long or short time?

A- It commences before 12, for example, not to break the children, and this stage is basic to recognize the leader and prepare it in good manner, but the time issue, it does not have clear criterion, because I see the successful leader to be creative forever, by reading, getting benefit from the others experiences, and self development, if he did not consider that, he will fail one day, for old age, health weakness, or physiological depressions in his life, or for the time which exceeds this human, or he can not adapt with the variables around him, or he can not today to say something contradicted to what he said yesterday.

I think that the training courses, or the summer camps can help in discovering the leading talents, but for polishing and developing these talents, I suppose that it needs long time, and there is a type of leaders should agree to be leader along all their lives, not only for their position but for their competence. There are exceptional and unique people, the biggest example for them to see a person from poor and undeveloped country, as a minister or university manager, and this person bearing a big load, the load to promote this country, and to eliminate some of the wars or un development aspects, as he has determination and view, to prove for the others that if all the people like this person, all the problems will be resolved, but sometimes in confused environment, you find these are the last to be listened. I mean what is related by the rarity of the people, it is not important to look closely in the conditions and criteria, but these people have huge capabilities were developed by them, and this might leave an effect in their life and enlighten them by the effective meanings.

Q- Why all of this time?

The history is full of talking about elders and that we should get their opinions. The elders are greater than to be leaders in the army or presidents or princes of a city, but you find the army leaders and economy leaders expressing their opinions as they form real leader, and as they are the safety valve. You find him now in the expert

houses, the experts men who have real leadership, you find him as soon as his leadership role as a president or prime minister is over, he will be successfully a leader in other field.

The human who do not read, can not be a leader for ever, he will be stopped on specified circle. The leader thinks that it is enough for him what he was taught, such as the post graduate, and he feels that he was learned enough, and the role of the student he used to study, review, and does his best in over, and the role of job and work began, and the growth development is over. The human who was brought up that education is a part from his character, and he became enjoyable by learning by reading and writing. For example I find myself enjoying in reading and writing, and some of my colleagues try to make me learning quickness in typing, but I am familial to pen, and I enjoy writing by it. I also enjoy meeting with people, considering the importance of the awareness not to affect negatively the people, the people my obstacle you or make you frustrated, or create troubles for you, the relation and adapting with people, and intelligence to know the person who in front of you, and to know their psychologies, personalities, to know how to deal with them.

Q- What was your desire to be a leader?
A- Yes I had limited desire, in the school I was excellent in my study, and in the activity group I used to look for the teachers satisfaction, in my district, I used to receive some simple duties. I had ambition, when I read for a writer or poet, I used to dream to be like them, I did not dream to be a merchant like my father or others, or to own a car better than the car which we have. My ambition was to be a book author, elder, scholar or scientist.

Q- What did you hope to develop it in this stage to affect positively on the leading side?
A- One of the drops which I dreamed to fill is the English language, I tried to go to the UK many times to develop my language, and to compensate what I lost during my youth and I am 55 years old.

Q- Through your C.V, we notice that you had habits in the intermediate and secondary stages, for example reading habit, patience in looking for science habit, relation with people habit, how did these habits affect your leading future?

A- Expressing by habits is appropriate, for things we mentioned such as reading and writing, and also dealing with people as hidden habits, the mind can use to things and also the heart, till passions changing to habits such as forgiveness, patience, and love, or thinking itself, and the human method in thinking and speech, we can make the people used to these things. The advantage here that if the human roots this habit, the more he grows older, the more these habits will be well established, especially if these challenges which face the human are consistent with his capabilities between the capability and challenge, because there challenges might destroy this habit, for example, when I was in prison, I was not allowed to use pen for long time, I replaced the pen by studying and keeping in mind, then I needed long time again to get training for writing.

Q- How do you see the effect of shifting from a small village to big village?

This was clear when I was in the second year of the primary school, the house was large, I used to play football at home, I made relations with the district boys and the sport teams there, the relations were expanded with the relatives, and also there was opportunity to visit Riyadh in the primary stage, as it was unusual event for me. There was public library in the city, and also retail shops as library in accordance to the auction of used books, there was also far library for selling the recent books, and the stories of the immigration poets, translation books, and I get benefit from these libraries, wandering, buying and reading, as I showed my cultural product for the others.

Q- The relation between programmes and getting bigger number of leaderships?

A- There is a relation conditioned by finding a relation with these students through well aware teacher or management, as the selection should not be randomly, or not

well studied. The good choice is important, and it comes only from the deep aware of students.

Q- Programmes of leadership in the intermediate and secondary stage, do they focus on wholes or details?

A- It focuses on the details as the student in this stage can not understand, and in this stage should focus on determined steps even if he is not aware these steps, such as polishing his talents, and encouraging him for reading, and to deliver a speech and solve a problem but the issue of what is the leadership type which is suitable for a person in this stage? It is not clear, because the life has wide field, is the leadership related to be, social, media, religion, or political guide.

Q- What is the relation between developing the leadership and developing the personal attributes?

A- it is a core importance to root these attributes in this stage. Some attributes are natural and gift from Allah, ant even this talent can be developed, there are things can be gained, and changed to be habits for them. I think these attributes in this stage can be changed to habits, they might not be aware by them, even if you speak to them about patience, they will not deeply understand the meaning. And also the adapting, adapting might mixed with keeping principles. He may not understand the contents or words, and therefore the lectures will not be useful in this regard, but what is useful to gradually root the principles.

Q- Forming habits?

A- Work is not a problem, it might be useful in this stage to be busy, for example I used to study in the morning and to go with my father in the afternoon to the shop, and in the evening I have programmes, if the human got busy in early stage from his life, that means that these evidence of leading preparation, most problems come from the free time more than the busy time.

There is big difference between the youth and the forty years old man, and the difference that this youth if he is serious and has a group of works, these works will contribute in building him, while the man who is forty years old-although he is

serious- is busy in an other type of giving for the others. I think the balance operation is required in the two cases, we have to bring up the use to be giver for the others, and voluntary work is very important in the leadership issue, such as cleaning mosques, or schools, or public places, which is one of the opportunities of discovering the youth and their leaderships.

Q- What can voluntary work implant in developing the leadership?

A- It implants the social dimension, and feeling of happiness, giving and charity to the others in addition to the teamwork, as it ass the readiness to be member in the team, and this is the success condition.

One of the Saudi society negativities that the society suffers from hypocrisy because of the social relation, which makes the person imitating the others more than imitating himself, and growing up as this. Even the father instructs his sons to imitate the others, you do not find a person expressing about himself, you do not no if he is wise or not because he imitates the society, when he leaves Saudi Arabia as a student, merchant or tourist, his truth will be emerged, because he will express about himself. We convince the sons to do something for us not for them, in the other countries, you will find the young knows that this is correct thing to be done, and this is wrong not to be done, but in our country you do this thing for me and for the people, and vise versa. The human grows up practicing inexperience things, which he is compelled to do, and he has no deep thoughts because he is not convinced. This contradicts the credibility, and sometimes a part from the voluntary work will help in forming credibility.

Q: The relation between developing the leadership in this stage, and caring of the cultural context?

A- The cultural context dominates the society, an in accordance to it, all what happen in the society is included in, even habits and behavior as part from this context. Therefore this concept is supportive for the leading ambitions for the youth. But at the current time, globalization reduced from the society influence, in other words there are opportunities, compared with the current situation, and the situation which

we lived 20 years ago. I feel that the opportunities now are available and many, but the problem that opportunities can not be picked up by the short handed.

Feeling by the importance is a part from the most important human motivations, even leadership is a feeling of importance. Many of the people reach to a specified stage, and you do not feel by his importance, even the activities which he makes, if he stops, do the people feel by his absence, he will feel that every think passed without negative effect. And this makes the human frustrated. The human to have high effect, which makes his absent obvious, he has to duplicate his effort.

Therefore, many of them when creates and his creation does not accommodate the manager view, he might be blamed or fired.

The civil society establishments can play role in this side, if there is encouragement, in the available opportunities. Meetings can gather business youth, creation, thinking, or workshops, as there should be social motivation for these leaderships. In the first stage you will not look for these leaderships but you will find them coming to you, when you announce an activity, you will find the people which are suitable to.

Q- Frame:

A- I see that there is interaction such as human intelligences and cultural context. When you speak about social intelligence, do not speak about individual readiness regard intelligences, but speak about the ability to be adapted, and the ability of excerption from the society, and the relations with the others. There are interactions of some human intelligences and what is related by the cultural context, and there is interaction between attributes and some human intelligences.

I suggest that the figure should be crossed, as time in the right and the action science in the left. The crossed is more neutral or instead of making him crossed, you should think in a method makes the time is the base, as the time is the base, if you do not use the triangle drawing, if you make it rectangle, and make it unique by colors, to make the drawing equal with the four squares as its relation is found in.

Q- What can be happened in case of ignoring features?

I think that there is something wrong, because the attributes are fully integrated part from the leader personality. For example, the people in Africa, the environment

could be absent, the followers or peers might be absent, but the leader should be present, unless if the environments help and very motivated, we should care of very few attributes to be followed.

Q- What about if we ignore the situations?

A- I think this is very important task, but we might miss the situations. Attributes have importance and priority, intelligence also has priority, situations and cultural context might interact. Note that the cultural context might interact with the human intelligence, and it may react with the situations such as creative environment: how you imagine creative environment unless the cultural context is creative.

The creative environment is a part from this culture; you do not mean by the cultural the knowledge part. I think attributes are basic and serves the first level, and the human intelligences are connected. The cultural contest and situations can be gathered in one address and you can distinguish them.

Case 44: Albudair, Nabil, Gifted Students Project's director

Q: From your experience in the care of talented people. What makes a young leader in the future?

A: Let me tell you: the talented programs are designed to build the human as a whole, which is the human characterized by several aspects, including: that he would be a leader in the future, and the Commander is not only a leader if it achieved in him more situations and from them:

 building the correct positive character, building the intellectual and the scientific side and building the productive positive side which works.

Q: To what extent can you see that the development of leadership can be liable to learning at this stage?

C: leadership is a skill and behavior, and we are talented people, we believe that all the skills and behavior are liable to development and viable to growth, especially if the nature of the person or the student is ready for this thing, we say: We can learn leadership like learning to read and write, and it can make leaders and prepare them greatly and expanded to a large extent.

It means: it is supposed to be a curriculum, the teacher and the educational authorities were to take up leadership education and upbringing of the leaders, it is a side, which can foster, and can train him and get used to it, and there can be the student trains many positions.

- Q: Can you give us your experience about this?
A: Yes, significantly. For example, the principal of the school director says to me:
Before the beginning of the talented program, we were in a normal and routine day, and after the program we started to see the students: some of them set out his ideas, and some of them cast, and some of them are speaking in public, and some of them began to speak in terms of new scientific specialization.
For example, a student in the fifth primary grade is speaking in the medicine field and so on with distinctive way. The Manager said: "We taught them in the class the same information that he was talking about years ago. I did not imagine coming to the elementary school and seeing that.
Of course, some leadership skills grow in a great way: as talking and explaining, learning and self-confidence. Especially self-confidence.
In addition, I met with a number of parents who are frequently speaking in a distinct way about the considerable impact of the program on behavior modification in children.

Q: What are the main behaviors that can be modified?
A: The more the influences on our children is a sport and games, and electronic games and other, where he is busy in it, but after the program he turns to the student researcher, and asks the parents to help him to go to the researchers. The concerns are Quite different, he asks the parents to help him to go industrial equip to prepare an invention or even a particular innovation.
The insurgency, they are rebelling against the family, but there is a rebellion from the positive type, and we find the insurgency tired the family but they are domesticated by it. Now it comes to us one of them and go on a long distance, he is coming from the eastern region to the west, to participate in the program for caring the talented people.

The Language for communication with family is becoming clear, as well as to communicate with fellow students and with teachers. Which means, there is no shame that prevents the student to ask the teacher, we give him now the skills, which are accepting the criticism of others, accept to talk with others, listening to the others?

He doesn't have any problem when students objected to him, or when the students are making fun of something he presents; because some of the skills that he gets accustomed to it.

All the segments of society that I met says: There is an affect in the behaviors of students in terms of many skills, it makes them ready and prepared to appear for the community with the good picture.

More than 90% of the programs that are presented provide a positive impact and, the most importantly influenced by the student is his self-look to himself, and the positive motivation with him is different. In addition, the offered programs influenced the behavior of talented person and focused on the behavioral side, while the content and scientific knowledge can be less impact.

The commenter: how do you measure the leading qualities?

We measure it with (Torrance) measurement that he prepared it in four features, he makes re-definition to the talented behavior and this measurement has four tracks, including the core of leadership. We apply this axis, and therefore a set of marks, and we take the average of them, but we do not abide by it Much and the reason that we give freedom to teachers and people who work with the student, to use the available tools with him. We have The student in education may be shy and does not appear, we do not judge him as he is only through the features of this, we need more Criteria's on the basis that we want to identify the student. Talented students often do not show on them signs of great leadership in a great extent, this happens before the men enter in these programs; it must provide an environment and provides the requirements that bring for you leadership development.

At the very beginning, the focus was on tests and tests whether it is multiple problems, it has discretionary Criteria and several objective Criteria as it opens a wide range. However, the execution field for several years was focused on testing

capabilities. And even the rest of the tests are not working with the professional image; so Identifying the talented people needs professional capacity

In the last three years we widen the field, and of course one of the basics, that it focuses only on one test, and not only with the out standings , but the execution with us took for many years as we have followed the following mechanism:

 the Talented people are taken in schools, it requires from the schools to provide us with the names of outstanding students who did not exceed 94 percent average score, and then made to these outstanding students test capabilities only, and after testing the capabilities, it declares the group who has been nominated for talented programs. Caring about talented people here in the Kingdom now linked to a teacher, a teacher at the school for the gifted or talented people center. He is required to take twenty-five students, and cared about them.

We now have a new project represents the direction of the entire organization, our new vision focuses on two aspects: the search for the talented one, and the search for the talent.

You may have an outstanding student in the test of mental abilities and may not recognize them as   talented people, even after they were detected through tests. In return, I search for talent; I search for every student who has a talent aspect, as it is necessary to open the full range for all, we wish that the whole school were immune to the development of creativity. Of course, there is connection between leadership and creativity; I believe that the talent and creativity are both creating the small leaders.

Q: What is the advantage to give the opportunity for more numbers in the beginning?
A: I tend to expand in the selection in general, by giving the opportunity and to continue in it, and not just in the beginning, and this fills the needs of society as a whole, it is an important social need for producing outstanding leaders in many aspects in all aspects of life.

For example, talented people center annually took the number of talented students, but in fact can not serve all of these, it is in fact raised them vigorously and then leave them behind.

Unfortunately, until now, we do not have high-efficiency standards in determining

the leadership, and then on its basis, which we expand and tighten it, we first need to find a certain criteria, and if we have created, we would have needed to expand in this area and not to make harassment.

Q: What does the enrichment programs give for the talented people?

A: the enrichment programs are programs that are provided for the talented people. We believe that the school does not have enough in time, and sometimes in the specialization, you must be concerned with the aspects of enrichment to the student. The enrichment programs that we have intentioned on two objectives:

the First objective: they develop the skills that we generally mean to the students, which help us to provide the behavior for a talented student.

The second objective: the specialized skill of the student.

In the sentence: We focus on the skills of the scientific creativity. We concentrate on the personal side; in particular, if we can widen the field in the development of leadership in these enrichment programs, it will be effective and positive.

Q: What are the responsibilities and opportunities that will help the student to be a leader in the future?

A: In my own point of view that the student needs to have many opportunities.

First: self-esteem, he must find respect and appreciation for him by others as a human being.

Second: the adolescent in intermediate and secondary school needs to be appreciated as a man, which means that he needs to look at him as a man.

Estimation has types: there is estimation to take into account the literature and ethics, and there is estimation in being reliable upon him and give him confidence in some works.

The schools have several works and are capable of this, but it is noticeable - and unfortunately for him - that the student who describes him as a polite one who made a few problems, or a few interviews. Alternatively, that the superior who is the one who gets many opportunities.

I found some talented students are not superior, is granted in the school and gave him the title of captain in the sport, although he was a member in the system, he is a

member in numerous other works, in turn, he is already featured in the sport. He will benefit that he gives the confidence in oneself.

However, unfortunately what is happening in schools is to give opportunity to a few numbers in the classroom, this is the captain of the class and system administrator, while the rest of the students do not care about them, although they have talents or superior leadership qualities. For example, some schools see the terrible naughty student and put him in the system on the basis that he will calm down, and they did not look at the skill with which he had.

Our studies say: A lot of those students who are talented, they called them hooligans. I read once about an American teacher who found a student from the students do not participate in mathematics, she studied the conditions of the student, and she placed thirty questions and brought them to the class and give the questions to the students. She said: the thirty questions are homework at home, but there are five questions marked with an asterisk, which are complex questions, the one who answered it now, he does not have to answer the homework, and he was the first who answered it, I knew that the student has a passion for that, he was filled with the presented material which is lower than his level and needs to have a subject in his level and started to fill the void that he had.

in my belief, I need to have opportunities of this kind, we underline first what are the student's skills, whether leading or not leading, and then put the proper environment in which give respect for the students, respect for student thinking, respect for student life, and then put the business, and business, I think, they are social works, especially the surrounding community to the family. For example, if a society has certain diseases, how does it have a role in dealing with it? How to take a group of his colleagues and go to visit specialists? Let him know about the characteristics and attributes of the leader? In addition, how should it be?

The most important opportunity to invent it for the student to tell him: What is leadership? Until now, we do not find any courses in the level of the students in leadership, whether in education or in society. As I want him to study mathematics? In addition, there should be a program for the definition of leadership, what are the leadership skills? Who is the leader? the Beloved leader, a leader who listens to him by others, a leader whom the people responds to him in response to his influence

and not to his authority, and so on.

In my own point of view that this is an important opportunity, to provide for students, particularly if it is provided with a focus on the practical side, for example, the scouting trips, etc., with the importance that the mind of the student is not be limited to be a shouting torch only. Even if they invested this in the development of student leadership and became aware of it that he develops the leadership more than to be shouting torch and his impact of leadership will be more, and it become one of the good opportunities.

 The most prominent of what I saw of suitable opportunities are to build confidence in the person and building the leadership, which is meeting with the adults as well as experts and scientists. Those who shorten a lot of time and yield this acceleration in the preparation of the student leadership. Especially the privileged one or the talented one, his features that he liked dealing with adults, when it is allowing to him the opportunity to deal with the adults, this is very effective. We have seen its results later, when the student speaks with the others, he does not have any barriers; I believe that the meeting with the adults is from the most prominent aspects, so we must provide it for each student.

Finally, the collective learning is not just enough. There must be an individual attention, and we must discover the leaders individually, and give them the attention of individual pursuits.

Individual learning is not only in the scientific content or in education or in the behavior, but it is found in many respects.

Because there is no work without tools, of course we need support tools. In the talented programs, the things that help to build leaders is to build good thinking, and therefore the use of problem-solving as thinking skills and scientific research, is very important for leaders.

 The Thinking skills, as a whole, are the most prominent from what I saw practically, which help the students to develop dealing with different circumstances and solve future problems and inside it the development dealing with others, and develop confidence in the same student. I note that what we presented in talented programs is the knowledge content, but we offer it in the form of non-traditional teaching, in the form of our thinking and creative problem solving, who gave us these results. In

addition, we focus on some of the behavioral skills, and frankly, without the existence of a curriculum. What means to tell the teachers: is to focus on the student in some basic skills, for example: in accepting criticism, but we do not have a philosophy in it. However, the mechanisms of the program are namely thinking skills, problem solving, which will serve in building the acceptance of criticism. Especially if the teacher focused on this issue. The thinking skills of learning are important aspect, and if a person did not think, he will not progress.

Q: What about the family?

A: The family is important, and the problem of family that they are not specialized in the leadership field or education field, we want a family of three aspects: the psychological comfort side of the student: that the child does not find a stick or beating on the face, and scorn and humiliation, the family just get away from this series. In addition, they bear the consequences away from it, the better to bear the consequences of humiliation.

 The second aspect: It may be set aside a bit strange, but I recommend that mothers significantly, make a praise and a lot of praise, you praise the person who is a child as a breeder, if he does leading thing, you says to him: You are a special commander, or if you do not want to exaggerate, you says: you have qualities or attributes of good leadership. You want him to be distinct in a particular aspect, for example, you want him a scientist in mathematics and you must praise him in the field of mathematics, if you find that he had talent so you focused on him praise and so on.

 Third: the point, which I will add, and the fact that we tested, is that when we found some children have talent, we provide them with prompt, in this aspect, which he is talented in it. The effects are very high.

Q: What about the community?

A: I think there are social responsibilities in general and intentional   responsibilities from the family. The Social responsibilities in general in the family deems to be important, and I think he should be involved in all the aspects of social participation and his participation must be positive, he should take part in simple alphabets in the family. I notice that the father and the mother carrying out the House as a whole.

Why do not the students participate in the kitchen? Why do not participate in the routine work at home? The Family is trying to let him love these things.

For example: It is good that there will be discussions in the family and attention from the inside. For example: his family said to him that we have our daily walking program which is intended for the health, or that the child introduces him to exercise the skill of karate or soccer or so, not only for entertainment and play only, but to connect them to maintain a particular aspect as the health aspect for example.

Q.: What about the impact of summer meetings on the development of the leading aspect?

A: The purpose is to provide intensive Enrichment programs during the summer vacation for talented students to develop their scientific and intellectual abilities to the possible maximum extent .it happened during it the practice of skills and strategies of analytical multi-use methods of scientific research, and the mastery of some applications to address the contents of the enrichment program.

Of course, the Summer Meetings do all the work according to the steps undertaken by the student, which means there is no offer on something upon something or delay doing anything without a goal.

The Meetings summer period took a month, where the work is divided into three stages, as the student passes from one stage to stage, which is preparing the organizer leader, it is a full month divided into the exploration stage, which is a stage that is the discovery of tendencies of students. And the stage of proficiency, and where students master basic skills and thinking skills, research, and impact personal traits And the stage of excellence, where the students show the results that reflect the students understanding of the two previous phases and verify the concept of excellence to showcase their products in the closing exhibition of the forum. It is Intended to be established in the student the creativity, we bring a major program to solve the problems which are divided into steps, six steps or seven steps, the student is working all the time, the student changes from work to work.

The summer meetings have a good effect in the development of the leadership in the student, for example, the training on the process of communicating with others and coordination with others. Students are in coordination with the service offered to

them the scientific service and they conduct interviews after that, and the student is writing themes and questions which he would like to make for it scientific interview. One of the outstanding things in the summer Meetings as an important skill in the leadership: is that the student bears all the work, what bears the teacher is in the organization, which needs a supervisory upon the students, a student is the one who bears the access to information, who bears thinking about solutions and the creation of responsibilities, which he is borne by the production of what he reached.

In these programs, it has grown for the student that that leader must have a high sense, a sense of the problem and a scientific sense, a sense of different aspects.

 It is grown through the excitement against the student, whenever the leader has a sense of the problem he had so he will have a mind sequence.

Q: How do you see the impact of extra-curricular activities in the schools on the leading side?

A: No doubt, they are important in the development of leadership, but from my point of view that the careful selection of the person who carries out the activities is very important. Similarly, if the activities were not intended to achieve a particular goal, the impact is very weak.

In fact the schools, may be extra-curricular activities are meaningful, it does not have a direct target, not in terms of scientific development and not in terms of leadership development and behavior, and sometimes applied by some teachers of activity abstract goals.

Q: What are the main features?

A: First, we believe that everyone has the attributes of leadership, God created man and he has the efficiency of leadership, but it is highlighted as a talent later or to be normal.

 Overall 90% of the students have aspects of leadership, but there are aspects of a person, who are prominent in it, and everyone needs to discover it, and everyone needs to work on Environment and achieving Development.

In my mind, if the child bears the responsibility, works and reached by work up to a certain result, he was loved by others, and was followed by his colleagues and his peers, he focused on the consideration of the speaker with him and listen and understand to what is said, and gives a smart answer to the situations from his intelligence. This is due to my mind, in which he has the attributes of leadership. We now see our schools and there is the lack in this aspect; because the preparation of leaders is still at a stage, which is not focus on it in a special concentration. However, if we were able to create jobs for the student, the student passes with the leadership problems but it has more of an impact. For example, I saw some school principals who get out from his chair and discharge the student of school administration of a full day. Alternatively, that the student takes the role of the teacher, he is preparing a lesson and submits it, but it is important to be intended to achieve several objectives, including: skills needed by the commander, or remove the student from the school fund and the routine of the year. For example, maybe the student gets absent one day because he is busy in the work of leadership, or he is busy with the sales or purchasing of the school, or to do an educational project. It can be said to the student that you are free in learning, you would like to get rid of subject, for example, you would like to reduce your subjects, or to add subjects. For example, a student is a calligrapher, we say to him: the task of the calligraphy subject presented it as a whole in a week, so he will have a leisure time which he can spend it unuseful thing.

Q: What do you mean by deliberate word?
A: We have problematic in education, including: we say: the collaborative learning or self care learning or individual care, or the development of leadership. The Terminology is more, but what is important to free the term accurately, and deliberately and purposefully. I mean by deliberate word that it would be significant and intended work, not a slogan, which is the shift from rhetoric's to real business. I put a clear objective and a program, and then I put a real application on the ground.

Q: Do we need a long time or short time for the development of leadership?
A: In my own point of view that the time, which it takes, the side of knowledge

affects on the other aspects, whether in leadership development or others.

We do not need a specialized time to build a dedicated leader; because leadership is not a studied material and then you say we have finished. , It must be within the knowledge work and scientific content, and to be accompanied to him not separate from him.

When I am designing a program so it is not independent of itself only, but combined with the subjects. What is needed from the teacher if he enters the classroom, to have multiple interests: he must be interested in the subject, and attention that he offers activities and exercises, and to be one of his interests to make development for leadership within the students.

Q: what about the obstacles in the family?

A: There is the marginalization of the young man in the family, he is the achieving one and does not have an opinion, no one listens to him, he is not able and doesn't respect, and thus came out a weak man. The Behaviors that are in the family are common between the father and the mother, and sometimes between the brothers with each other. This is, in my mind are the most prominent aspects.

One of the obstacles that the family is not conscious, because they do not know what is leadership, as well as it develops it.

The duty of the media is to focus on the side of leadership: programs, plays, animation. All the people learn from it and from them the Father and the Son, and it could be an interest to the family.

Q: is there in the school obstacles?

A: There is a problem between the student and the teacher. The student is not satisfied with the teacher; the teacher is not satisfied with the student, and this one of the biggest hindrance. As well as the absence of a leader teacher, the teacher is missing the leadership.

Q: what about the desire to be a leader?

A: the adolescents think of themselves as leaders, and I think it is very high.

Q: What are the positive features of the young people that we can invest it in the leading side?

A: Most of what they need in this age stage is respect, the art of respect is necessary. The one who deals with them have had this art. If the young man felt respected by the other party, he will add what he had. You could help him in disposing his problems, which he may be raised.

Q: what about the focus on the leadership traits?

A: it is a very close relationship. I cannot present the oldest leader who does not have many behavioral traits, the development of behavioral traits in general, the positive features view of self, the behavioral traits, the skills, etc. it is the thing, which makes a leader. I do not think that there is a successful program without the development of behavioral characteristics, but they are wide features and not limited.

Q: what about exposing them to multiple positions?

A: how to develop behavioral traits without situations? The situations are things which achieved by the development of behavioral traits. I believe that the situations are different types: There are intended situations, and expected attitudes, either to make the situations, or to expect that there will be certain situations, for example, I do not know what's happening in the market, but I enter with the student and make him try out the market, and he faces some of the situations, the situations are kind of environments which the student learns the correct behavioral traits.

Q: Human Intelligences?

 The humankind has several intelligences, both mentioned by Gardner or what is closed to some things. The advantage of humankind that he is not reached to the fun, only if he has the emotional, mental, and intellectual fun. We must recognize the multiple intelligences, which are important, but it may be high on one side and less on the side and not equal. The four intelligences I have mentioned are important but with provisions, which is provided according to the strength of the human.
 The Physical intelligence, we call it the dynamic. For example: if we want to develop a leader, and he has a love for football, the football must be with him also in

his leadership, in his leadership work, I discovered this aspect, and I give him the appropriate space.

Q: the wholes or particles?
A: The careful combination of both. It means that you have a part of the work on the wholes; because you do not know the truth about man and what is in inside him. In addition, these wholes are positive, it gives you a wide area to identify the people, and know the aspects of leadership. In addition, you cannot, make details without the wholes. The particles are useful when you discover this person, you focus on him. Our belief that students in the general education should not narrow them early in a particular specialty, but we discover and expand the student.
However, there should be a correlation between the leadership and the discovery and development, there is no doubt it is a series, which never stops.

Q - Cultural context?
A: The leader must work for the development of the country where he lives and acknowledges on his culture, and that makes him a fruitful and productive in the country. Modern culture is different from the former culture, previously, it is a limited local culture of the people, now there is no one culture, now they call it the customs and traditions, and now the society has become in it different cultures. Presumably, he knows the country's culture, knows the global culture, and has a positive outlook. There is a relationship between them.
The Successful leaders are those who were able to collect the multi-cultures in a positive form.

Q: Framework
A: I am studying A B leadership.

Q: What are the changes?
A: Do not you see that we need to detail in the topic?
Do not you see that you need to have a fixed model in detail as an example, at least?
For example, in such a young leadership in scientific innovation.

Q: what is the weakest point you see in this context in your own point of view?

A: on my point of view, I look to the time factor; do the components of the framework contain our needs for today's modern as a whole?

Do you mean the existing environment we have today or the modern environment? Alternatively, you will focus on the culture of antiquity, even Intelligences humanity today is starting to be affected by modern influences.

Q: We took out the features that will happen?

A: It would not be complete, I cannot delete a section of it; it will not be a complete picture. We cannot live without the features and building features.

Q: What is the change that you can add to it or delete from it?

A: it would be three-dimensional. It is possible to be drawn as a circle.

Bloom's Taxonomy of Education is in the form of degrees and in the talents we have done it upside down or a substantial portion and a small part, and the levels are remembering, understanding and application, and then it is intertwined with the rest of the levels, which are the analysis, synthesis and evaluation. Therefore, they call it three-dimensional based on it overlapping processes.

Q: Finally, do you have any additions?

A: I really benefit from the framework in a large and distinct way and your research will an important aspect in which we are in need to it, and if you succeed in your research, it will be effective and relevant, both in public education or higher education or in general in society; because the preparation of leaders has become very important.

 I am waiting for the research result, and we are in the public administration of the talented people and we will be the first to benefit from it.

Case 45: Aldobaikhi, Abdullah

1 – Could you please tell me about your experience in the Young Arab Leaders Organization?

2 - When I participated in the Young Arab Leaders Organization, we created

something special in Saudi Arabia and it is the Organization of the emerging Arab leaders, and this organization really concerns about the young graduates. it is not in fact the category that you selected, but those who fall between the ages of 24 to 30 years so as to give them a chance, and from the reality and from the thing that I have seen that there is a severe shortage in this area, there are people when they reach more than forty years or forty-five years he has already discovered signs of leadership, but its too late and he is not utilized to take advantage from what he deserves.. The family-owned businesses dominated by the choice of leaders on the relevance of the relationship of this individual with the family, he might be the right person and may not be, or comes the second generation, and that the second generation and his father is the founder or their fathers are the founder. Therefore, there will be a floundering management; we have seen many examples of that. Therefore, I felt the sense from a long time and thank God that I have a very significant interest in the development side... By those who worked with me, they are now managers of companies over thirty people, and this is something I am always proud of it and forever.

1- In your opinion, what makes a leader?

2- in my own point of view that the commander is composed of two sides, as alleged by many people, I agree with the reality of experience that there are two ways, that if God wrote for him and learn a good education which means that he has learned at reasonable University so that you give him the basics in education, he has the necessary skills , such as public speaking skills, writing and learning skills, and became able to learn, this is in fact is very important because you can not bring a person may know and say: This will be the leader, he maybe become the leader, but with very large limitations, and the second side is to become qualified psychologically to be the leader, because in fact we found that there are people who knew and reached to a great degree in education, but they can not lead a person or two or three people, regarding to the reason of the psychological side of these humans do not accept to be leaders. what makes the leader is the environment in which he lives in it and this gives the sense that if you know a good education and

then was in an adequate environment, it gives him the ability to lead those around him, and this what makes the leader, and the theories that make the question has a kind of alien assumptions, which says that the leader is the one who imposes himself. We do not want one leader, one day only, we want in each section in each department and in every part a true leader, and we want from this commander not to turn just ordinary people, but we want him to run the commanders of many around him so that the system is made with a very, very strong form, and thus we are not in need to the old theories that are based on how to make the ordinary person appears among the people. We want people who learn well educated, and have the opportunity for all, as well as the enabling environment, in the sense that the one who highlights in him the features of the leadership, they must allow for him money, and thus becomes much larger number of good administrative good leaders.

1- Through the reality of your experience, to what extent can we develop the young man to be a future leader?

2-Well... From my personal experience, I say that the one who does not have the innate administrative ability. So, it is impossible to make him a leader, because I passed this with some people through various examples, and they are not many, but the one who is not qualified mentally to be the leader, he will not become a successful leader, and we can say that 50% of the people are qualified to be leaders, but from the reality of the experience I passed I found that 80% of the people are eligible to be leaders of course there are variation between them, and 20% of the people created by God exploited by the other people, he can not only be except the second man, nor he can not be the first man, of course, as we have already mentioned with variation, that the rate may increase or decrease, but I valued it between 80 to 20.

If we take 80% of the people who have the ability to lead, but they need some kind of interest of their talent, here are these people who are varied and Some of them need to take the course even for a week about leadership, and he returned and he is qualified with very great qualifications, and some of them needs to take a course more than a year to strengthen his talent, so that the leaders vary in their acceptance

to become leaders which we can depend on them.

1- What are the experiences and initiatives that could be developed in it the leadership at this stage?

2-There are two important sides if we are able to give interest in the students of the intermediate and secondary stage I think we will overcome many obstacles, the first side is the training on collective action, and this is what is lacking because the commander in fact, is a human who overcomes the collective work at the stage of collective leadership, if he could have a team work of any particular principle he is working in it, he can not work unless he has a team, so I can issue commands to each member of the team for the specific tasks, and this side we miss it in a very great way.

 We have people who are creative as individuals, but losers as a team, working as a team needs to have sacrifice and initiative, as well as it needs to have too many things and qualities of any communication skills, and then enter into the collective action, and listening to others, sacrifice and excitement, and also take the initiative .. All of that are interfered from within the collective action. We must focus on the issue of the teamwork so that the work is done collectively. This is the first aspect, including all the life skills with each subtraction mechanism. The second aspect contains the spirit of initiative, as the youth have beautiful and useful ideas, and this when you sit down with a young man face to face and give and speak with him in the talk and you will find inside him   bright ideas too, but in the general councils it is impossible to the youth to say these useful ideas because he did not train on the spirit of the initiative so he involves beneath it, so we find that we have several points, including self-confidence which is related to the issue of presentation skills. That is how the show is not necessarily to have power point in it but more importantly to provide self-presentation skills in front of the others, so that you are good speaker. We return back to say that the teamwork and initiative are the major issues, which are including each of them on the sub-headings, if any. The emergence of the young people have a very big role in the creation of empowered leaders who serve themselves before and then you make them servants and providers of the

community and support them in the theme of leadership.

1- Do you see that if this barrier is breached, is the youth emitted from them the leadership capabilities?

2- It is the first and the foremost, which depends on the training, if he did not train upon it, he could not be a successful leader. Because it is rare to find someone who can speak about himself from his own, and the one who can talk about himself can be far superior in the aspects of leadership. At school we find 1 from 300 has administrative capabilities, why not become 280 of 300 in the school are able of leadership through training them, but we note that this is absent in our schools, too. There are some experiences that have been done in some schools and countries in Jordan, we attended the experience of accomplishment and they actually come to the students and make them talk. We get amazed How the young man with age of 15-year-old speaks with fluency in front of a panel consisted of 15 people. This is proof that the human being has the potential to have a very great energy but it did not employ as required.

I've done research personally on a range of group of speaking students are particularly have self-confidence, a large proportion of 100% to 85% stems from the wealth of information .. A person who has great information has a very great confidence, as he is confident of himself. but A person who is confident of himself, but his information is limited you can find him had a jolt, because submission to the people needs to have full confidence that what is offered to them by the information that must be mastered with it, and you have knowledge of this information such as what people know and even more so as to place between them with the utmost self-confidence, Hence the self-confidence associated with a very significant correlation in the information provided, as whenever the information of the human is great so he will have a big self-confidence further.

1- What are the initiatives that develop human opportunity to be a leader?

2- it starts from the intermediate stage and possibly the second intermediate stage,

and this study work has been well done, they constructed a study which said that leadership starts from the second intermediate stage to the second secondary stage, this is the stage age that the student must come into contact with the outside world, which means that the student comes to school at least once a week for a period or two class periods as an overseas visitor and sit with the students and encourage them to speak and speak, and it is not necessarily that the visitor has knowledge of education or knowledge in a specific article. He Sits with the students and encourage them to establish the company and makes one of them the manager of the company, and he makes the distribution of the tasks and perform the work and duties on them to be obliged to work, if we had 14 weeks, we can assume that this person met with students for 14 hours and make them do these works and make them talk about things they know and knew What inside them and enable them to work in the teamwork and work initiative, I think that these things are bound to create a very beautiful generation, but if you come to the second secondary stage. for example, we collect students, and we make test for them, of course, there must be previous tests and dimensions tests in each phase of the stages to cover many sectors of the practical life, you will find a very large impact, because with that matter it makes the individual searches and searches to be able to generate and has self-confidence, and then come to talk in front of others, this matter is enough. We are more than suffering that we find defeated youth as we find a graduate of the University when he applies for work in a company we find him cannot talk fluently and you find him has no confidence in himself, and thus the product. we have weak people, so unfortunately we can not compete with people economically, I add to that if the oil is ended with us and we do not have people who are working alternative work and do not depend on oil, and we do not have any further production. there are countries in the world do not have good oil and income in the end, Take, for example, Taiwan does not have oil, but the income is excellent because it has members who are working and searching and talking and therefore this is what we need.

 1- This is in the school, what if we come to home?
2- there must be an awareness at home, in the sense that the house must contribute to

give his son more confidence in taking part in the decisions of the house, and that parents should be strict to some extent in cases involving in bringing up the boys and the girls by making a particular system, which means that the children sleep at a certain time and eat at a certain time because the system has much relationship in the leadership as if the leader does not have some type of strict, as the leader must be firm, he must pass his life on a particular system. For example, he wakes up at a certain time, takes his breakfast at a certain time, and participates in the decisions of the house that take, even if it was simple matters and in the summer participates the family in their decisions, and discuss in their subjects with them. for example, he can ask them How do you go to a certain place, or do the activities, so there will be a kind of discussion, its not necessarily that the parent say orders   only, but he must let his children get used to show their views even if they oppose, so he must let them used to sit with them and discuss with them and convince them, even if they had convinced him, he must agree with their right decisions. And thus the children bear the responsibility, whether they are boys or girls... and this point is very important, and he must accept from the sons the mistake, because we have done an experiment in the last few days which is that many young people does not make any fear of mistake and I told them that there are two types of mistake, there is intentional mistake resulting from the failure and a lack and this kind is inadmissible, and the unintentional mistake like giving him an example of the issue of the legitimacy of the one who exerts effort has got his reward and the one who worked hard and achieve the aim has a double reward, this means that as long as a person worked hard and in good faith and try to change that this thing is good. for example, it happened to us a situation which is some devices have been the legible to destruction and was charged with 20.000 or 30.000 Here, we put them in the trash and tell the young reformer of the devices that his work had been finished with us and he did not fit to repair the devices, he must learn the mankind how to bear the responsibility and he is possible to make mistakes and if he is mistaken, is not forbidden to learn from his mistake as the mankind must make mistakes. Mistakes have two sides as we mentioned earlier, and the home and the school must stand side by side in the development of leadership talent.

1- What about the surrounding community?

2- it is clear that our society is a depressed society, this point does not need to comment as our society is a frustrating society to a great extent   as it is not from the communities that encourage to have a lot of work but if the mankind emerged at School which means if the school created the encouraging environment, and also if he emerged in the House, he would be a strong person with an enough way and did not influence by the other communities, but if we want to develop programs in the community and in the surrounding periphery and we did not reform the school and the home there would be no benefit, and vice versa, the programs at school and at home will have a very strong influence and will make the individual's immunity so strong that he will not influenced by the outside world, because the outside world is not encouraging anymore , but it is insufficient for us to make it strong and immune to the extent that it is not affected by external factors such as the frustration of the society and the influences on the inhabited neighborhood by the individual.

1- Do you pass with programs for this stage in the development of the leadership aspects?

2- Yes, Engaz project in Jordan and Bahrain and Kuwait and the UAE is a distinguishing project. Engaz program began in Jordan, which an American company started in that program and after that was subsequently localized in Jordan, and they called it Engaz , where thousands of students joined to it, and then moved to Bahrain, Kuwait, UAE and now this information age is two years old. I expect that this program has spread over this ocean and I have given you samples of it and give you a form. Actually the program is very magnificent because when you sit down with students who graduated or passed to the program, even for one semester you will find that they have abnormal ability, for example, they focused on the issues that told you about the process of collective action and the processes of initiative and decision-making processes based on proper information, and responsibility in a very early time, so they go through the establishment of a company from its inception to its liquidation, they will pass on all these things and pass on matters of life, the one who teaches or trains are the donors people from the outside world and outside the school. The school and the teachers must be very far away from school during teaching the material so that the student feels as if he came out of the scope of the school.

1- Is this period in the evening?
2-it is held in the daytime, as they specialize in it two simultaneous periods in the week, and it achieved a very great success too, and we set it up here to the officials, so we want to pursue this idea, which is the Young Arab Leaders program and we come with it and with a group of donors who donate to the cause of education and we have brought a person who donates with printing books and re-written them with some of the matters that have a relationship with Jordan, they vanish it and put Saudi Arabia instead of it, for example, the currency here is riyal and There is dinar, and

you print the books and there is someone who donates to print books and a group of businessmen who donated to education in a number of schools, but the ministry did not accept the subject and said that we are the Ministry of Education, this program does not involve within the education or education is not related to the matter, so we raise our hands to God, and I have a series of examples and samples, but unfortunately they had crumpled with the dust, but I started in a way that when a person – like you comes, for example – I give him from these books with the hope that they are not piled and accumulates upon them the dust, this experiment I did it. We have made the experience of the Young Arab Leaders, which is an experience for ages greater than 18 years, and over take them and put them in international programs such as Demenz programs in Germany and the Philips program. I do not remind some of the details of the programs now, but there are many programs made that the students who go with these trainees when they return, in fact, you will see them in a completely different situation because they have learned how they work and how they come into contact with other people.

1- Do you have any imagination about one of these programs and can be total imagination?
2- This depends on the training of the personal skill and we call them self-personal skills. This means that they are teaching them to work on a specific project, and then after that train them on the work of the presentation, and from this treatment the person are developed to love work and love to understand the content so that he can provide the people with perceived information and he could display it in front of the others and thus gives people a kind of self-confidence and desire more than understanding things.

1- How long is the program?
2- Its Duration is almost a year, eighteenth people went from the Arab world with the support of the Young Arab Leaders and they benefited from it. In fact, it is a great benefit as they returned with people who can depend on them and can benefit from them...

1- What are the main features of the young leaders?

2- I have seen it in the college students and I can generalize it to high school students. We have seen it in the university students who are keen on taking them to employ them in some jobs with us, both during the net or Aldoualj. I will tell you their characteristics with no order of importance, these features first lie in the good listener. It is the reality of my experience with the people I find that to be a good leader you must be a good listener, the good listener is the person that you find him do not want to waste information said in front of him and you find him understand and knows all the details and what does the person in front of him wants without being controversial human being, because the controversial person wants to listen to the information to argue you on them, but you find that there are people listen to you to understand from you and not in order to win you, the good listener is often a good administrative person.

The humankind who has guidelines in his appointments and in his talk and be committed to its promises that he gives to them so that if you let him make a particular work, he will do it to the fullest. The restrained Man in his personal life means that you find in him a commitment in all the affairs of life and personal process and these are from the specifications of a true leader A leader is not a chaotic human being, although there are chaotic leaders who have the ability of chaotic leadership, but this quality is not futile at the present time as we are in dire need to be regular, we get bored from the chaotic leadership and to laud person merely because he said improvisational word in half an hour, now the time of improvisational is elapsed and the chaotic leadership is finished, now we want the commitment and discipline that we desperately need, that countries such as Germany and Japan are succeeded Because of their specifications, which are the most important of them that the leader is a good listener and be firm, the firm one is a person who is disciplined as a leader because he does not leave anything to chance and calculated everything and did not walk except a steady pace and he make studied plans which are based on science, so that you do not go to build a project

and you did not work for it and study the feasibility of it in a very accurate way, after the feasibility study you ask about the matter and discuss and that the vision of you will be on the basis so that you can guide to what is better, and that what we have mentioned earlier the one who has the ability to work as a team and be an initiative human being, if we have mentioned four things that we could find them in people who are trying to meet them and we know it with one way or another through a questionnaire or by asking the teachers and professors at the university, and the fact that when we work in Aldoualj we made many studies on the students because we want to produce programs for the students and thus become anarchists people from the students which can not exceed 5 %, but because they are annoying and they are making a lot of inconvenience to the others, and then they become anarchists students, and in fact, they do not exceed 5% because the problem of the students that they are over-activity, which does not exceed 5% and this really a universal truth and the students who are very passive and do not make up more than 5% They become 10% and then to take 10% of those affected by the anarchists students and the passive students, you will have with you are 80%. This proportion of the students apply to it these conditions, only now we have the issue of discipline that needs a little bit of development in particular, and that we have the issue of the initiative as we have to develop it a certain way, and the teamwork as well. This means that there are people who cannot control their collective action, not because they do not want to set it up, but they are not trained practically and these are the features, which, if it found, it would give you the indication that this man a leader.

1- Do we need a short time or long time to prepare the leaders?

2- The ability of leadership will evolve over time naturally, you must find the basics of the leader, and the basics of the commander is well known that was mentioned earlier and they are the teamwork, initiative and firm. These are all the attributes which must be present in the person that we can say upon him that he was a model of a leader, and it increased with the time needed by you, and this leader who wants to become a good leader must be provided with knowledge of a technical thing, who

wants to lead it, and we can suppose that this leader works in the engineering company, I want this person to have all the features of the leader is a graduate of the University and come and work in this company as an engineer, let us suppose that the Engineering Company gives him the important things in the initial and preliminary studies because we will not be relied upon him with whole dependence when he is a graduate of the University , he needs four to five years to be able to bear the   responsibility. During this period, this leader should learn all the basics of the professional work and be saturated with full saturation until he becomes a good leader because if he had all the ability of leadership we are talking about, but he lacks the professional information, he will become a bad commander, and we must be synchronized in teaching the person of the ability of leadership and the ability of the profession at the same time as during five years, we present to our friend who worked in this company and we find him go with the team and take the initiative and gather information in order to become president of a certain section in such management. We want him to be the commander of a Head of Department and he is still saturated and learn in his career but at the same time we want him to imbue with the personal skills that are directly related to leadership and then moves to be the administrative manager after five more years, as long as that person learns a profession that works out we want him to learn things related to management and leadership and do not forget during this period something important which is the development of the profession of the person that is found in all the organizations, and in the development of the profession which they are focused on the professional aspects so that they see the case if he would like to become a regular staff member or an ordinary engineer during this period then becomes the head of department and then administrative manager, then Deputy of the president and finally the president in the future, we can say here that we made the work of a career studied plan for this person and it was the development of his career, and these happened as they are from time to time are giving courses to him related to leadership, most companies overlook this aspect completely, we want to do parallel program so that each information said to a trainee and each session he attended in his work is essential for him to go after two or three days and he takes a course related to development issues and self-development and the development of personal skills, including leadership

skills, as the time is not calculated or specific, it goes with the self professional development.

1- Why do we need a long time to configure a leader?

2- Because we want from this leader to lead something, and that leader person whom we want to lead the system, for example, must be efficient, as in the five years that he has been trained in such a way to be a good consulting engineer. For example, it is the same time that he needs to be the head of department, and we can not put him as Head of the Department and he is a graduate of the University, even a year, regarding that he requires a lot of information to become the head of department, if we come to the financial management and he was a graduate of Finance they could not place him a manager of financial management only after passing with him 8 years and he is in the profession because they are from their experience, can not get the information on a day and night, In that time we really direct as an absolute leader that he was at the beginning a personal leader, we needed a leader with the appropriate knowledge to his field of work, but I would come to that person who is immediately after his graduation from the university and we put him in an intensive course of a period of 6 months and had the best leaders, for example, if you make a test on the students of King Saud University and extract from them twenty people of the best people who meet the standards of leadership and put them in the session which takes a year, if we assume that the graduate from the University of age 23 after a year he will be 24 years old and they become leaders and they are the best, but where I'm going with them and what do they will lead whether at the governmental level or the National level - private sector - or even the volunteer work ..? We want leaders to have knowledge of financial and engineering knowledge and knowledge in auditing the greed, and this knowledge takes time to let the individual acts in a good way and he noticed that this is a thing and the second thing is that from the specification of the leader to be a Chairman of the leader Department and administrative manager of the leader and Vice-President leader and Chief of the leader and that what we agreed upon it, but the most important is two main things, that his leadership abilities can be mature, the second thing is to have a cross-maturity, because the age gives him a kind of maturity over this period so he has a

kind of maturity, which means that he should have the wisdom to make decisions, and the timing of decision-making, therefore the Commander must not be precipitous and thus the knowledge of the commander does not come to him only with time. Time makes a person more mature, more wiser, and he can have the wisdom to interact with things because there are things that need to be prudent in deciding it, for example, in the private sector we find the escape from work, or for example, the loss of significant customers or happened a fire in a warehouse and that's the destiny of God, and that leads from such things much matters and a leader become in a very critical situation, if he is not a mature and great person and passed by the things of this kind we will not come with the wisdom that makes him take the right decisions. So, The development of a person on a professional level and development at the administrative level is about a binary which cant separate and we are in Saudi Arabia and that's what I say even if you're on television or in front of the king that we made a big mistake in the selection of leading figures in the government departments and if we bring with a bubbled professor at the University and asked him to lead a particular department he can not manage it and will cause more problems , then I feel sorry for him because he does not understand anything in the administrative work, this professor may be a Director of the Office, but he did not have knowledge in the administrative work, but he has science in his work just can not get things well done. We have examples of ministers, there is a minister who was running the company contains over 15 employees and brought him to the Ministry of hundreds of thousands of employees, while his experience is found in the greatest number of his management which is 15 employees, so he will cause problems on matters, and the employees will cause to him problems at the left and the right, this really is a harmful thing , as well as he does not have the sufficient knowledge about the management of ministries, and therefore the development of leaders should be made to coincide with the knowledge with what will be managed or will be leaded and the ability of this leadership if it is   coincided and saturated every one of them and the second one can not, in fact, manage the proper management.

1-you mentioned in your experience of choice, and there are some standards and

some of the tests, do you actually after these standards and tests draw people who have leadership initiatives?

2- with all of that like doing (IQ) tests, interviews, and many things we can do and then we get so surprised that we did not succeed or be reconciled, in fact if I told you that the third of them did not evolve, and a third of them goes to fulfill the government job because from the earliest stages of study and universities did not suffer any thing like the leadership and he   has never been tested in or studied as a method, he originally had not been subjected to the leading experience, either closely or from far, then the tests we may give them do not work because they do not know anything about it. Some of them he left it empty so as he does not try to answer it because he does not know what is intended and therefore he did not train upon it.

For example, engaz company in Jordan, in the first two years they were chosen the students and expanded in number, but they found the fact that this is the way in which there are injustice to many people because many people do not seem to have the leading matters except when he starts and works, at the outset we can not test it because no matter we tested it, he will fail , they decided finally to be circulated to everyone in Jordan for all students which means that we give an opportunity for everyone, but if we talked, for example, about the Prince Salman Center for Leadership Development, I think that the example cited is the most successful because for me it gives the opportunity for the largest possible number, for example, we are in the selection of the staff We want to give the opportunity to the greatest possible if the material is possible and the logistical is possible.

1- What are the obstacles to the development and the formation of leadership in the House?

2- I think I can count them on 3 very important problems: The first problem is the lack of skills with the father and mother and it is a big problem because if the father is a limited education, it is difficult for the son that once he becomes up to the intermediate stage and may become aware of more than with his mother and his father and then he becomes Unable to control the things with one way or another,

and this in fact is a major obstacle and I found it when we were in Aldoualj and made programs, we are facing a very big problem, which is the rehabilitation of the low parents and this is the majority, many of the families in Saudi Arabia find that parental education is very limited , while the other matter , lies in the occupancy of the father or both parents, we have a lot of people have the knowledge, many of the parents when they return home for a dinner he sits a little and for an hour a lot and then come out with his friends and he do not return until the middle of the night, this father does not have time to sit with his children and develop their knowledge and come out with them.

This is the second factor, while the third factor is the social deteriorating situation based on the love of staying all night and irresponsibility, in the summer vacations, for example, he and his family members do not start the day only after the evening prayer and extend to the dawn prayer, and thus turn the schedule of the family upside down which can not make with him leaders or workers which means that they do not sleep at a time which the brain grows in it in the night and they do not wake up in the time which is supposed to wake up in it and thereby the chaos full the human life, this mess is repeated on weekends, for example, people do not go to the store only at 12 at night , you will find people with children at the age of two to three years, for example, there is the problem of opening stores at this time of night which would have to be solved with a social fundamental way and it becomes there a stringent social thing, as well as restaurants that still open at 2 am last night, these things must have tough stand in order to get through it, so this third serious problem is one of the most dangerous things and the boy lives his life and his father is busy in the rest houses and the mother is also busy from him .. So there is not anybody checks him or censors him, and thus be created for your son a very big problem because he feels that this is the life that does not depend only on the pleasures and wasting time.

1- and the obstacles in the school?

2- I think that the school at the present time will not take these things because it has too large weight. First of all, the principal of the school is not a qualified principal

and he is already in the faculty and selected from one of the professors and put him as a principal, he has no powers or any features as he is not primarily the leading person to keen on the production of leaders as he is one of the professors and becomes a manager and is not aware of the administration things. In the ministry, they chose the most one who is committed to religion, but the issue is not the issue of the one who is committed to religion as we want pious Muslims but the obligor of religion will not benefit us at the leadership level, and therefore the school was not able to do something at the present time in the formation of the present school. The Agents of the school are not convinced with the idea of producing leaders, they said to us what do you want from the teachers and from the principal, the teachers want only to give the lesson, and therefore I think it must be a program of higher authority too, and this program to the school must specialize to it two classes only in a week and for each student , and these periods may be attended by five or six classes a week so that they distributed it upon the week, and these two weeks happened in them the training from the students of the second intermediate stage or the first intermediate upon leadership away from the school, but it is not to send the curriculums to the principal and the placement of an ordinary teacher who taught it, because this is the idea of national education, unfortunately, it is an excellent idea but it is poorly used and putting it made it failed and cancelled because it had studied as a subject, and it was supposed to be something broadcasting. However, it was understood incorrectly. Unfortunately, The whole school is an obstacle, I do not think at the present time that the school can offer something in its present formation, because the managers themselves need to prepare at least two years, as in Netherlands the headmaster is freed for two full years to teach the Department's leadership, followed by an assistant for two years or 3 years and then becoming the manager, but about us we are upgrading to the teacher to the principal without having any administrative privileges.

1- From your experience is there a relationship between leadership development at this stage, and between getting a larger number of leaders?

2- The input of a program for leadership development is in the intermediate school and secondary school, he will have a very big role and we will get a very large number of academic leaders and during the period of employment, I think it is a matter of high importance and urgency that our survival on this form would keep us on the situation where we are, we complain of unemployment and young people who do not have jobs, when we search, we find that factories contain the workers of the Filipinos, it is supposed to be running it the Saudis in the factories, even in the receptions it is just an employee who is sitting, as I recall that we have a young Saudis invent excuses for absence from work, I like to remind you that the secretary working in our office in Britain from 2002 to 2008 was absent from work only for one day because of severe flu struck, and the rest of her absence is about taking full vacations for one month and takes her children with her. This is how the system is found in the job.

1- Which is more important at this stage in the development of leadership, is it to focus on the whole or the particles?

2- I tend to generalities and not to the details in the early stage, also I tend to encourage the universities to continue to work in this area, engaz company at the intermediate stage has the company program and it returned again in the high school and also it is repeated the third time at the university, In the intermediate stage, it gives generalizations and even in measurement, we measure the principle more than measure the Details of the person and the understanding of the subject, I can not ask the person why he has taken this decision and it is based on what in the light of this stage, because he should have at this stage to have generalizations and he know that one day he will be in a responsible position and he would be placed in the decision itself, but in the secondary stage we must help him to take his practical decisions for the process he was in it at the present time, and regarding to the University there must be more detail to the program and thus the same program is repeated three times.

If we get deepen in the details, we may force the young man to choose the path that we have designed for him, not what he chose for himself.

1- What is the idea of the program of the company?

2-it is the development of the leaders, they come to the company as a model for practical life as they are not necessarily that they make its own development in order to control of the matters of the company, this program of the company is the problem of leadership. They have four or five axes, but in the intermediate stage, it is surface and in the secondary, it is deeper and in the university is deeper and deeper. What I personally   want is the truth, which is the outline with the gradient.

1- What is the relationship between the development of the traits and the development of young leaders?

2- It is undoubtedly strange

1- Why?

2- Because of the specifications of the commander is to be ideal. And the absence of the ideal person is very weak in the leader and therefore we   would develop the attributes of the ideal leader as much as possible as he must be characterized by more than others and those around him and, therefore, he imposes himself from both sides, the first side is to be the leader and a vivid good example and the second aspect requires that he must be respected from the others and this is from the things required in the leader and to enforce the respect which means being a good example in many things.

1- Is there a relationship between developing leadership among young people and between his passing on many attitudes?

2- Yes, as a practice, passing of practice for the person if the person is a coach and teacher. There are training classes for leadership and of course the development of the traits personality, where we have been talking about it. Whenever the leader passed in the Tests, which refined his character more, and more, but if he passed in

the experiences and he is   weak in the side of the leadership so he will not have a major role in strengthening his character.

1- Is there a relationship between the development of the young leaders and the development of multiple intelligences?

2- I see that there is a relationship. Because I did an experiment at a period of periods at King Saud University which is a test conducted on a group of students, and we concluded that there are students who took top rank more than it could be, but they felt that they are better than their colleagues and to look at others is an example of good thing too, so unfortunately their behaviors are all wrong in their dealings with the other colleagues. They did not work, as a team, and the tendency of individuality are high, and this one of the largest discrepancies with the leader. A leader must have the spirit of the collective one, and the man who does not have the collective spirit is not the real leader, since the beginning of our history and people love the people and they can sacrifice them with the feeling of being collective, and without this love there is no leader of the people, then he is leader for all the human beings as he must be intelligent, as the intelligence is tied with leadership in some ways, as the intelligent people on average, are actually like a paste which can create from it leaders, if we combined the leading person   and intelligent person of course, this is something very beautiful, but if you come at this time and I said I'm in the advanced stage after the   university and I said this smart one I want to Make from him the leader and we find it more hard than that it is found in an advanced age.

1- What is the relationship between cultural context and the development of young leaders?

2- the cultural context may be as possible, but less good it makes a good addition as the cultured person usually tends to socialism more than the one who has unique intelligence as he makes him inclined to the individuality more.

1- Framework?

2- I've got the truth now that the use of the commander is a sample input and the

output is the use of the leader and the action plans, which can be considered that the use of the commander is located in the middle.

Also that there is no doubt that the intelligence system gives balance to this process.

The Design is Reasonable... very reasonable

1 is it possible to integrate one of these six axes?

2- No it does not be integrated, especially these four do not merge with the others, the model is complete and all the themes have been covered.

If I said I have a commander, for example is very clear in the completion of the word, because if I had a question mark on the young leader because he is part or a stage within the range of time in the life of the leader. In addition, growth is a phase in the life of the leader.

There are people, who object to the followers, and there are people who call them the supporters, but there is no difference between the two names.

We always say that the supporters have heads even that we assume that the leaders also have the heads that are supporting him and assisting him.

2- without a doubt that the attention to promote the strengths and curing the points of weaknesses, starting from this stage is useful. As well as the points of weaknesses can be converted to something, that could have benefited from it.

1- What if we abolished the development of personality what would happen?

2- It is not very difficult because if you develop the traits so you will have a humanitarian character, that is the human soul, which has in it the floundering, and violence if you didn't raise in it both the features, as the personal side is chief here, and I'm going to give the examples of some departments. In some departments, the manager of Administration is very strong, or let's say a company in one of the largest Saudi companies, its manager is very strong, the disadvantage is taken upon the person that his strength sometimes be wrong, and he behaved with the employees in unbehaved way in front of their peers in an inappropriate manner, he is here the

leader and his character is very clear and very strong but more Unfortunately it has the look of the arrogance.

This excessive force born weakness. In addition, all the people despise the man with his random style and do not want this kind of the arrogant leaders.

1- What if you omitted the intelligences system?

2- You can not ignore this aspect because the commander would have a lot of weakness, the psychological weakness is a big problem in the leader so that any employee comes to the manager leader and lets him driven by the right or left because of his weak personality, so that the strength of the personality is a very, very important factor.

1- If we neglect and disregard the situations?

2- This is really a very disturbing thing, there are also some examples of that type, you will find that this aspect is strong, but you will find the experience is very weak, we have now examples of some senior officials who have a very short time, and this side is very strong and this side is weak and already it is proven.

Thus, this result is that the organization is very important. There must be a balance between the four things.

1- If we neglect the cultural context?

2- It is very serious, because, as we mentioned it is a very important aspect, let us suppose that the issue of arrogance with the person remains a very important aspect. We want people who have the compassion and the honesty (the best hired one is the strong and the honest) the strong honest one in those two and this is what passes with us in experiments, the honesty should be available on the nature of the case, and also there is the link to the family which is a very important thing as we do not want any someone from the street, but he must have a link to the family and people, at least he will bear the responsibility that he will become the son of the family and he will take the name of the family

However, the one who doesn't have origin we get afraid from him, as he is possible to let you down in one day. Hence you cannot be overlooked to any one of the four

and you cannot add to them

1- What do you think about leadership is a career?

2- I am restraint to this point, for example, if we had an advertisement that we want a leader in a shop , or we had a military administration, we want the commander for it and he must be understood in the camp, or if it is a financial management and we want a leader for it, he should be someone who understood in the finance, if any person works in the management of the company which is operating in the construction field and he is not a civilian engineer , he could not run it as well as if you have a hospital and you want a manager to it, he must be a doctor, A leader is in fact the person who want from him a profession before it is located inside him the specifications of the leader, I do not want to give examples but it is too many examples, but in order not to take the matter personally and these examples passed with us both in the government departments or large companies in the kingdom, and we can go back 20 years to present the people who are fantastic leaders who own good leading specifications but they are not familiar with the profession in which they work, and there is the opposite situation , we find people who are familiar with the job in which they operate, but their administrative leadership is limited, and as a result, they fail in their work. Leadership is not a requirement in itself as leadership is combined with the full knowledge which is a requirement for the job whether it is on top of the pyramid, or he was working in one of the branches, when it come to me one of them and has all the management specifications I can not put him as a financial manager before I can see his curriculum vitae, if I found that he hold CPA, I would assign him the tasks of the financial management.

And also we ought to look in other matters, if he does not have the CPA , I will not employ him with me if I have a portfolio of manager of investments, if he didn't take before and he managed a specific fund for a certain value, so that I finished the professional aspects, and then begin to search for the aspects of leadership and make sure that everyone who is leader because he would lead a group of people, as the manager of the investment if he does not have the administrative capacity and knowledge and must have a sufficient information in the evaluation, and have a knowledge economy and the accuracy economy, and all things related to the Office

of the manager because he is the one who directs the people in the way of investment, if we finished of these aspects, we would see the administrative aspects, I have been discussing young people, and including them Abu Turkey on the subject of volunteering work, we are the persons who harm the volunteer work with us as we make recruitment of people, but unfortunately they don't have the knowledge, someone comes and says this one is hard-working and we hope him to employ him as he wants salary and which results with us great mistakes in the volunteer work, these mistakes have resulted that we had to close some of the volunteer work, because this person has had two major problems: first, he does not have the professional ability, leadership, and secondly he does not have the necessary knowledge to qualify for work in this field, as well he does not have enough system because he comes at certain times because he felt that he works in a voluntary work and he sees that his right to come and go at any time he wants. So I must say that this idea I do not really support it, because we are preparing the leaders only for the preparation of leaders but I support that the person takes a vocational course in his fieldwork and append it after a time with a course to refine the aspects of leadership in order to find the right person who I can depend on him.

1- At the end of this interview is there anything you want to add?
2- I would like to conclude with something very important that we must work on the issue of leaders and in particular I'm talking about my beloved country Kingdom of Saudi Arabia, and that the inauguration of King Abdullah, may God protect him and sponsored him to the University of King Abdullah and his announcement with this form and with this ambition, I think it was a message sent by the king in which he says to the people we want to turn to the knowledgeable society. If we want to turn to the knowledgeable society, we must in fact have to send a message to the officials that are working on two lines, the first line of these young people who are in the intermediate and secondary schools we should reach them and start with them with very strong leading training programs, which we have the consequence of our generation who can depend on them in the knowledge industry as long as we want to go to this direction, this generation will benefit from it first and benefits us and benefit his family and the society in general.

The second aspect is to save what can be saved from the young people who are still at university or who have graduated from the university, the unemployed young people who are without jobs, and we come with them and prepare them in the quick leading program. This method makes them productive persons, if they learn leadership, they will learn things which can benefit them, and therefore these two sides are the fact as it must be taken as comprising strategy for the country because we want to convert people to leading people, the leading person is a productive human and a man who is taking his decision in a proper way and he is a dynamic and enterprising person, the most important point that he is not a burden on the others, and secured him and secure that the country is fine as long as the people in it are leaders because they would not be dragged behind the issues relating to God forbid like with terrorism or problems, etc., no one can not clear his brain easily. our ignorance to the importance of leadership has made our children like grabs for each one who wants to speak with harm to us .so, he harmed us from our sons and our children, so we must work on leadership and make it in the first instance so that we shall really give comfort and we say that we put our children in a safe. This fact, which I would like to post as a message and I hope to be clear and would be a line in this message, and I put it in the beginning and I dedicate your message to the king until it reached him and read to him because this message is actually very important.

4.1   INTRODUCTION

This appendix presents the data that was collected via in-depth interviews; the interviews comprise of forty-six interviews with a cohort of established leaders (N=19) and university professors (N=27) from both the UK, and the Kingdom of Saudi Arabia (KSA). The study research questions investigate the issue of young people's leadership development (YLD). I collected a huge amount of data amounting to 250,000 words. This appendix composed essentially of direct quotes, as the interviews have been summarised based on the core themes of this study; the making of young leaders, leadership learnability, motivation to lead, leadership responsibilities, leadership obstacles, generic YLD vs. specific YLD, and short or long-term YLD. Firstly the core theme is highlighted and subsequently the interviewees' direct quotes presented.

4.2   INTERVIEWS WITH THE EXPERTS

This section represents the interviews with the university professors from the UK (N=17) and KSA (N=10).

4.2.1   Interviews with the UK' universities professors

This section represents the interviews with the university professors from the UK (N=17).

Case 1: Tony Townsend, educational leadership expert

Making young leaders:

I have the opinion that leadership is within everybody. Leadership is something that should be given to everybody. The majority of young people don't get the opportunity to demonstrate their leadership skills. One of the critical things is "how do we provide opportunities for people?" and then "how do we provide specific activities that are associated with YLD?" The secret of learning; get better at it by learning more about it, by doing it and by asking questions about it.

Learnability:

Leadership is evidently learnable. The issue is really about "what sort of dimensions of leadership do you need to look at and how do you provide opportunities for people to develop those dimensions?" Youths have energy more than adults, less cynical, more positive view of

the world, because they have the opportunity to shape it. Also, enthusiasm, an ability to cooperate without all of the ideologies that adults have. They are more open to look at things with an eye that is neutral.

Motivation:

The motivation to become a leader helps very much, because if you are interested in leading things, you can learn it.

Leadership responsibilities:

The first set of experiences is making decisions about their lives in their families. An awful lot of what happens at school was determined by everybody else except the person we want to learn. A really good school to develop youth leadership would be a school that allows young people to make decisions that listens to what they say and then follows in some direction like that. If the community wants young people to be leaders, it needs to establish interesting, fun, structured, appropriate experiences for them to participate in a variety of things. Young people would spend half of their weekend, on the computer by themselves, interacting with nobody.

Obstacles:

I think adults, for a start. The major obstacle is whether our parents ask us or tell us. We don't have classroom leadership. We don't feel that young people can be leaders, so we don't give them the chance. And if we do have people who are doing things, we have something called the tall poppy syndrome. We have a tendency to sneer at them.

Generic or specific:

It depends where you are and what your history is. Initially, you need to set the conditions that will allow people to demonstrate leadership. It's a developmental programme. You start by giving opportunities, activities, and advice. So you're looking at it in a generic way and then as you become more skilled and more aware, you become more specific.

Short or long-term:

Long. Over time, we build up a range of habits. We need to be looking at "how do we change the conceptual understanding of young people in a way that allows them to see themselves as being a leader?"

Case 2: Mike Pedler, Action learning expert

Making young leaders:

Take on a leadership role with other people later in life. It is very important have some useful experience in life of working with other people, which can be in many settings. By setting up youth organisations of various forms, from Scouts to various sorts of training groups, youth clubs and volunteer groups. Action learning works by people tackling. You have to have people who want to learn. And then they learn by tackling tasks, problems, issues, challenges, to which there are no straightforward answers. And they do that with the help of a small group of peers, known as the action learning set. And then they learn from taking action and reflecting on that action. It's a very simple process. But just because it's simple doesn't mean it's easy. Leadership is something that you do. It's not a status. Leadership is a "doing" thing. It's a practical achievement. Action learning lends to that, because if a young person tackles a project, supposing they'll raise some money for a favourite charity that would be their action. And when they reflect on what they've done, they will learn about how they undertook that leadership task. And if we define "leadership" as influencing other people and bringing about a good, collective result with the help of other people, they'll learn that through tackling an action project. You can read about leadership, but unless you actually try it, unless you actually do it, you cannot say you've taken part in leadership.

Learnability:

Definitely it is learnable. Young people are very willing to show leadership in all sorts of settings.

Leadership responsibilities:

Many of us learn things by example. The opportunity to learn from an older person or a good role model is very important. Some schools deliberately set out to encourage children to lead by putting them in certain situations, for example, in outdoors situations where they are expected to work together to achieve a target or given result. They depend very heavily on having good facilitation. So, young people often quite enjoy the action. But whether they learn from that or not, depends on having the opportunity to do so. Undertaking activities for churches, charities, taking part in theatre, music, bands, and local bands. The problem is where children don't have these opportunities, or they grow up lacking families or community activities, community groups, voluntary associations.

Short or long-term:

The development of leadership in any person is a lifelong activity. So, I'm sure that you can do some things short term, such as a weekend out of doors together – that might greatly enhance somebody's leadership skills.

Case 3: Jim O'Brien, educational leadership expert

Making young leaders:

Youth and leadership are key issues, not just because there might be a need for leaders, but also because people need to understand and know why they are actually following somebody. The essence of being a leader is to be able to take people with you in an acceptable way. What does the local person who leads a very good life, who communicates well and who exercises a tremendous amount of influence in the local community do? And yet that's leadership. You don't necessarily have to hold public office or whatever to be a leader.

Learnability:

In this country, I don't think there's much that's being taught about leadership. I think a lot of curricular activity for youth is not necessarily designed (for this). I'm rather intrigued by the whole notion of what should be taught, when it should be taught and if it should be taught. And then, again, "what is it we're teaching?" Deciding on "what's the corpus of knowledge, the corpus of skills that we should be teaching?" that's very, very important.

Motivation:

I suppose it's that intrinsic "what can I give back to people who have helped me or give back to society?" In schools, the motivation can often be, about exams and getting on that ladder of success, or to talk with children about emotional wellbeing, being able to cope with stress, of love life and difficulties, accepting that difficulties exist and difficulties are challenging.

Leadership responsibilities:

Giving lots of responsibility, experiences, seeking views on make decisions. Give the tools of being able to think and communicate, and to evaluate things. Have the capacity to rationalise yourself and to do things". At school, have opportunities to organise something, to be

responsible for something. It's not necessarily being the monitor for such and such, or the person that collects the text books or jotters. I think those are very low level tasks. Teachers have to think of higher level tasks, giving them real genuine tasks that can engage them in thinking about things. Giving them a project, a curriculum project, making them make the decisions, and you leave it to them to do that, you have confidence in them. There has to be a certain amount of guidance afforded by adults, but not a stifling form of guidance.

Obstacles:

The barrier of adults being unable to give up power and authority. Barriers associated with communication, with a lack of appreciation of youth views. In this country, we've got issues about families, lots of single parents. Schools have now got much more management, much less leadership than they should have. The expectations of teachers and parents about their children, those are potential vehicles for taking people on. The structure of schools in this country, suggests that only older children can lead younger children. The cultures where elders are very respected in the community, a lack of basic interest in social organisation can be an obstacle.

Generic or specific:

I think generic is much more important until you have a specific set of circumstances where the particular is so critical and so important.

Short or long-term:

If the purpose of any development is going to be sustainable in terms of long term, if there is to be footprints in the sand that the sea is not going to wash away, then long term is critical.

Case 4: Barbara Bryson and John Crosby, managerial leadership experts

Making young leaders:

Many of these young people are already doing leadership work in an environment where they are, (schools, families, religious activities, sports activities, maybe drama) which prepares them to lead as adults. They're already doing what we would call leadership "the inspiration and mobilisation of others to undertake collective action in pursuit of the common good".

Learnability:

Certainly; leadership skills are both learnable and teachable. I'm not a believer that few people with certain traits are designated or destined to be leaders. I do think that one's genetic heritage matters, as does one's cultural inheritance.

Motivation:

Motivation matters a lot. Curiosity, a desire to learn, to create is important and helpful. It's simply "I want to make things better for my family or my immediate group" but it expands then, particularly if you're mentored well, to broader concerns.

Leadership responsibilities:

Opportunities to try certain contributions in the family, to be recognised for those contributions, opportunities to work sometimes on one's own, but as part of a family grouping, and then have feedback that is supportive, that is developmental and then to increase the level of assignment or challenge. And then you can extrapolate that into a sport activity or drama or singing or whatever students might undertake. At school, giving people opportunities for mastery and really constructive feedback and then gradually increasing people's responsibilities. Mentoring by an adult who is attuned to what helpful kinds of feedback is versus the kind that stops people from trying things. People need to develop the habit of seeing that things don't have to be the way they are and that they can make a difference. So there needs to be a build-up of self-efficacy rather than fatalism.

Obstacles:

The organisational apparatus to draw people in and do that good work, awful networks which are very negative. The parents aren't functioning very well. Discouragement is a huge obstacle. Not having any adult who believes in you. At school, societal attitudes "Youth should buckle down and do their work and we don't expect them to do much else", so, ignoring their resources. We don't have enough investment in the after-school work. Young people can actually be a mini city councillor. The consumerism is a problem because leadership is more about what you give rather than what you consume. And the stuff that's getting cut out are things like sports, music, art. And what's being cut out is leadership development. What I learnt about leadership was through after-school activities. We don't give them plenty of opportunities to contribute to the community.

Generic or specific:

Generic leadership is an abstract, talking about the elements of leadership. And we have a sense that leadership development needs to be grounded in the context where people are, the lives they are leading, the skills they already have, the experiences they have.

Short or long-term:

Leadership is often about being on the margins at various times. Those people need to be nurtured and protected and listened to. Leadership can develop in lots of ways and very unusual ways that people don't think of as being leadership.

Case 5: Rob Goffee, managerial leadership expert

Making young leaders:

Early rich different experiences; individuals who take on bigger responsibilities; positions of responsibility. It's a useful period to focus on, but I would be reluctant to look only at that period as the period when leadership can or cannot start. "Don't try to be someone else". Leadership is non-hierarchical. It emerges and develops informally around tasks. It's almost impossible teaching leadership to young people in a formal classroom setting. It is all about experience, facilitation of that experience and reflection of that experience.

Learnability:

Leadership is learnable at least, large parts of it are. What's not trainable is having people really care about what they do. What you can do is create conditions under which people discover what they care about, exposing executives to experiences outside their comfort zone.

Motivation:

There is a generation emerging that is so interested in doing its own thing. They don't want to lead anyone else and they don't want to be led by anyone else.

Leadership responsibilities:

Take decisions for simple things. Combine opportunity for responsibility with support or protection when they make mistakes. The more that can be encouraged earlier on, the better, otherwise you get children who are obviously too dependent. Leadership is non-hierarchical, contextual and relational; therefore it is inevitably about teams. And schools are not very good at teams; they're too heavily oriented towards individual achievement. The only place

they do teams is in sport, outdoor activity or leisure activity, that's where a lot of young people learn leadership.

Obstacles:

Not enough opportunity. It's kind of pot luck. You may be lucky and grow up in a family where you have opportunities. At school, too intellectual, and not broader; we're too interested in individual academic achievement. There is a breakdown of community, and therefore a lack of opportunity. If a community is undermined, then those opportunities are diminished. Our old notions of community don't exist so much anymore.

Generic or specific:

"Generic" means "a wide range". We should be broad. We should have as open-minded a view as possible and give people a very wide range of opportunities and areas in which they may find themselves.

Short or long-term:

For some people, leadership emerges in a day, or their skills can emerge in a day. It's situational. That happens in different ways for different people at different points in their lives. It's easy to say "long term", but maybe it's about spotting moments that are truly transformational and then working with them.

Case 6: John Adair, managerial leadership expert

Making young leaders:

By definition future leaders --the leaders of tomorrow -- are among the youth of today. Strategically I think it would be worthwhile to invest much more resource into developing young people as leaders and relatively less on mature and more or less fully formed adults --much harder to change.

Learnability:

You are not born a leader you become one. But as in music people's potential for leadership varies considerably. It is those with real potential who benefit most from leadership training. Team leadership can be both taught and learnt but it has to be done based upon our body of knowledge about leadership and on sound training principles.

Motivation:

Motivation to become a leader and aspire to be a 'good leader and a leader for good is always important and young people should be encouraged to aspire to it in their vocational field.

Leadership responsibilities:

Any opportunities for taking responsibility, anything that develops self-esteem and self-confidence, for these are the foundations of leadership. Later, in school and in such organisations as the Scouts and Guides, being put in charge of a small group with a task to do. Schools tend to give natural leaders such jobs as beige prefects or monitors, captains of sports teams or beige in charge of school societies. But these kinds of appointments should be used to develop the less good leaders.

Obstacles:

Lack of a positive and encouraging atmosphere, lack of really good role models, and lack of properly designed opportunities to learn effective leadership. Families that do not VALUE good leadership and thus encourage it in the young.

Generic or specific:

Always start with the generic role of leader. Start with the simple and move on to the more complex later.

Short or long-term:

There are short-term things to be done; course, conferences and practical responsibilities, but growing leaders is like growing trees, it takes a long time.

Case 7: Keith Grint, managerial leadership expert

Making young leaders:

They have less experience of the world and thus do not know what cannot be achieved, that optimism is critical. I'm not sure there are any core characteristics; many successful leaders seem markedly different rather than similar.

Learnability:

Aristotle argued that the lack of experience is a problem for the young, though he mainly considered the issue not in terms of biological age than of experiences. I think leadership is something lots of people engage in at all periods in their lives so some very young people have already led more than many older people. If leadership is something you can learn primarily from leading then it isn't how old you are it's what you've been doing with your life that matters.

Motivation:
Motivation is important irrespective of the period.

Leadership responsibilities:
You need to broaden your mind and undertake experiences beyond your comfort zone

Obstacles:
All three are potential blocks; it isn't where you are that matters it's what you do with the opportunities available.

Generic or specific:
I don't think there is a generic leadership

Short or long-term:
Short term what? Do you mean development opportunities? In which case it always has to be long term if you think leadership is related to lifelong learning

Case 8: Steve Kelman, managerial leadership expert
Making young leaders:
What potentially can make anyone a leader is first of all a sense, a vision? You need motivation to succeed in ages- learning information, studying, developing skills, dealing with people and interacting with people, and influencing people; also, an ability to not divide up your energies among many different projects, but to focus on a few. And some of those things are almost easier to develop for younger people before they get powerful, they don't listen as much. Being involved in team sports such as football, basketball, baseball or whatever, is a good way to develop leadership skills.

Learnability:

Firstly, the part that's most learnable is the part that involves studying facts and learning about the world around you, the things that people learn in schools. That's definitely, clearly learnable. I think that speaking skills and communication skills, they are learnable to some extent. You can definitely see situations where people over time become more effective communicators. And some of the skills are quite learnable, just involving perhaps listening skills, or even the pace at which you speak, public speaking skills. The harder ones to think about whether they're learnable are the ability to inspire others, the ability to listen to others.

Motivation:

Many of the people who end up becoming leaders don't start in a grammatical way, on that path while they're in secondary school.

Leadership responsibilities:

Encourage young people, to excel, to try and to try to do a great job. The most they do in secondary school is learn and get a sort of intellectual or cognitive foundation for leadership. In secondary school we have the conventional leadership sort of activities, such as student Leaders, Student Government, different clubs with leaders and so forth. So the general culture of society sends a signal to people. And what they're seeing in society at the specific time they're growing up, do they see great leaders around them or poor leaders? What kinds of great leaders?

Obstacles:

Families don't encourage them; don't motivate them to excel, to try to do a very good job, that's going to discourage them from wanting to become a leader as it requires unusual achievement, a group that's discouraging them from studying or trying hard or whatever, discouragement in the general culture.

Generic or specific:

Youth are not going to think so broadly about some very, very broad things. It probably makes more sense to try to develop specific skills, speaking skills, listening skills, cognitive skills.

Short or long-term:

Development of leadership skills and the motivation to become a leader may come very suddenly. But developing the skills will always take a long amount of time; because the skills are difficult. In some cases, they require a lot of practice or a lot of study, either practice or study, or both. And I think even people with natural skills to inspire people, they're going to need practice to develop those skills.

Case 9: Beverly Alimo-Metcalfe, managerial leadership expert

Making young leaders:

Their early socialisation in the family, confidence in themselves and a very strong belief in other people, they are forgiving of themselves, much more open, have a belief in themselves and other people and to value other people, and to feel a sense of responsibility for the way we behave, to have a very values-driven early socialisation, they have been influenced by early years in terms of how to evaluate yourself and how you evaluate and value other people. But the belief and self-confidence I think are absolutely critical. And the expectations of significant others, I think, have a powerful impact on young people.

Learnability:

I think it's absolutely learnable. I think it's absolutely critical – the influence of early years and what's done at school as well as in the family. The more difficult things to do are the valuing others, the values stuff of leadership, and feeling comfortable about showing emotion and feeling comfortable about responding to the emotions of others.

Motivation:

I think it's very important, but some people do not believe in themselves. I never believed. I was very bad at school. I was rubbish at school. So motivation can change. It is important for leadership, but it's changing all the time, and it changes over people's lives.

Leadership responsibilities:

Coaching or supporting one's siblings, discussion around the family table about different views, different issues, create an environment where you can develop the intrapersonal values stuff, but also the interpersonal, intellectual skills. Leadership is very much about love, it's

about an unconditional respect for the other person. At school, older children coaching younger children, or mentoring. Sports activities can be enormously valuable in terms of understanding the nature of team behaviour. Having debates is very important in schools as well. They should visit different voluntary sector organisations, putting them in as many different and varied situations and contexts as possible, also, trips abroad.

Obstacles:

The high or low expectations of parents, without a doubt, bigotry, close-mindedness in the family, lack of discussions, lack of opportunities for children to explore their ideas, a lack of encouraging children to articulate things. The sex role expectations of parents in terms of what boys should do and what girls should do has a massive impact on children's self-concept. There are major obstacles in the community. In organisations, for example, we've written a lot about the obstacles that notions of leadership tend to be based on men, observations of men.

Generic or specific:

The greatest aspect that most leadership development should be focussing on is leadership from a foundation; developing the emotional, intellectual, social, interpersonal capacity; because it encourages young people to think of the different choices. What we're doing here is maximising the opportunity to liberate the human potential. That's what the leadership foundation is all about.

Short or long-term:

Short term isn't enough for leadership development.

Case 10: Andrew Kakabadse, managerial leadership expert

Making young leaders:

The link between someone who was at the age of 16 showing potential, and then showing leadership realisation by the age of 30, was less than 2%. So what you've got is no direct relationship between potential at youth and then potential in later life. The brightest, intellectually smartest, was no guarantee of success. And those who have an attitude to learn reflect and relearn; they did well. If you want to be a good leader, you have to have maturity and you have to have experience of life.

Learnability:

The whole component of leadership at a relatively young age, and that would be the platform them to be leaders. So what you have there is the contextual consideration, or the situational consideration. You have to have an attitude of continuous learning, knowing that there are going to be certain contexts where previous skills are not going to work. Help youth's to build confidence, resilience, understand how they operate. Give them opportunities for teamwork and personal development, feedback, coaching, counselling, and mentoring.

Motivation:

Very important. It gives you the confidence to take on a challenge. On values development, on responsibility and sharing responsibility.

Leadership responsibilities:

They give you a warm, loving environment; it can make you confident in yourself. It can make you appreciate relationships. It can make you sensitive to relationships. But that is not sufficient for leadership. The Chinese tend to be tough with their children; they expose their children to some really harsh decisions and conditions and let them fail. Exposure to real responsibility early is a very powerful experience. At school, the resilience that you could get from that experience is not. It's just a shame that toughness, a clear focus is in a poverty circumstance. And instead of creating good leaders, we create criminality with good leadership skills.

Obstacles:

The biggest obstacle is social background. I would see families and communities to be both the support and the obstacle. If you've been brought up in a violent family, criminality, parental figures who do not show trust, who deprive you of trust, who deprive you of all sorts of positive experiences. Schools, I would more put it at resources rather than that. But if that school is deprived of resources, if it has not the best teachers, it has windows that are broken, and you find many of these schools have, if you have classrooms that are too big, if you have violence in those schools. Communities and families are much more about social development, social messaging, and fundamental giving of values issue.

Generic or specific:

For me, funnily enough, it's both. By and large, what I have seen is that you focus more on the individual and what they can do. I know many of the leadership development models now are much more in the generic box. I don't find them helpful. So it's contextualisation with detail.

Short or long-term:

Reinforcement, bringing people together, making them part of networks, coaching them, updating them, and creating discussion forums... There are many. There are many.

Case 11: Stephen Prosser, managerial leadership expert

Making young leaders:

When I think about young people who may become leaders, then I think about leadership in many different forms at many different levels of the organisation. I think in terms of what makes them, there's been a lot of literature in terms of the argument about nurture and nature, or nature and nurture, if I put it that way around. Some seem to have an element of the nature aspect. But I think as well there is the whole area of nurture. Some people find themselves put into those areas, they are given particular training, they are given opportunities, they are coached or mentored or whatever, and they grow into it. So you have the nature and the nurture. I love what one writer said – that there are three types of leader. He said there are "nature, nurture and never". The servant leader is a servant first, it begins with a natural feeling that one wants to serve. And then he says "conscious choice brings one to aspire to lead", "I want to be the leader, not for what I get out of it, but for what I think I can contribute to others".

Learnability:

I think, without a doubt, that it's learnable.

Motivation:

For most young people within these different communities? Yes, I think it is. I think without a doubt it is, because if you don't have that drive and that ambition to be a leader. When you see the circumstances and the obstacles that some people have to face, it is a miracle that they can overcome those. So I'm talking about a general principle, irrespective of the community. So, I think, as a general principle, people need that. They need that "get up and go", that sense, perhaps sort of realising "well, I'm not going to be a leader, but I'm going to be a very

good follower". And of course, a very good follower sometimes has to challenge the leadership and sometimes has to call it into question for the right motives.

Leadership responsibilities:

I think within the family it starts very, very much earlier. It starts with values and I think it involves training, I think it involves more and more responsibilities. At school, it's to a large extent about inculcating values, it's about training, trust, and allowing people sometimes to fail, but learning from that failure and also about celebrating success. Within the wider community, there are youth clubs, there are sporting clubs – rugby, football and cricket, there's an active church. It's partly and probably about providing opportunities. I think it's important to have leaders, mentors, coaches – whatever we call them – of young people who understand that they are very, very different. And therefore people who can give them inspiration, who can be role models, who can provide opportunities, who can keep them busy.

Obstacles:

They can be given responsibility without being given the corresponding authority to make that happen. Also, borrowing from the world of transactional analysis, there are times when the parent says "now I'm going to treat you as an adult", but actually, they carry on treating them as a child. At school, teachers are very busy. I think sometimes school can be a very tough environment, where the law of the jungle can operate. I think that there is certainly not sufficient recognition of the different personalities of children.

Generic or specific:

Oh, generic leadership. And I think with young people, I don't think it would be appropriate in most circumstances to all of the theories, all of the literature and whatever, but neither do I think it's appropriate to almost have a checklist of "these are the five things about leadership" as if it works in all circumstances, at all times, with all people, and I think that's part of the dilemma. I think the dilemma is to say "how do I boil leadership down into a set of precepts that can be easily communicated whilst at the same time trying to get people to understand that in different circumstances at different times with different people with different problems to be tackled?", you may need to flex and bend, reshape and rethink that leadership.

Short or long-term:

Oh, long term, without a doubt. For a whole host of reasons. So, I think with young people, it has to be an ongoing commitment that takes them through the different stages of

development, because they change rapidly in every aspect – their attitudes change, their body changes, their way of thinking, their whole approach changes.

Case 12: Ted Melbourne, social work expert

Making young leaders:

Influencing people positively, enthusing them, and helping to guide them to new kinds of pathways, they have to have self-confidence or self-esteem, they are self-assured. Secondly, they can be successful. Finally, (be) convinced that they have got potential to develop and grow.

Learnability:

I passionately believe that it is a kind of thing that young people can learn. They may not recognise what is going on. Even if a young person does not demonstrate a leadership role they can observe other young people doing it. They see the way in which they're valued by the rest of the youth club.

Motivation:

It's very hard for a good youth worker or a good teacher to scratch a little on the surface and for motivation to come through. Even the young person might not see it as being motivated to lead, but motivated as a facilitator or a person that makes things happen. In fact, sometimes if you call them a leader, they don't want to be known as that.

Leadership responsibilities:

Firstly, they should be treated as people with an important point of view that should be sought by parents. Secondly, engaging the young person in what you're doing, how to handle money, how you spend your pocket money, how to repair things, cooking, cleaning, washing clothes, ironing; not just the day-to-day jobs, but also the serious decision making. Even semi-dangerous ones; we live in a world where we won't let children climb trees, but you should teach them how to climb them safely. They'll learn a "social and emotional competence", how to get on with other people, how to negotiate, how to enthuse, how to make your point of view known. What they do is gain some self-esteem from being in the position of getting leadership, but also they learn something in doing it. Outdoors activities teach resilience; it teaches how to put up with things that are tough. The outdoors can bring out, in the most unexpected young person, leadership qualities. I believe that if we are

ambitious about the things we would like young people to be, they rise to the occasion. Let's give lots of news to young people doing positive things, camping, helping with charities.

Obstacles:

Adults are obstacles because of their attitude, they think that young people should be seen and not heard and they fear young people's opinion on certain things.

The youngest member has a hard time; sibling rivalry, sometimes. Parents sometimes play by using the child; internal relationships within the family can be difficult. The more you can break down the formality in teaching methods, the better. Finding ways in which schools can become much more human places, places for young people to meet where they feel a bit like adults.

Generic or specific:

The core is most important. And the general is something you add to as you're becoming more capable and as the challenge is to extend your leadership possibilities, cause you to think to do.

Short or long-term:

It has to be a long term. But you can do good things with short term things. Because long-term is more effective, and the methods which we use are more sophisticated.

Case 13: Lyn Tett, social work expert

Making young leaders:

Young people don't have many opportunities in the communities. They might not have a very good life. Their families may be difficult places to be. Also, many poor communities tend to have very territorial aspects to them. Leadership has to be about democratic decision-making. It has to be about consulting and leading.

Learnability:

I'm sure that there are techniques that you can learn, of course, people can be helped to be better. People can learn to be more skilled communicators. Also, they have natural abilities and willingness to engage in these kinds of roles.

Motivation:

If you're motivated towards that, then you're going to seek out opportunities that will enable you to do it better. If you have no motivation, then it's quite difficult to acquire it. I know certainly that many young people would not rate themselves very highly, so they need more encouragement.

Leadership responsibilities:

Families should give responsibilities that they can undertake, but they should support them in fulfilling those responsibilities. And then as they grow older, they have more responsibility and a bit less support. They need a stable family, where they know what's happening. Schools expect young people to take on leadership roles in the sense that they are expected to make decisions that are appropriate about their own and others' behaviour. Schools, because they're so hierarchical, sometimes find it difficult to enable young people to take or to exercise leadership, real decision-making. And they might be exercised collectively. But there are many more opportunities in the wider community, just because there are less structural constraints, they have the opportunity to work together to exercise leadership around those kinds of community consultation decision-makings.

Obstacles:

Parents might be expecting their young people to gain good qualifications. Often young people get involved in leadership roles because they're very passionate about particular things. They might get involved in leadership areas that you as a parent might not feel very happy about. Schools are under a lot of pressure to make sure that people study and get their right qualifications. Challenging authority in schools just as (there are) in the family. Schools aren't very well structured to enable young people to take decisions. They're willing to do little things, but not big things. It's about people's attitudes to young people., financial obstacles, lack of resources.

Generic or specific:

I'm not a great believer in generic skills. People want to exercise leadership in relation to something specific. Obviously, there are some generic leadership skills; you need to be focussing around specific projects or specific actions.

Short or long-term:

At the beginning, there is a need to work intensively to help people acquire those skills. And then continue development as you move on, because the situations that you're exercising leadership in are going to vary. There are some characteristics that you can develop. If people can't communicate, it takes a long time. Leadership as life-long learning can privilege leadership in that sense. It's focussed more broadly and gives those kinds of opportunities.

Case 14: Cathy Pharoah, voluntary work expert

Making young leaders:

Family role models, access to opportunities, their formative experiences. Other role models as well: teachers, youth leaders, and the church. If parents have been leaders, that provides a certain confidence in being a leader. It provides a network of contacts that help. You have to present young people with opportunities that capture their imagination and which are quite pro-social and quite positive. So I suppose, you might suggest participation in things directly related to their own environment.

Learnability:

I think, by and large, they're born. But I do think also that certain other things can give people a huge advantage. And I think things like their family background, whether they have role models, whether they have access to a good education, can make a big difference.

Motivation:

I don't think it's important at all. But my view is that as long as young people are brought up with opportunities, skills and a good education. I suspect what leads you into the church youth group will be the same thing that makes you a leader later.

Leadership responsibilities:

Active engagement with parents in a leadership capacity if parents are doing something from which they could learn, related to their own leadership role. Perhaps accompanying parents to events or being involved in ways that are appropriate. Basically, I think basic literacy is terribly important. Fundamentally, participating in volunteering builds values. I suppose in the voluntary sector, leadership very much emerges from what people are interested in. Obviously, a lot of the people who become leaders in the voluntary sector get back to the role models; because a lot of leaders in the voluntary sector are highly charismatic. The voluntary

sector is training young people in things – in a serious way – in attributes, aptitudes and whatever, but they don't have the experience to develop in other aspects of their life.

Obstacles:

Dysfunctional family structures where they don't have opportunities to develop all their potential, their skills, where they're not happy, where they have their confidence undermined, if they're in a family where there's bullying or abuse, all of that will negatively affect their ability to become leaders. I really think removing barriers is much more important than promoting things positively.

Generic or specific:

The most important thing is to build on where they are at. They're utterly transferable skills. But I do believe that if you're a leader in one situation, you can transfer all of that to other situations.

Short or long-term

We need a long-term approach. I think it's very important that young people have access to good, basic education and come out of education with a certain confidence in their abilities and skills. And that takes time to build.

Case 15: John Coleman, developmental psychologist

Making young leaders:

It is a combination of things. One is their own individual characteristics, personality and interests. Their family. the environment in which they find themselves, the context, the school, if they are part of a church group or a sports group. Clearly, meeting adults outside the family who encourage them and give them opportunities also plays a part. Adolescence is a time of great change, rapid development and uncertainty; not only physical development, but development in terms of brain capacity, intellectual ability, cognitive skills, social skills and emotional development. It's a time of transition and it's got all the characteristics of a transition, Adolescence has some characteristics that make it a good time to look at leadership development; they do have ideals, they are young, enthusiastic, they want to make a difference, they are themselves learning and developing, they're open to learning, they're not set in their ways, they're flexible and malleable in one sense, so they are expecting to

develop new skills and new capabilities and they want to do that. So they're open to new learning. They're open for challenge. They're developing their identity.

Learnability:

Definitely it is learnable, it can be learned and can be encouraged. It's like a lot of skills and talents. But to some extent, it's dependent on the individual characteristics.

Motivation:

Motivation is important, but it's not essential, because I think leaders can arise because of the circumstances. Great leaders don't always arise because they wanted to be a leader.

Leadership responsibilities:

The main thing, really, is sharing in decision-making. Taking on a caring responsibilities for younger children, younger siblings. Play a part in the issues that the family faces, doing part-time job; it develops skills of self-reliance. Schools need to give real responsibility to young people, and that can be done. And it's not just about being a token, but a genuine opportunity for young people to make decisions about how the school runs, how it functions, and to play a real part in the management of the school. Getting involved in community organisations; the church, religious organisations, is very important and does provide opportunities. Sporting organisations are very important, charities and voluntary sector organisations. Voluntary activities give a bit of freedom and development of skills that you can't get at school through doing schoolwork and things.

Obstacles:

The obvious obstacle is that the adults aren't prepared to see the young people as having the potential for leadership. The attitudes of adults, parents in not allowing the young people to develop. And that's true of schools and communities. The school as an institution tends to treat adolescents as children. They're very, very poor at giving young people responsibility.

Generic or specific:

It's not actually one or the other, but both. So the detail is about the particular circumstances in which leadership is going to be exercised. But the generic is about what the interpersonal skills, the ability to reach out to people, the ability to understand people, the ability to carry people along with you.

Short or long-term:

Both. we need a long term approach to find ways in which adolescents can identify ways in which they can show leadership in these difficult circumstances. We need long term because the situation of young people in the world has seen huge changes. We're living in an information age. We need a long-term strategy because the youth of today are the adults of tomorrow.

Case 16: Mark Bennett, developmental psychologist

Making young leaders:

Leadership is likely to be different things in different groups and in different contexts. Leadership is a very difficult concept, because it expresses a relationship between two different entities – the leader and the led, but also, the skills of leadership vary so much depending upon the values of a particular group, the norms of the group. There are critical events, critical challenges, that get presented to them that they have to pass.

Learnability:

I suspect that it is something that you can teach. One of the key things is identifying the values of your group and coming to take those values as your own. And I think that's perhaps the hard bit with young people – to encourage them to take those values.

Leadership responsibilities:

I think it's too late by adolescence, to start trying to develop responsibility. In most families, children are increasingly treated rather like pets are treated, are spoilt, don't have any responsibilities, nothing is asked of them, we ask very little of them. A lot of parents see that as being kindness, but it's very corrupting, it's extremely regrettable. If we want good leaders, simply separate them from their parents, but separating children from their parents; and that's tough, and they learn skills of self-reliance. We have to give children more representation in schools, for example, solving problems, and talk to the children about their ideas.

Obstacles:

I think social class is a key thing, because so many children simply aren't given the goals by their parents. Nobody says "you can be a leader", their families don't give them self-belief,

responsibilities that develop a sense of self-efficacy. The community certainly used to be much more, that the upper classes would look after their own kind. So I think powerful groups perpetuate themselves. There are real obstacles for children from lower social groups, and there are so many obstacles for them in terms of family, in terms of education, in terms of the prejudice from high status groups.

Generic or specific:

It depends what sort of leader you want. I suppose if you were trying to develop a religious leader, you would be focussing on a very different set of practices than if you were to be trying to develop a leader of civil engineers. I have difficulty with this idea that there are general training programmes that you could set up for leadership that would apply to the army, to religion, to science.

Short or long-term:

A longer term approach is always preferable, just to see the development of leadership as not something that you can switch on like you can turn a light on; that actually, it's much more like building a house, because leadership involves many, many skills, there are many components to it. Leadership is very complex. And it is difficult to change a human being.

4.2.2 Interviews with the KSA' universities professors

This section represents the interviews with the university professors from KSA (N=10).

Case 17: Mohammed Alnaji, educational leadership expert

Making young leaders:

The more the individual has leadership aptitude, the more the leadership characteristics emerge. We need to have stories about influential leading figures in the community and be able to present these appropriately. We need public awareness. We need specialized schools that prepare leaders and where there are special programmes that increase impact. However, this culture must exist in the family, at school and in the media. In addition, it would be impressive if leadership experts designed dedicated programmes and presented leadership theories in a simplified and abstract manner, and develop from those leadership practices.

Leadership learnability:

To a large extent. Teachers themselves have a major role in teaching these skills in an appropriate manner. Whenever the pedagogue is professional and has leadership skills, they play a major role.

Motivation:

The desire to be a leader influenced by innate and genetic factors is significant; it is possible to generate in youth the desire to be a leader. We can observe that some youth are reluctant to take on leadership roles.

Leadership responsibilities:

Being in a good social class also helps young people. For example, conversations and debates within the family help to develop personal leadership skills, building confidence. At school, there is a need to be involved in activities, give them tasks, to lead groups at a certain period of time, talking without being pressured, and working with teamwork. The teachers themselves must spread leadership development culture and consider leadership in a positive light. Head-teachers should be polite in manner, in their talks, in discussion and appearance. Every student has a favourite teacher, and this favouritism can be invested.

Obstacles:

The family, including siblings has the greatest impact on the young, either to push them forward or weaken their will. For example, some families are very protective and do not give their youth any confidence or pamper them too much. The majority of problems come from their siblings, then peers- they mock at them. In our society, the eldest son is the one who has an interest and takes initiatives, while the middle son is sometimes neglected. Sometimes this negligence can work in their favour; as they will be safe from scolding, discipline and inappropriate encouragement and they can therefore grow in a neutral manner. At school, a lack of teacher's competence.

Generic or specific:

Generic leadership is more important than focusing on actual details; generic leadership is more fixed in the individual's personality. The individual is immersed in the leadership characteristics from the whole situation rather than concentrating on the details in the situation. However, that does not mean that we should neglect details.

Short or long-term:

Leadership development needs time for training in certain kinds of conduct. Practice needs to have plenty of time and it needs follow-up sessions and perseverance so that the person has assimilated this role of leadership. You need to focus on bridging some of the gaps they have and give them a break. It needs a long time, because of the nature of leadership. We need enough time to create deep-rootedness and implant leadership characteristics.

Case 18: Ali Al Karni, educational leadership expert

Making young leaders:

Leaders in secondary schools should recognise students' characteristics by helping to solve their problems, understanding their circumstances, therefore developing their characters. We need special programmes; courses during study, participating in class leadership, the school council, morning dialogue, scouting, or in various activities. Give everybody the opportunity to develop leadership.

Learnability:

It can be taught through practice, for example, through the students electing one of their colleagues to represent them in the front of the school, or through various activities.

Motivation:

Without a doubt, I think it is very important from the primary stage. Motivation helps to discover leadership potentiality.

Leadership responsibilities:

Dealing with a specific issue and making them bear a certain degree of responsibilities. Reading leadership books, and participating in decision making as much as possible.

Participating in education processes, lessening of the teachers' burdens, students' council should be elected so that students can participate in leading the school from every level. It is possible to find leaders in students' activities, as there is teamwork involved in various activities, and each team can select a leader. I consider these extra-curricular activities as basic and fundamental part in preparing the student. I honestly remember the activities during my studies better than I remember the subjects I studied. We have councils in the community and mosques, which can affect students. Visiting celebrated individuals' councils. We should have a public political direction for YLD.

Obstacles:

A large percentage of society does not care about leadership at home as they have poor awareness. Classroom overcrowding results in no leadership practice. Unfortunately, schools only have academic development. There is a high percentage of society who do not excel academically. This limits the hopefulness to be a leader- they no longer dream of being a leader, minister, scientist or celebrity or having an open way to achieve their dreams.

Generic or specific:

It depends on students' personalities, as at this stage, individual variations emerge. Some students are absolutely reliant while others need help.

Short or long-term:

Discovering leaders needs a long time, as it requires long-term familial situations and shared decision-making. We need critical situations, but it's rare that these actually happen. More time means more opportunities to discover leaders. Developing leaders is likely through practice; it provides grounding for the work and it shows the ability of the individual to implement and perfect what they think. Leadership needs time, effort and freedom.

Case 19: Saad AlKelaby, managerial leadership expert

Making young leaders:

The genes that hold the genetic traits have a role. The charismatic qualities can be crystallized at a young age. Leaders always start their lives with pain or failure. The house where the parents do not have the spirit of leadership, the child becomes normal unless he is brushed by the outside surrounding environment. It is essential to have training for leaders continuously. Leadership is a wonderful thing because it eventually gets you to the good seeds.

Learnability:

To a great extent, if the young person is normal, this is the stage for the establishment of leadership capacity within the human. Inspirational charisma is difficult to learn, but it is also possible. The Leader Behaviour Description Questionnaire used a 150 item questionnaire, this can be trained.

Motivation:

If the young person does not have the desire to lead, he will not be an effective leader, even if

he has the traits of leadership, similar to the one who owns money but does not want to spend it. We have three circles, the individual himself, and a dyadic relationship, and the group. The desire must exist within the circle.

Leadership responsibilities:

The parents are the people who teach leadership. You have to give them the responsibility, involve them in decision-making, also in reading the success stories. At school, participating in the extracurricular activities, give them confidence and opportunity to shine. The extra-curricular activities are opportunities to experience yourself. If I am the decision maker, I will make half of the subjects extracurricular; there will be leadership training for six years, including three or four curriculum. Society teaches you the communication and the cooperation, and helps in how to lead team work?

Obstacles:

The lack of awareness of parents who do not train their children on leadership. Traditions and customs listen more to the boys. In our schools, narrowing opportunities for students who perform outstandingly, we focus on rote learning and memorization. The culture of frustration, unfortunately.

Generic or specific:

It's better to give them the basics with the practice and action learning, and it could be part of the training.

Short or long-term:

Short and long-term. Training on the basic things completed during a year, and then this training consolidates for several years. The environment is changing and leadership is dynamic, not static; it is constantly needed to provide training, not in the same way, its necessary that the development must be dynamic.

Case 20: Salem Alqahtany, managerial leadership expert

Making young leaders:

Education, nurturing, training and practice. Practices through extra-curricular activities; it deepens the concepts learned in school and training courses.

Learnability:

To a great extent; young people are like soft dough that can be shaped in any way. The behavioural characteristics can be changed. You can only benefit from Traits theory in the selection of leadership, even in the selection of young people who have the ability to develop more leadership. If you do not have programmes to develop leadership, future leaders may emerge accidentally; we should not leave it to chance.

Motivation:

Certainly, we can create inside them a desire, I do not consider the desire innate, but I think that the desire is set up according to the environmental conditions. If the desire is found to be stimulated, the desire will appear, while if there is no stimulation of desire, even if the desire is there, it will be buried and end.

Leadership responsibilities:

Leading roles for the family budget, planning family holidays and helping the youngest siblings. Leading the school broadcasting, leading teams (the head of the class, sports teams and leading scouts). Giving students courage, learning the art of dialogue and negotiation, the art of conversation, and the art of dating. All of these deepen the leadership concept and show them the importance of the leadership role that can be exercised through their work.

Obstacles:

The parents' dominance. They do not give them the freedom to express their opinions. They tend to impose a single opinion of the parents or elder brother. The family did not have guidance and counselling about leadership roles. The lack of education in the school, teachers' dominance, the closure of debate and dialogue, the imposition of one opinion, the lack of leadership models in school and there is no presence of curricula that qualifies people as leaders. The negative side of the culture of society. In some cases, youths don't speak before their elders; the community must change its culture.

Generic or specific:

I do not encourage details, because they raise too many questions in young people and you may not have answers to them, and therefore you have the opposite effect. However, at the university level, they can handle details. At the beginning, you should give them generalities and then drop in details as they are growing up.

Short or long-term:

Relatively long time; it depends on the impact upon them and the speed at which their attitudes change. It is true that you can easily affect them, but we have to maintain this positive impact of a longer period until youth promises to be brisk; then it is not easy to change person's mind, attitudes and positions.

Case 21: Saad Algoiab, Sociology expert

Making young leaders:

It is supposed that all the establishments have clear vision regarding YLD and they all coordinated for one integrated pathway. The family should create imagination for the youth commencing from their childhood to help them to adopt concepts, and try to achieve. I consider that the family is the base, and any structure without a base will not continue; if the family structure is strong, the building will be gradually completed. The unique Leadership has to have positive substantial character and moral character, the character can be divided into three levels: (1) the best is based on the integration of the positive substantial character with the positive morale character and as clear example look at the character of the prophets. (2) The positive morale with the negative substantial. (3) The positive substantial with the negative morale. If I want to be a leading character, I should look for these three variables. I highlight the necessity of establishing leadership academy to create leaders, and for all levels.

Learnability:

It is extremely learnable.

Motivation:

Very important; it is the first step to be a leader. Encouraging youth to lead activities, help us to discover who has this ambition, we have to support them by awarding them a special certificate.

Leadership responsibilities:

Independence, they should be given some appropriate responsibilities. It is a huge mistake when we focus on one of them and ignore the others, as this can damage their leadership capabilities. The intelligent teacher should discover the leading students and give them the supervision and control during the break times, and give each of them specific responsibility; from this point, the leadership commences. The criterion is not the excellence in the study, as

the student may be unique in studying, but is shy and has not the leadership motives. Extra-curricula enhance the development of appointments, honesty, absence of selfishness and enhanced cooperation, and that affects their leadership development because they reconcile with the desire and hobby.

Obstacles:

Frustration is the most serious and lack of responsibilities; some parents frustrate their child so they cannot become leaders, even on the level of self-leadership.

Generic or specific:

Generic leadership; you can discover leadership only from the general programmes.

Short or long-term:

It depends on the skills and self-capabilities. The stronger the self-capabilities, the shorter time will be needed. You build but the other factors demolish your building, so slowly but surely building is preferable. There are other internal factors such as self-destructive desires, the devil and all of them affect morale and the building-up process.

Case 22: Alsadhan, Naser, Sociology expert

Making young leaders:

The important issue is to be a leader among a group of peers. With concern for basic natural talent, leaders are made through polishing their talents in interaction with the surrounding environment. Recreation is an abundant field for discovering leadership talents, because youths scientifically and noticeably behave in accordance to their nature while in recreation. There is a gap between discovery and enhancement, I believe that the primary stage is the stage of discovery, but the secondary stage is the stages of enhancement. Practicing voluntary work fulfils adolescent needs.

Learnability:

This stage will be enhancement more than educational stage; I suppose that leadership trends are discovered earlier.

Motivation:

There is no doubt that this is a basic point. But we can enhance them that they are qualified for something thing. We should spark them in whatever way may ignite their way.

Leadership responsibilities:

It depends on the ability of the parents to discover their children and their abilities. Give them the confidence; they were depressed because we did not trust him, and we gave them more than enough. Let them choose their own needs, and this is a very important point; it strengthens the confidence in itself, strengthening their character in front of their peers. Many children have fallen down; because they were unable to achieve what ir parents wanted from them; parents wanted him/her to be a leader but (s)he does not want that. Making an independent person and self-assertion that he should have the ability to say: yes or no. We need to create opportunities for them, and do not let opportunities come by chance.

Obstacles:

A lack of discovery, the parents' negative way of dealing with them, and the lack of opportunities. I believe that the whole school has barriers: the school environment, the education system itself remains an obstacle.

Generic or specific:

The issue of attention to macro and micro details depends on the existing capacities and the nurturing environment.

Short or long-term:

Building a leader is linked to the nature of the discovered person, the individual's differences, enabling or frustrating environment, their peers, the material opportunities, the abstract opportunities. However, it is a combination of factors, which are combined in relation to the person himself.

Case 23: Ahmed Totongy, voluntary expert

Making young leaders:

Every human can be taught to be a leader.

The youth in this stage needs to make for themselves their future horizons, and ambitions, and to establish for themselves laces where leadership can be developed. The choice of environment has positive effects in developing the leadership. We should offer various activities in accordance with each student's capabilities, mood, desires, and hobbies. We should give them hope, and then the youth can bear the responsibility. The youth has energy which can be invested and directed positively, and they like to be productive.

Learnability:

If we train them, this stage will be considered as the real stage for learning. We should have gradual classification, and graded programmes.

Motivation:

It is very important. But this does not mean that the adolescent is aware of the meaning of leadership.

Leadership responsibilities:

To learn how to deal with housing expenses and elders' responsibility for younger people. It is very important to be patient when you train them, keep patient one, two, up to ten times to teach them, and give them the sufficient time to learn. You should also appreciate their initiatives in front of guests, illustrating encouragement. At school, sports team leadership is important; sports teach them to be cooperative. Summer activities are the only thing that make people learn leadership because adolescents have flexibility in dealing with actions. Giving them little work, then the adolescent is graded until s/he can be reliable and independent and also explaining the benefit of the collective work for them such as finding school organizations mechanisms and associations, and to having a sort of motivation. Voluntary work enhancing waiting the good deed from God and working for heaven against no money.

Obstacles:

Unfortunately, we do not take care of girls, and so we have an obvious shortage. Some people try to implement the thing on which (s)he was brought up by his parents. To concentrate continuously on the adolescent's negatives rather than his positives, and one of the things which kills the initiative in kids is the punishment. At school, we kill the initiative for the child. Focusing on the unique student and ignoring others; everyone has a specific personality, and each one has advantages better than the others.

Generic or specific:

Both of them, some need wholes, and the others need details.

Short or long-term:

If the programmes are accurate and the mechanisms are suitable, we shall not need a long

time as the person who shows a good example should be among the trainers to contribute in minimizing the time taken. Practicing also shortens the time.

Case 24: Alnafie, Abdullah, developmental psychologist

Making young leaders:

It depends on the traits, characteristics and essential capabilities which the human is born with; on the family giving opportunities for growing the characteristics and features; on rejuvenation of the spirit of initiative, continuity, self-confidence, ambition and achievement. Thirdly, on the school as the students spend half their time in school. In fact, school is expected to be a place where leadership emerges, especially through extra-curricular activities, which enable the development of talents and abilities. Finally, society, and therein the role of comrades or peers. Usually this stage it is about the formation of groups, which in fact represent a culture that has a degree of autonomy, and shows values and habits, and has an informal hierarchical organisation, of course, but it is a very important area of leadership development.

Learnability:

This is the stage that we call the critical stage in psychology, where the effect will be stronger in issues of leadership, as the student able to choose. Leadership can be learned spontaneously, in an indirect way through activities, or directly through leadership development programmes.

Motivation:

Actually, leadership is a motivation that exists within the human entity; no-one wants to be an affiliate, wants to be followed, and rebelliousness at this stage is the result of this attribute. Certainly, at this stage, the ambition of leadership exists; it is a characteristic, an instinct and essential motivation.

Leadership responsibilities:

Give them freedom; their energy is developing rapidly, organized freedom. Secondly, give them the confidence and trust. Thirdly, as a parent you must be a pacemaker. Fourthly, there must be a mutual understanding. However, if the parents are convinced that the major objective of education, at the stage, is independence; it becomes a stimulating environment. The classroom environment must have freedom, raise questions and give feedback in a positive manner. If extra-curricular activities are exploited to their full potential, the initiative

and collective work comes from the students themselves. In addition, freedom which given to them, and competition occurs between them.

Obstacles:

Firstly, the cultural concept of the relationship between parents and youth. The parents think that they have the knowledge and that the kid is young, and so they should take care of them. However, children's relationship with their parents is not biological, It is not to give them food and drink. In modern societies the period of adolescence continues on; it continues in terms of the psychological, social and economic side. The depression effects too much.

Generic or specific:

We can focus on generic leadership, but it must be underpinned by the necessary details. The common things do not fit. The suitable thing is a detailed practical programme, which involves tasks for which training is offered. Education and training depend more on the way/path/implementation rather than on the content; the method plays a key role. But if you entered into the more tedious details, it would become more routine; and you're not supposed to give all the details, especially with the talented students, you should leave the details to come from the student, by allowing them to think, innovate and invent.

Short or long-term:

The process is a continual developmental process, but in the beginning, should be given less freedom to organise, and then it cranks up to reach independence. It is better to periodical; or it could be boring, and must be practical through solving problems or community service. The laboratory for you is the reality, as is the practical training.

Case 25: Abdulrahman Alnoghaimshi, developmental psychologist

Making young leaders:

We have two aspects, the theoretical or cultural aspect, and the practical aspect. Firstly, religious, general and specialist culture, this may raise his personal tendency. Secondly, the practical side, give youth the chance to exercise their leadership.

Learnability:

If we identify leadership as a relative phenomenon, it is learnable to a great extent, if the

young person's intelligence isn't below average. Relative leadership can be looked at in terms of quantity and quality; the number of followers, and their levels.

Motivation:

It is important if youth have a seed of leadership, because anyone might like to lead, but that doesn't mean that everyone who likes to lead can be a leader. If youth has this motivation; firstly, their desire makes you feel relieved as a teacher or trainer, as you will not be imposing on them. Secondly, they have the initiative to carry out the duties required of them and interact with the programme. Thirdly, they might support you in the development process.

Leadership responsibilities:

There is a need to bear responsibility; for example, financial responsibility, being consulted on family matters relating to family decisions. The more the environment is full of options to choose whatever they want and don't feel that someone is placing an obligation on them, the more it is effective in leadership development. Student councils should take decisions on some of the matters that concerned them, the press and leadership in the classroom.

Obstacles:

Unfortunately, the school no longer offers large opportunities due to the education programme, where seven lectures don't provide an opportunity for students. Unfortunately extra-curricular activities are tied to a certain segment of the student population, and these are the greatest mistakes, as all or most of students are not given the opportunity. Moreover, activities are limited by restrictions and limitations because time is limited.

Generic or specific:

The generic aspect; it is linked with principles, rules and methods. The more focus on the generic leadership, the better shaping individuals with awareness and flexibility.

Short or long-term:

The intensification of leadership development should be a part of training as it is not enough and the development would have a great range outside of this condensation? outside these narrow limits??. There is a need for long-term; as leadership is complex and vital.

Case 26: Mohammed Almofada, developmental psychologist

Making young leaders:

There are three variables; firstly, the individuals themselves, as there are personal variations. Secondly, the nurturing dimension, the way in which someone grows up, parents and teachers who do not encourage youth to act on their own initiative, just like we do not help them to be self-motivated. Thirdly, the opportunities dimension, as opportunities to develop leadership are limited and excluded narrowly in school activities, while leadership development is conditioned by continuous opportunities in class, the community.

Learnability:

Approximately, two third of youth are trainable, and their capability for leadership development is varyiable as leadership is a relative phenomenon on several levels. Harmony is vital between both capabilities and tendencies.

Motivation:

It is important.

Leadership responsibilities:

Home provides training in dealing with responsibilities, gradually delegating some tasks to youth, such as fixing problems at home or fetching technicians to make these repairs and negotiating prices with them. Parents should allow youth to complete the tasks assigned to them, they should be tolerant and should not blame them for any mistakes. Opportunities should be obtainable in the schools, as youth spend time in school and deal with groups who lead. Leadership should be embodied in their curricula, which provide an important background, and then youth who demonstrate willingness, should be given extra leadership development programmes. By the end of the secondary stage, they can be given voluntary tasks which train them in leadership,

Obstacles:

The way in which parents are brought up with a contempt for youth. The elders are everything and younger people have to do as they're told. Being unconscious of how significant this issue is and how best to perform it. The bureaucratic nature of schools involves restricted time, limited activities, crowded classrooms and limited teachers'

motivation; the opportunity is not found. In the community, there is a greater lack of opportunities and non-acceptance of young people representatives.

Generic or specific:

As these capabilities were not proven or shown, it is preferable to set up programmes based on generics until the person reaches the intermediate stage. But beginning with details from the previous stages, we focus on one particular aspect and we might move in the wrong direction which is not suitable for youth' capabilities and tendencies.

Short or long-term:

We need years; because of the individual' nature, it is the procedure of nurturing and fostering them that needs long time. Also the nature of life, the opportunities, there is a need for various real opportunities and activities with multiple persons in diverse situations to enhance leadership; which all cannot be pressed into one capsule. If we develop leadership at this stage, and we fail, we still have the second stage, but if we wait, it is not certain whether we shall still have an opportunity.

4.3 INTERVIEWS WITH ESTABLISHED LEADERS

This section represents the interviews with the established leaders in the UK (N=10) and KSA (N= 9).

4.3.1 Interviews with UK' established leaders

This section represents the interviews with the established leaders in the UK (N=10).

Case 27: Willie Haughey, business leader

Becoming a leader:

My parents were normal working people who worked just to survive. I am who I am because of my Mum and Dad. The greatest thing you can do during that period is be close to them, not to be distant. Every day working at 6 o'clock delivering milk or firewood, or going errands for older people. At 12, 13 and 14, in sports, I was always the captain of the football team; I was always coming to the top, but pushing myself. I was more assertive in being a leader. And then I got an opportunity to serve my apprenticeship as a refrigeration and air conditioning engineer. When I lived in this community, my friend's father sold fruit from a

barrel, and then he had a shop, so he was like a millionaire to me. So he was a sort of inspiration. I learnt from him to work very hard morning and night. I'm probably a unique entrepreneur in the fact that I'm not a one-trip pony entrepreneur. Natural leadership style is close to me. I don't bang tables; I don't shout at people, I just quietly tell people even when they're wrong. I had an idea that I would not try and get my son into the business. And I also wanted to broaden his horizons. The critical successful factors which affected my YLD, I was very fortunate, very lucky. Realising that if I got my driving license, then I was independent and I could go anywhere in the world and work as an air conditioning and refrigeration engineer. And I had plans at that age to go to Canada, so I had big plans. Secondly, I think that period in my life shapes me for my life. You learn experiences more in that 6 years than you do in any other 6 years of your life, and it can be the most enjoyable 6 years of your life.

Learnability:

I think that leaders are born. I think leadership can also be taught.

Motivation:

When I was young, I did not understand that I had leadership qualities. But I realised that by working hard and being in charge of your own destiny, you could achieve things. My uncle was a mail manager, he was my hero.

Leadership responsibilities:

The greatest gift that my parents gave me was that they taught me the difference between right and wrong. It stayed with me for life. Even when you were poor, you would not steal. As a kid, you would not tell lies. They didn't run to church, but they had Christian beliefs. I was the oldest son. And from a very early age, I had to show my parents about "if this is how much comes in, this is how much goes out". I was 12; I was helping with the money into the house. At 12 and 13; I was in charge of everyone above me and everyone below me. I helped with my income into the household. I was in a boy's club, a community youth club, that was where I got my grounding in life. All the social activity came from the church. I learned about working in a team, about people, being obedient to the priests and to my elders, I learned manners, I learned that this is a civil society and how to live in it.

Obstacles:

There were not many obstacles. It was an obstacle to education. Finance was the biggest

obstacle. Today, there is no enough parenting. There's been a big breakdown.

Generic or specific:

First and foremost it's to have a complete understanding of what they want to do. They have got an ambition. And my ambition was not to be the boss of an air conditioning company and have 12 000 employees, it was to be a successful businessman.

Short or long-term:

Definitely, long term; if you want to turn the leader into a world-class leader, a leader of men, a leader of businesses, then you won't do that in 2 years. It's an apprenticeship. Your knowledge about leadership is absolutely vital. Don't read a thesis in what you should do, but learn from the great leaders.

Case 28: David Osborne, business leader

Becoming a leader:

When I was young, we had a Student Government in the school, and it was where we learned leadership. I think you learn it in sports, too, when you're on a team, you learn about leadership. When I was 10 years old, for example, I went on a canoe trip at a camp, and we ended up having to carry our canoes for miles at one point, and it was just more physical than we thought we were capable of. And when you have that experience, you realise you're capable of so much more. I think that's a powerful experience. Also "Outward Bound" activities, it is really pushing the kids. It's hiking and canoeing and they have to do so much more than they thought was possible. And then they have to spend two days alone without any food. They're challenged, and they realise they have more resources than they thought they did. So I think that kind of experience is effective.

Learnability:

I think part of leadership is sort of in-born, that confidence, that positive sense of self and that belief that you can change things, and that you should, is fairly deep-rooted. You can help develop it, but that's more through therapy and other ways of helping people get confidence. On the other hand, there are behaviours of leaders that you can learn, for example, how to empower others, rather than doing everything yourself.

Motivation:

I didn't think of that when I was young.

Leadership responsibilities:

The basics are giving them love and self-confidence, making sure that they grow up with a positive sense of themselves and a sense of being able to be effective. And believing in them, one of the best things you can do for children is believe that they have the capacity to deal with what they have to deal with. If you constantly try to solve problems for them, your underlying message to them is "I don't think you're capable of handling this, so I'll step in and solve it for you". And then you can give them, actively give them, experiences where they will develop leadership. I think you have to understand that they're all individuals who are all different and they all need different things. You don't want to force things on them. You want to encourage and sort of nudge without forcing. And that's a delicate thing as a parent. Sometimes I think I should have been pushier, I have faith that they can figure it out. But putting them in an environment where they can learn the right things, that's why choosing the school is so important. Their beliefs and values mirror mostly how you live. Your actions speak louder than your words. So the example that you give them as an adult is the most powerful thing.

Generic or specific:

Generic leadership is more appropriate.

Short or long-term:

Long term approach.

Case 29: Sue Pinder, educational leader

Becoming a leader:

I come from a very strong working class values. My Mum was a strong influence on me. I was brought up in a very small town, people knew each other, they helped each other out. My Dad was very politically active. And my politics were formed at a very young age and I learnt that leadership is about making sure that everybody thrives, not just the few. My parents were very interested in self-education; they're very well-read, very up on current affairs. From an early age I knew that I wanted to do something. I wanted to make a difference, be different, not take charge, but shape things, make things happen. I suffer from an inherited disease; I didn't walk until I was 16. I spent a lot of my childhood in hospital. When you've got a lot of time on your hands, you think a lot about the place that you find yourself. I found school

quite a rewarding experience. I was Head Girl of my school, I won lots of prizes, and all of those things contributed to my view of myself.

Learnability:

You can learn a lot about the behaviours of leadership, but if you don't have the hunger to do it, and easily learnable if you've got the appetite to learn them. Leaders are born and made.

Motivation:

I don't think that I ever saw myself as a leader. I'm not somebody that has planned out my career. But in a scenario and I find myself taking on the role of a leader. I have been in the company of some very, very able leaders. I did really want to emulate our Headmistress, and I really wanted to be like her.

Leadership responsibilities:

I was form house captain. I was involved in initiatives in the school, fundraising, charitable activity, where I had to play a leading role. The way that my secondary school operated was, you were put in a "set", and you worked with a "set" of people, the learning that was about helping others, leading particular initiatives and scenarios. I engaged in drama groups, and extra-curricular activity. And the Math teacher made me do the things that I didn't want to do. I was part of quite a close circle of friends. I am extremely widely read; I read a lot of non-fiction, biographies, history, and the English literature classics. I read and re-read a whole series of the Junior World Encyclopaedias (1440 pages) I devoured them. I read them from cover to cover.

Obstacles:

No real obstacles, but I was constrained by a health problem. Money was short. Not a lot of travel. The community was parochial. There weren't a lot of opportunities for young people to find their voice.

Short or long-term:

It's long term programme, because there's no quick fix. Leadership isn't a pill you can take. And also, when we talk about the bits that are learned, it's experiential, it's contextualised.

Case 30: Graham Thomson, educational leader

Becoming a leader:

It just happens. You're in the right place at the right time. So I think it's the jump from the microcosm to the large. My mother and sisters were teachers. I'm the eldest, so therefore I had responsibilities for my little sister and my little brother. I shared a room with my brother, and we were very close. We were part of a very warm and loving family. My voice was heard and rich discussions took place. They were very interested in their children's voice. My father would come up at night telling me a story. And then we would discuss the story. And that rich dialogue is about beginning to develop my skills and my willingness to offer opinions and have an opinion. My family experience was very important to me. My father's job meant that he could work abroad, just in the summer, and take his family with him. We went to America in the Sixties. We were coming from poor Scotland; we'd never seen a hamburger. I was a pupil who was fairly quiet, well-behaved. I didn't stand out in any shape or form. I wasn't particularly academically gifted, I was in that middle group, and that middle one that's always forgotten.

Learnability:

While I think there are some exceptional leaders who are kind of born into it, they've got the talents, by and large; I think we can develop as leaders.

Motivation:

When I was a Cub, one of my ambitions was to be a Sixer; he was in charge of a platoon. And when I was a Scout, my ambition was to be a Patrol Leader, in charge of a group. I became a Sixer and a Patrol Leader. I had a very gifted history teacher in the first two years of school. Gifted, imaginative, story teller, captured imagination.

Leadership responsibilities:

I got to go to American summer camps, and I got to see another world view, different from my own. And I would say that was a kind formative experience, because that led to a little bit of dissatisfaction about the way we did things back in Scotland. My father was very interested in different religions, so we might have round the dinner table, people from different religions sitting eating with us and talking about what was important to them, it was a very open-minded kind of home. When I got to senior school, I had the opportunity to be the head of the debating society in the school, so there was an opportunity for me to have a

leadership role. When I was 17, I was in charge of the school's debating society. I had to liaise with teachers in a different way, so my role changed. My father was very heavily involved in the community, so I was involved in the community.

Obstacles:

In Scotland, we'd be saying "don't do that, that's too dangerous" "we know your father, don't get above yourself. I don't think we dream enough for our children. That sense of belonging which you haven't got at home, school or community.

Generic or specific:

All of cores and details when in fact you can't have one without the other.

Short or long-term:

Clearly, there has to be a long term. You want to make sure that everything's fitting down. They have different needs. They see the world in a different way.

Case 31: Tom Farmer, social leader

Becoming a leader:

I was born the youngest of seven children into a very strong Catholic family, in a very close neighbourhood. I had the best parents in the world. My father was a successful shipping agent. My brothers were: merchant, chartered accountant, university lecturer. So we all did something, and that influence us. But it wasn't a case of my Dad sitting down and saying "This is how you become". We had a tremendous feeling of security; the security of being surrounded by people who cared for you, who encouraged you to do things. I left secondary school, I didn't like the school. I don't like the discipline. I didn't see teachers as role models; I got a job in a tyre company. I joined an organisation where the management, they were a bit like the primary school teachers. They cared for you and encouraged you. When I was 17, I become a driver of the van. I had got continually high energy levels. When I was 23, I opened a shop. We went and lived in America. Then, I restarted Kwik-Fit in 1971. It grew from one centre in Edinburgh to 2300 places throughout the world. It was the biggest automotive repair independent repair company. I went from being a manager to a leader. Youth period brought to me an awareness of people.

Learnability:

It's 100% learnable; firstly, every young person has got something inside them, and the leader helps them to draw it out themselves. You have to be your own salvation. I believe you can teach people to be entrepreneurial. But if they close the door, I can't open it.

Motivation:

I never thought about that. I never had an ambition to be rich, because I was never short of money. One of the characteristics that drive you on is to feed your ego. Striving for recognition is what can drive you on. There were one or two teachers that you warm to. I found them because they told good stories about their adventures in the war. But they knew how to deal with boys.

Leadership responsibilities:

I always had jobs. From 12, I was out at 5 o'clock every day in the morning delivering milk and newspapers. And in the evening, when I was 14, I started to work after school in a chemist shop. My mother allowed me to keep my money to buy my bicycle. I went to the Boy's Brigade and the church's club. I wasn't interested in football. I went to the cinema. But I was working. It was exciting. I was inquisitive. I wanted to know things. I wanted to see how things were done. I did things that other boys never did. Maybe that was my entrepreneurial spirit.

Obstacles:

Nope. There's not one I can think of. It's difficult to say I had one that actually created my leadership skills. I don't think I ever looked at myself as being a leader.

Generic or specific:

Generic leadership.

Short or long-term:

Short term not being six weeks, six years is short term for me. You've made them aware of the fact that they've always got to be looking for opportunities. The most important opportunity about what you do is following a good leader.

Case 32: Alex Linkston, social leader

Becoming a leader:

It was more luck than judgment, more an accident rather than grounding. I've always been able to see the wider picture. I don't like reading. But I listen to people, and I think. I've had a good life. I've got no regrets. But it was pure luck. At school, I wasn't particularly interested, because I used to just do the minimum. It was very seldom that I did homework. I was more interested in playing with my pals. I left after fourth year and started working with the council and I got a job as a trainee accountant. I realised that if you passed exams, you got more money, so that heavily incentified me to study. I think it hit at that stage, where I saw myself as being the boss, but I started to change things. I've always been driven up the ladder by doing things efficiently, and that must just be something that's in-bred in me. So, my development has been very much incremental. I'd come in very much as an office junior, from a trainee accountant, to an accountant, to a senior accountant, to Assistant Director of Finance, Deputy of Finance, then Director of Finance, then Chief Executive. I very much come from a working class background; my father was a train driver. There was no real family connection with management. I can't say I was ever motivated to be a leader. It was all about tasks, and people were doing things the way they had been done 20 years before. There was no real modernisation. When I was 17, I made some change in the bureaucratic process in the Council. At 18, my job was clearing out suspense accounts. It was a huge amount of work because of lack of knowledge and inexperience. I changed the method of recording capital payments, to record detailed records. I simplified the process.

Learnability:

It is learnable.

Motivation:

I don't think I had any vision of myself being a leader when I was young. I started with the Council when I was 15. The Internal Auditor spent the time with me, he tutored me, and he encouraged me. He had the biggest single influence on me.

Leadership responsibilities:

At 12, I used to deliver papers for three hours to get 80 pence a week. I've always been motivated by money. I would get up at 6 o'clock in the morning, deliver them before I went

to school and then do evening papers at night. It broadens my horizons. It just gives me skills and knowledge.

Obstacles:

There weren't any obstacles in the family. There was just no aspiration that I would become a manager. Because I was young, that people wouldn't look at you. I was working with elders.

Generic or specific:

It has to be the whole range. I think that there's nothing like giving people rounded skills, because you never know what type of situation you're going to be managing in the future.

Short or long-term:

We need both.

Case 33: O'Brien, Keith, voluntary leader

Becoming a leader

When I was ready to leave primary school, I thought I would like to be a priest. I admired the priests in my parish at the time and wanted to be like them. I appreciated between those years my parents being together. My father was academically able, liked reading. During 6 years of war, my father was away from home a very high percentage of the time, so my mother and my grandmother were more responsible for bringing me up than my father. Near the end of my time at secondary school, again, I applied to become a priest. I was frustrated at two attempts, but then the third attempt, I was successful. I got my degree then was accepted to study for the priesthood – another six years of study. And then train to be a teacher. So I've had a long life of study because of the desire to be a priest. But I always thought of it as being a life of service, and it is still a life of service. I was a priest for 20 years from 1965 until 1985. And when I was appointed Archbishop in 1985. I found that an inspiration throughout my life. I was sort of naturally introduced into greater leadership in the parish.

Learnability:

Some are natural leaders. And in my young day, perhaps that development would be encouraged by the teachers and see the headmaster about whatever it is" encouraging the leadership role. He does it almost subconsciously.

Motivation:

I didn't intend to become a leader. That was never part of my ambition. The influence on me must have been there; being in a happy environment. I remember the kindness of teachers. I remember the friendly rivalry between classmates and myself.

Leadership responsibilities:

My family life I was given every opportunity to express myself. I had one young brother, just, and I suppose I was a bit of a leader to him as the elder brother. I was just an ordinary schoolboy in a secondary school. I recognised that I had a certain academic ability. I was good at science, I got 99 out of 100 in chemistry and I went on to study chemistry. What I learned from my parents was the value of a happy home and a happy married life, which they had. I was never, ever aware of them having a disagreement. But although it was a small house we lived in, I was never aware, certainly, of any physical abuse and I never even remember any shouting at one another. For a young Catholic boy, most of our other activities centred round about the Church. We had many evening activities. So presumably that helped to keep the idea of the priesthood before my mind. Perhaps they were teaching me something subconsciously, but I'm not aware of attributing anything in particular. We never even thought of drink, sex, drugs. I value that time in my life.

Obstacles:

Lack of money. We had the belt at school; injustice because of ignorance, lack of ignorance on a pupil. That was forcing one's authority on those who couldn't resist. It was so unjust, and that's probably had an affect on me.

Generic or specific:

I would say a wide range for general development. And I would say my own leadership has been like that. And building on what comes naturally.

Short or long-term:

Long-term.

Case 34: Burley, Robin, voluntary leader

Becoming a leader:

We weren't poor, but we weren't wealthy, so we were fairly middle class. My parents moved

when I was ten. So I lived at home from ten to 17. It was very ordinary. My father worked; my mother was a nurse. It wasn't too bad a childhood. It wasn't a fantastic one. They encouraged me to go to the Scouts. They encouraged me to think about university. My father took up sailing, and so he used to drag me down to crew for him. My parents moved away before going to university. I first recognise doing leadership when I was 14 in the Scouts. I was a fairly ordinary Scout, then a Chairman of the Court of Honour or the Senior Patrol Leader, going to Denmark with the Scouts. I was getting to the stage of doing my Highers and some A-Levels. And I used to organise people to go out to Linlithgow sailing. I got people together to do it. I learn from that period more than anything. I was wanting independence. But the economic circumstances were that you couldn't really afford to live independently, except in the term time, because that's how your grant was structured. So you needed to live at home and then work to take some money in to have a bit of spare cash. So that changed my life. I was interested in sailing. And then the sports centre to do with skiing. I taught skiing to people, which might have been something that I picked up from that teacher that I was interested in. It was also what you might call a leading light in the sailing club. I became secretary pretty early on. I was then captain of the club.

Learnability:

Well, I am pretty clear – and I have been for some time – that it was things that I did at school and university, or in my school time and university time, that led to what I did in my work life.

Motivation:

I don't know that I ever set out to be a leader. I think that it's something that you find, that emerges from what you do. I found myself in situations where I found myself taking a lead.

Leadership responsibilities:

I suppose what I did at school in terms of getting guys together to go out sailing. I think I was more involved in taking part than leading, other than the case with that sailing thing. I'm trying to remember if there was anything that felt I took a more lead role in. Nothing really sticks out to me. I wasn't a Prefect, and I don't remember any positions with that sort of responsibility.

Obstacles:

I suppose I didn't really have a great relationship with my father. At school, I wasn't hugely bright. I wasn't too bad. I found, I think, that I could pass exams by learning to pass exams, rather than having to immerse myself in the subject.

Generic or specific:

But I think in youth at that stage, people are not going to be looking for the "psychobabble". They might be more likely to be persuaded by something that seems to work for them. So I would go for the generic.

Short or long-term:

I think it's long. But it could be made up of shorts. For them, if they don't have the opportunity of repeating the experience.

Case 35: Sweeney, Jim, youth leadership programmes leader

Becoming a leader:

Young people learn from their peers, mentors and role models. Youth workers feel they have something to give, there is an emotional reward. It starts with ideas, passion, commitment and a love for whatever you're doing. Youth are massively enthusiastic, flexible in their head more. There is less fear than adults in terms of getting them to do new things or try new things. There's that sense of adventure.

Learnability:

A lot of it is learnable. Some of it is intuitive (selflessness and passion), Maybe 75/25. There are some things which would be difficult to teach someone. There are other things that you are able to teach people by route or by showing and then doing it.

Motivation:

But there has to be a spark. There has to be a wish to be able to listen to people, to engage people, to give of yourself. You have to be willing to give of yourself for the other people to allow themselves to be led.

Leadership responsibilities:

Giving them responsibility to do things rather than taking things away from them, rather than

getting everything done for you. Learn to take responsibility for your own actions, to help others. The biggest thing is about nurture, giving and taking responsibility, good example from parents about how to live, being able to talk to them, listen and negotiate, building a level of self-respect. They think about the wider community, about their siblings, parents and society in general. Schools councils and how the school organised. It's giving and having respect in terms of everything. School's still really "be seen and not heard". We have to find a better way of gradually introducing adulthood into our young people. It's important to engage young people in the services that affect them. There should be engagement in terms of community planning, when things are happening within that community. We're about doing things with young people rather than having things done to them. Believing in them so that they believe in themselves.

Obstacles:

There will be – not barriers, it's the wrong word – but parameters. Bad parenting, single parents, or no parents, poverty, lack of understanding by parents, a lack of respect, alcohol and drug abuse, and a lack of love and nurture within a family. Schools are not democratic. How young people are treated, they should have a bit more of a say in The structures of the school itself, the lack of flexibility within the curriculum, the lack of opportunities for certain groups within the school to prosper and get advantage. Young people get quite a raw deal in terms of the preconceptions of adults.

Generic or specific:

Young people tend to present with a passion for something, so therefore you will nurture that passion, help them to develop it, and help them to impart it to others. But in order to do that really effectively, you also need some general leadership skills. So you need a general plus a specific.

Short or long-term:

It's long term. Or both. We need long term, because we have to have an infrastructure for young people when they need it, not when it's too late.

Case 36: Zwanenberg, Zoë van, leadership development director

Becoming a leader:

Both an experience of taking on leadership and then a desire to make a change, to take

responsibility, and to be acknowledged for that. In gang culture, they have an older person who acts as their support and coach or mentor, and they rise through the rank and they take responsibility as they do. So there are models there. There's a clear progression through the group. There's a clear mentoring and learning process through the group, and you get more responsibility as you go up and you get recognised. There's belonging.

Learnability:
Leadership's hugely learnable, and through all sorts of different routes.

Motivation:
It is important, because it's no good dumping leadership onto a young person who really doesn't want to do it, because you're going to have a completely counter-productive effect.

Leadership responsibilities:
Starting to take responsibility for planning something, to plan an excursion, to plan a holiday, to get involved with the rest of the family in thinking what it is they're going to do to arrive at the decisions. Then to go through the planning process and make it happens. I think there are the less formal situations just even within a class or a set of classes. Giving groups of children the opportunity to design and run a business, and then giving them the support to do that.
There are a lot of charitable and voluntary organisations and things they can be involved in to do with the community, or with this Community Regeneration, rather than always being the elders that lead it.

Obstacles:
Family hierarchy. Family jealousies. Family protection of not wanting to expose them to risk and not wanting them to fail. Actually, we're very hesitant to give the responsibility.

Generic or specific:
I think there are some core things, but I think it's then contextually specific. And context and place matter a lot.

Short or long-term:
We need both. I don't think it's an "either, or". Because we're looking at big generational change, so you've got to stick.

This section represents the interviews with the established leaders in KSA (N= 9).

Case 37: Alsobaie, Mohammed, business leader

Becoming a leader:

Through being honest, truthful, sincere, hard-working, energetic and resolute struggle. It was more difficult than you could imagine. My father passed away when I was 11 years old. I used to see him only for eight months. We were extremely poor family, used to be happy when finding dates. I remember that my father's aunt gave me five brightly coloured red, dry dates. I can picture them right now in front of me. We used to eat watermelon peels. My mother taught me to be loyal, patient, to obey Allah and pray regularly. She was both parents to me. She used to sew cloths and work both days and nights to fulfil the family's needs. I recite half of the Qur'an with the help of my teacher.

I went to Mecca when I was 11 years old, in May 1925. I was looking for bread. It was wonderful and hard trip lasting 27 days by camel (1000 km). In a small mosque I completed two thirds of the Qur'an. My teacher liked my intelligence and talent. My school has elite band of trustworthy teachers. We used to study many subjects including handwriting, dictation, mathematics, and religion. I used to help my uncle in his small shop selling female cloth to Bedouins. I studied only one and half years. I was 13. I told my uncle that I was willing to replace him as I badly needed money; I was poor and my mother and my brothers were dying of hunger. My job was to work as a water distributor. The salary was 8 riyals for 10 months. I learned from this job to save the money I earned. I worked during both the morning and the evening for 12 to 16 hours. I was confused after that when I was looking for a job. I tried to enter the military but they refused me because of my young age. I tried to work in Post Office but I could not. I worked in construction when I was 12 years old for 10 piasters a day. I worked as a cook for one year and ten months. I thought about learning to sew but I did not have the money to buy a sewing machine. One of the professions in which I worked was as a peddler selling carpets. I worked in King Abdul Aziz Palace as a workers' supervisor when I was 16 for one riyal a day. I brought my mother and 8 year old brother to stay with me in the village so I could care for them. This care included financial support. I stayed there for four and half years. Then I returned to Mecca. I looked for several jobs. I went to the Auction daily to sell and buy goods. One day I was worried about selling nothing. My mother was listening to me talking to myself, and she told me that I had nothing to be

worried about, and she prayed for me. Thanks to Allah, I got very good at exploiting commercial opportunities. I used to purchase goods, such as sugar, tea and so on, sent these goods to my partner in Riyadh, who would sell them back on to the market.

Case 38: Alzamel, Abdulrahman, business leader

Becoming a leader:

Leadership is really about education and specialisation. We cannot create a faculty for creating leaders; training elevates leadership over time but does not create leadership; leadership is embodied within the person from an early age. Practically, it starts during the university. Education, reading and training, refine and open up the best path. One of the prominent reasons, which formed the source of my continuity, is my value. My interests through leadership roles in government were not based on my own personal interests, I do not hesitate in telling the truth in various situations. Moving to working in the family business, I apply the same justice principles and transparency. I created a leading parental company. I still learn, and do not stop being educated.

Learnability:

In the intermediate school, the scope for LD is very limited. In the secondary school, you can certainly develop a leading spirit and create leaders. Undoubtedly, YLD is helpful; the person who has the potential for leadership will put the pieces together, and they will be beneficial to him at some stage in life, whereas another person may realize it as general information.

Motivation:

It is very important for the desire of leadership to exist during in this stage. For me, it did not appear in the intermediate school. However, yes, in the secondary I had the desire to participate, but the real leadership thinking, in our societies, started from the university.

Leadership responsibilities:

I come from a family where my father is a wealthy man and my mother was in the house 24/7. We were twelve brothers. I had a great role of influencing them, caring for our brothers; the responsibility was great upon me. Our father was very conservative and put fear into us, encouraged us to be conservative with money in our hands. He always wanted us not to spend much money. He used to refuse to hear phylactery between us. At a secondary stage and after a successful situation, he told me "I have been waiting for the day that you can lead yourself,

and know what is suitable for you". He consequently depended upon us to manage house matters and the responsibility for family travel. The most important thing is the family, as it is the entity that creates the leader. At school, l participated in lectures, clubhouse and seminars, parties and serials. I lived in societies that have more openness and more chances.

Obstacles:

The fear of the unknown. Careful families get worried about their children falling into the crime or bad morals, or making bad friends. Also, the style of the parents: not allowing children to think freely. The teachers see themselves as being father in the school. The school administration puts fear into sons of doing any wrong. In addition, the weakness of encouragement; the increasing number of enemies who have their own self-interests at heart.

Generic or specific:

Generic leadership is the basis. In my own view, the students who display talents are the least likely to be leaders.

Short or long-term:

It's continual. You can't say a day, week, year, lecture or course. Even at my age, I must receive acknowledgement of the changes in leadership; it is human nature, you as a human can't develop leadership overnight, a human is not a machine. We change the air conditioner technician every year, but human nature is different because it has interior conviction. You cannot create a human behaviour in one specific time. You cannot change the quality of hypocrisy, the quality of lying, or the exaggeration from lectures or courses.

Case 39: Alrasheed, Mohammed, educational leader

Becoming a leader:

We lived in an undeveloped environment, with no electricity or gas. We used to start our morning by going to dawn prayer, waiting till the sunrise to take our lamps to the grazer. Then we would go to school to study until noon. I lived my childhood as a man because I was the eldest son. My father started to make me familiar with the selling-buying process, he fully depended on me, so I used to hold responsibility at an early stage. I studied for my Masters and PhD in the US, these years were full of attempts, and if you ask me "What benefit did you get from learning in the US?" I would answer "50% of what I learned I got from studying in class, and 50% from the activities outside of class". I worked as an office boy, authorised

marriage lawyer, cook and a donations collector. Leadership is a seed given to people from Allah. The first factor is this talent (charisma: social attraction). If it is found, cared for, nurtured and developed by the young person, they will be leaders. But if it is not found, all the educational efforts will be in vain. The second factor is an environment that does not put boundaries around young people, but helps them to go progress greatly.

Learnability:

Leadership development programmes make sense at this stage, and Schools can be a catalyst to develop leadership. Young people can be developed, but they might move backwards after that. If someone has a leadership seed, nothing will stop them from becoming a leader. They will get of the bottle and overcome the nightmare.

Motivation:

I had a sense that I will have a remarkable role. Home is big building block; I hope to add to this building. I have had this ambition for a long time.

Leadership responsibilities:

I am the eldest of my brothers and sisters. My father was prestigious among his people. He used to allow me to do some tasks such as receiving guests. He had a shop. I was his clerk and seller. At school, we had clubs for activities. I participated in the theatre club and speech club. I was responsible for my class. I took the initiative among my colleagues to collect donations to support Algeria. At our age then, we liked reading. We didn't have enough money, but we used to save to read. While I was between 12 and 15 years old, I started to read literature. There were also meetings and discussions, and everyone tried to read and support their evidence. I felt that I am important person.

Obstacles:

Education at this time insisted that young people cannot be shown to be especially in adult roles. And this stems from the previous culture of society and how we respected our teachers. At that time, we did not have communication, transportation or ways to contact others. We thought that the whole world was our village in which we lived. Nowadays, the teachers' awareness is an obstacle; many teachers do not care about this issue. They think their duties do not include discovering the students who have leadership, traits and capabilities. It is essential for schools to have consulting and guidance. I think that one of the greatest

obstacles in the schools is that we do not care about this issue. One of the frustrations in our country is the tendency to be constrained byothers, and if you are restricted a lot, some survive, but the majority collapse and surrender.

Generic or specific:

I like to highlight that the fault lies in the selection of leaders. And the programmes are run for those who are not suited to leadership. If we succeed in selection, we should focus on the guidelines.

Short or long-term:

I am certain that if the leadership seed is not found; they won't become leaders. And if the leadership seed is found, an individual's upbringing can be useful, but the person who develops leadership should be more effective than the people who simply develop, and should prove their leadership practically.

Case 40: Alosaimi, Mohammed, educational leader

Becoming a leader:

My father had a grocery shop; in class 7 after school I used to spend the rest of the time in this shop, when he was absent, I did the all the tasks, I bought goods from the traders, dealt with the people, sold and bought. In class 10, I got married which was a great responsibility. I moved from one position to another. I started my work with them as a teacher, and till I became the deputy of the minister for Educational Development, I was with a group of colleagues; the teamwork spirit was our joint success, it was love/respect based leadership.

Learnability:

It is not only possible, but very possible. I believe that education has a great responsibility, and that education is what has the largest influence on shaping personality and developing leadership. Firstly, giving youth responsibility mandates them and encourages them. We let them know where the outstanding strengths of leadership are, and develop them in the correct proper manner method, while if they had a weakness in certain aspects, it would be dealt in a quiet way.

Motivation:

I don't think I had a desire to become a leader. It was to complete university and to become a teacher, or to complete high studies. The motivation is very important at youth stage, because

the more people have a clear view and early planning, the better they will be. I did not face pressures that prevented me from the track I looked for. I wanted to help others, and have passion.

Leadership responsibilities:

My parents always let me handle the responsibility if the guests came. Making children do something gives them responsibility and notifies them of their status, and their value is significant in leadership development. But now, we leave them, as a dependant person, relying on others until they grow up. I was superior in my class. I met teachers who were distinguished by knowledge, gravity and acting as a good model; they are unforgettable. The people in charge of guidance and counselling should know their role in discovering leadership skills and capabilities, and those in charge of the activity role in developing these skills and capabilities; finally the gifted department comes after that to focus more on talented. The role among these three sections should be coordinated rather than subject to interference.

Obstacles:

Repression, it means not giving the opportunity for creativity and shining for the individual, in the family, school or the society, or discouraging their initiatives. At school, the guidance and counselling are obviously not available. In fact, students start out as creative, then become less obviously creative because of schools. The way in which youth are mocked at home, at school and in the society, in all of these environments, there is nothing encouraging creation.

Generic or specific:

This stage is not one of details; it is stage frames; because the details might be dispersed through the learners at this stage. And if students have capabilities and abilities and go through the details, you will be in the position of assistant.

Short or long-term:

We cannot separate the two opinions; some youth can understand in a short time, while some of them need a longer time. Short programmes are required but throughout there should be long-term programmes. Changing youth needs organised effort.

Case 41: Alnamlah, Ali, Social leader

Becoming a leader:

The most important of leadership components is the culture, as it is the basis for many subsequent ramifications, such as those in schools, at home, and in the community. The components that emerge from the culture is the aspect of self-talents. Our culture is based on implicit sayings such as "Work for your life as an individual lives forever" and "Take heed of Judgment Day as a person would if he thought he would die tomorrow". The second is formation. I was living in absolute poverty, struggling to survive and for life, and there was self-emergence in leadership, but not fully developed because I was busy with more important issues than developing leadership. Then there is the social dimension, which includes the psychological dimension. If you study leadership over a long period, it is not certain that you will become a leader. If you expect students to become leaders, you should develop them through a comprehensive strategy. I am afraid of drawing a map; we always draw an ideal map, the peers are ideal.

Learnability:

I support leadership preparation 100%. Leadership characteristics are natural and are later polished and developed through practice, testing, training and reading, this natural side is deeply rooted, and unless you have the natural side of leadership, you will not be able to make a leader. I care for the deep issues in the human character: good and evil, which is known as the bad obedient self, and then the formation will develop the characteristics or destroy them down.

Motivation:

It is very important at that stage, but it started when I was in the university.

Leadership responsibilities:

Sell water and vegetables in the evening. This allowed me to get a great deal of experience in dealing with the public through managing a shop. I made dealing with people as a main goal, not a method, even if it went against my rights. My friends were a kindred group with strong determination and a desire to develop themselves. I was lost; I had not found myself at this stage. The first and foremost responsibility was to be successful in my studies. I was a member in the journal and radio group. I got the first prize for short stories; that built self-confidence. The programme that played a role in my leadership development was reading,

reading goes a long way. I was organised and it was part of my routine, no less than six hours daily. My teacher encouraged me and presented me small books.

Obstacles:

I did not find obstacles at all; my parents were not educated so they wanted to compensate for what they missed, but left me with the choice, "Do what you see fit". I think that the first task for the schools and training centres is to get rid of fear of leadership development.

Generic or specific:

Primarily, we should start with the basics; to start with the premises, if they are accurate, the results will be accurate and vice versa what is built on a mistake will be a mistake.

Short or long-term:

It depends on our need and requirements.

Case 42: Alouda, Salman, social leader

Becoming a leader:

From my experience, I deduce that training for patience is the most significant talent for leaders' success; as life is full of obstacles. Adaptation enables the leader to give in all circumstances. Adaptation includes the positive dealing with the variables, also means open-mindedness, which does not mean giving in. Therefore, the person grows up and has no dreams of leadership, and becomes a machine to be moved and stopped by remote control. If leaders rejuvenate, they are in continuous promotion. The Holly Quran shows that there is no stopping in the same place, but there are two choices to go "forward or back". There is a substantial dimension, which is craving and enthusiasm. The trial, patience, and achieving success, this originates in the leader' continuous enthusiasm. The harmony between the challenges and self-capability is central.

Learnability:

I believe that this age is the period of leadership development, as youth have spontaneity and a natural manner; it is possible to develop their talents from an early age, because there is a need for a long time for training and efforts.

Motivation:

I had limited desire to be a leader. My ambition was to be a book author, wise, scholar. I believe that leadership is a feeling of importance.

Leadership responsibilities:

My father used to provide us confidence and even during walking together, my father was proud of us. We used to announce auction for goods. My father used to sit with us at evening to read books. My father used to encourage me to participate in extra-curricular activities and travelling with colleagues. My mother was a poet, as she had unique linguistic capabilities. I learnt from her forgiveness, contentment, and satisfaction. My key talents were: Poetry, speech, reading and writing. There was scholarly library beside our shop; I used to spend two hours daily there. In the summer I used to read numerous books, for example in class 9 I read sixty books. In class 7, I was responsible for broadcasting in school. The secondary school for me provide the greatest gifts, because after this stage, the person gets busier and will not have time. I participated in the students' parties (does this mean student societies?); this encouraged me. Also my senior colleagues affected me uniquely; they were students in the university. I learned from one of my teachers forgiveness, good morals, patience with others, courage, and not surrendering for the absolute familiarity, he was not jealous, when he sees a genius; he was generous, good humoured. In class 10, I presented more than one lecture. I used to visit the long-living people, and listen to their stories.

Obstacles:

I did not face any obstacles

Generic or specific:

It focuses on the details as the student in this stage cannot perceive, and this stage should focus on determined steps even if he/she is not aware these steps.

Short or long-term:

The training courses or the summer camps can help in discovering the talents for leading, but for polishing and developing these talents, it needs long time. The more the individual grows older, the more these habits will be well rooted.

Case 44: Albudair, Nabil, Gifted Students Project's director

Becoming a leader:

The gifted programmes are designed to build the human-being as a whole. There are essential requirements for the perfect leader: building the correct positive character, building the intellectual and the scientific side and building the productive positive side.

Learnability:

Leadership is a skill and behaviour, and I believe that all the skills and behaviour are liable to development and viable for growth, especially if the nature of the student is ready for leadership development; we can learn leadership like learning to read and write, and it can make leaders and prepare them greatly and expand them to a large extent. It is supposed to be a curriculum.

Motivation:

It is very high.

Leadership responsibilities:

There are three main aspects: the psychological comfort side of the student, such as scorn and humiliation. Secondly, especially for mothers, if you discover a talent keep praising youth. Thirdly provide them with a talented person in the aspect they are gifted in. At school, self-esteem, they must find respect and appreciation from the others. Rely on them and give them confidence. I saw school principals who get out from their chair and devolve the school administration for a full day to the student. The most prominent way to build confidence and leadership is meeting experts and scientists; this shortens the time taken and yields acceleration in YLD. Collective learning is not just enough, there must be an individual attention; we should discover leaders individually. Practically, we found that thinking skills helped the students to develop their dealings with different circumstances, solving future problems, developing dealing with others, and enhancing confidence.

Obstacles:

The family is not conscious; they do not know how to develop leadership. The duty of the media is to focus on the side of leadership: programs, plays, animation. In our schools, there is a lack in YLD. There is an absence of a teachers for leadership.

A combination of both. Basics are positive; it gives you a wide area to identify the people, and discover their leadership. In addition, you cannot, make details without the basics.

Short or long-term:

We do not need a specific time for developing leaders; because leadership is not a studied material and then you say we have finished. It must be within the school curricular contents, not separated. Designing a program should not be independent, but combined with the subjects.

Case 45: Aldobaikhi, Abdullah

Becoming a leader:

I found the Organisation of Emerging Arab Leaders. From my real experiences there is a severe shortage in this area; there are people who hit their Forties and have already discovered signs of leadership. Leaders are made up of two components- they are well-educated, and have the ability to learn. The second is they are qualified psychologically to become a leader. What makes the leader is the environment. We do not need only one leader; we necessitate a true leader in each section, in each department; not just leading followers, but leading leaders. Making leaders depends on the training. At school, we found that 1 out of 300 students have leadership capabilities. Why not 280 out of 300? Humans have the potential to have a very great energy, but it has not been invested. Leadership development programmes at school will have a very big role and it is a matter of great importance and urgency that our survival on this form would keep us where we are. There are two essential aspects for YLD; first aspect is training in teamwork, and this is what is lacking. We have people who are creative as individuals, but cannot work as a team; working as a team requires sacrifice, initiative and communication skills. Secondly contains/?concerns the spirit of initiative.

Learnability:

People who do not have innate ability, we cannot make them leaders. I found that 80% of people are eligible to become leaders; but there is a need to polish their talents. People are variable in their willingness to become leaders, some need to do a leadership course for even just a week, while others need to take a course for more than a year.

Motivation:

It is important.

Leadership responsibilities:

In the family, there should be awareness, involvement in family decisions. Parents have to let their children get used to showing their views. They have to let their children get used to sitting with them, discussing with and convincing them, and accept their mistakes; children bear/should be given the responsibility. Experts should come to school at least once a week. Our society is a depressed, frustrating society. If we develop programmes in the community and did not reform the school and family, there would be no benefit, and vice versa. We should give the opportunity of leadership development to the greatest possible number of youth.

Obstacles:

In the family there is a lack of enabling the parents to develop leadership. They are busy; do not spend enough time with their children. The third factor is the situation of social deterioration, which is based on acting irresponsibly. The school at present will not take these things because it has too heavy a burden. Principals are not qualified. The teachers only wanted to present their lessons. Therefore leadership development programmes must be authorized from high committees within the government. And this programme has two lessons a week.

Generic or specific:

I tend towards generics and not the details at an early stage. Focus more on outline with a gradual gradient. Focusing on details at this stage may force youth to choose their way.

Short or long-term:

The talent of leadership evolves naturally over time; you must find the core characteristics of leaders. They cannot get the information they need overnight; this person can demonstrate mature leadership abilities, because age gives people a kind of maturity over time, which means that they should have the wisdom to make decisions.