



MONASH University

**Identifying Dispositions for Youth Leadership Development
through an Adapted Action Research Methodology in a Youth-
Related Organization in Singapore**

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iii. Abstract

This thesis sets out to investigate and identify the dispositions that youth in leadership positions may find useful for personal or organizational leadership development purposes. The research approach and process involved using an adapted action research methodology to identify leadership dispositions that youths consider to be important to leadership development and practice. The study situates youth leadership development in the context of the personal psycho-social and wider social capital values that can be gained from youth involvement and engagement in community service projects.

Constructive reflections are collected from youth participants involved in community service projects on what they see to be positive leadership dispositions and expectations that come from assuming positions or roles in such endeavours. Conducted in Republic Polytechnic in Singapore, the research generates insights into how to better prepare youths in leadership positions for such responsibilities. Elements consistent with transformational and servant conceptions of leadership are identified as being of particular significance to leadership development programmes. Mentorship is also identified as an important tool for guiding the development of effective leadership dispositions in youths engaged in the role of leading and serving others.

Such findings contribute to an understanding of how leadership dispositions can be used to design leadership programmes that best fit individual youth development needs. These findings also contribute to current leadership and youth development knowledge on possible approaches to engage youths in social capital initiatives that generate benefits for young people and the communities they serve.

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iv. Declaration

This thesis contains no material that has been accepted for the award of any other degree or diploma in any educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signed:

A solid black rectangular box used to redact the signature of the author.

Date:

14 November 2015

v. Ethics Statement

The research for this thesis received the approval of the Monash University Human Research Ethics Committee

(Project Reference Number: CF10/2690 - 2010001515).

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Chapter 1 - Introduction to the Research

1.1 Overview of the Chapter

This chapter serves to provide background on the research context and purpose. It provides details on the perspectives that contribute to the research intentions, which are a significant component driving this research. This introduction lays the foundations upon which subsequent chapters of this study will be built.

1.2 Purpose and Objective for this Research

This research is entitled “Identifying Dispositions for Youth Leadership Development through an Adapted Action Research Methodology in a Youth-Related Organization in Singapore”. The research title reflects the objective for the research, which is to identify key leadership related dispositions that youths may require or exhibit in order to effectively assume a leadership role.

Leadership is a critical area of study for this research project with its growing presence in various literatures. McCaslin (2001) identified that leadership can be conceptualized as the need for an identified common purpose, mission, or creed; communicating opportunities, vision or possibilities to the organization; and building on the leader-member relationship between those who lead and those who would follow. Perhaps an assumption can be made that the very nature of human beings includes the need to be led as evident from the prior history of leadership behaviours by great leaders across all ages and historical contexts.

From an organizational perspective, leadership involves a form of authority to guide and coordinate the activity of those being led. However, as an attribute leadership is a set of characteristics, which collectively form an indispensable part of an individual's personality, and which have an important effect on individual and group behaviour (Hoveida, Salari, & Asemi, 2011). As dispositions, leadership embodies stable forms of behaviour enacted through social interactions and processes, which has an effect on leadership outcomes, such as individual perceptions of a person's effectiveness (Dinh & Lord, 2012).

The involvement of youths in contributing social value to communities in Singapore is a critical area for consideration in this research. The dispositions exhibited by youths in conveying such social value through leadership, are beneficial to the community in Singapore. This is reflected by the National Youth Council (2006), which states that youth work or youth development is important because it provides personal and social development opportunities to youths in Singapore.

Defining youths as a specific group can be broad and fluid, with varying definitions about that are often affixed to different age groups. In general, youths are categorized in accordance to when they have embarked on the probable life stages from compulsory education to the likely age of first employment (UNESCO, 2016). There are different categorizations of age groups established for youths at the national level in Singapore. By national law and statutes, according to the Singapore Statutes Online (2016) and in relation to the “Children and Young Persons Act” enacted in 1993, youths in Singapore are categorized as between the ages of 14-16 years. This was established as part of regulatory and legal framework to allow protection and welfare of young people from a legal standpoint.

However, the life-stage of youth as defined in the youth development context in Singapore by the National Youth Council (2006) stands at 16-35 years. While significant in difference, for the purpose of this research, the age group for youths as defined by the National Youth Council in Singapore will serve as the guiding criteria for research. This is adopted in consideration of the age from which a young person in Singapore leaves compulsory education at the secondary level, and from which, in general, may not enter the workforce until closer to the age of 35 years. The latter age range may be attributed to the possibility of further higher educational pursuits, or commitments to the localized military conscription services of 2 years for male citizens.

Youth workers can be broadly defined as people who engage with youths to support their personal, social and educational development. Often, this work entails providing opportunities to enable youths to gain their voice, influence, and place in society or within the community as they make the transition from adolescence to adulthood, from dependence to independence (National Youth Council, 2006).

The emphasis on youth development can be drawn from the analysis conducted by the National Youth Council of Singapore (2006), who observed that when conducting youth development activities, there is a strong reliance on utilizing volunteers to mentor youths and implement youth activities or programs. Volunteers are a diverse lot that come

from all walks of life and have different educational backgrounds. Often these volunteers may be youths themselves, suggesting that a youth leader can develop their own skills to the extent that they are able to be responsible for leading or managing a group of similar youths or peers.

The Singapore context will be maintained throughout this research, so as to focus on the localized environment in which youth development occurs instead of a more generalized context from other countries where research focuses specifically on psychosocial values for disadvantaged youths (for example, Park, 2004). Focusing the context in Singapore is significant for this research as it allows the identification of insights that are otherwise not as widely researched in the prevalent western cultural contexts and current literature (Guo & Zhang, 2014). The development of youths in Singapore from an educational sense tends to differ in accordance to how effective developmental programming is able to intersect with localized socio-economic growth and prevailing values, such as social equality, respect and reciprocity. Examining youth development in Singapore will require a keener eye towards the manner from which youths develop in their civic participation through social roles, such as becoming social citizens and significantly, youth leaders (Sim, 2012; Frank, 2006). It is this very examination of civic participation from a specific social role perspective in Singapore that current literature seems lacking, as Sim (2012) suggests.

This is particularly significant given the relative small sector size of the youth development industry here in Singapore, as compared to other countries. It was also identified by the National Youth Council of Singapore (2012), that youth development programmes in the country are often designed or conducted by adults with minimal inputs, if any, from youths themselves. Hence, knowledge of the effectiveness of current youth development programmes in preparing youths to assume leadership roles consistent with appropriate local attitudinal and behavioural norms is limited. Hence, gaining insights into possible leadership dispositions from which youth leaders can benefit, when undertaking developmental roles, is an important consideration, particularly in relation to the youth development context in Singapore. Knowledge of what it might take to be an effective young leader could possibly contribute to a better understanding of the behavioural and action dispositions youths might require in leading and involving others effectively in civic participation or community development (Tan, 2009; Lee, 2010).

The literature on youth developmental approaches and leadership development reviewed for this research presents a strong analytical focus on the benefits that youth

development provides for youths when they are engaged in an empowering context with high levels of participation. These entail both psycho-social development for the individual youth and benefits of societal changes contributed by youths through social capital or otherwise an essential contribution to the community in terms of value through actions and ownership socially.

Yet the current research and literature provides very little examination of youth leadership development. Most leadership development literature is oriented towards an adult or organizational perspective, while youth-centric leadership analysis is developed from this adult and organizational focus rather than as a particular area all by itself. This is significant, as youths are young adults in a transitional phase in their life and career cycles, moving from receiving education towards life-defining decisions for career and psychosocial purposes. Such analysis, at present, is limited to just psychosocial considerations during the adolescent to youth stages that centres on disadvantaged youths, rather than youths as a general whole.

The life-stage of youth (16-35 years) in the Singapore context is a significant perspective to consider as it contrasts developmental objectives and needs to those of adults in a career-seeking capacity. Youths experience differing dynamics and environmental conditions than working adults who have been conditioned in a practical sense by their organizational environments. For youths, these may not be present on a consistent basis, given their early stages of career development and limited life experiences. Young adults will thus not execute similar levels of decision making or exhibit leadership dispositions or behaviours in the same way as adults.

Seemingly, the engagement of youths in leadership roles or capacities would be an important source of contributions that can be studied in Singapore. The study of their respective actions and dispositions in a leadership context could provide useful insights into how other youths or peers may be led in making a contribution to the community or society.

Research into what leadership dispositions are seen as important for youths to succeed as leaders would be of help in broadening an understanding a critical component of youth development in general: youth leadership. Youth leadership plays a particular role in the development of youths as it supports a young person in building up individual abilities of self-awareness and goal achievement by instilling psychosocial values such as confidence and motivation. Youth leadership also instils in this very same person the competence or ability to play the role of a guide or constructive builder of others towards a

particular course of actions or objective (Wehmeyer, Agran, & Hughes, 1998). In examining the topic of leadership dispositions, a better understanding of what can be expected in terms of effective leadership can be obtained. Such leadership knowledge can help any organizations or developers of leaders to establish clear norms, expectations and standards of behaviours that is required for both followers and those around a would-be leader to invest trust and confidence in (Azanza, Moriano, & Molero, 2013). Such norms, expectations, and behavioural standards are in themselves a reflection of a leader's propensity, action or manner of behaviour that are exhibited under certain conditions and which constitutes a leader's disposition (Siegel, 1999).

Continuous positive exertions of leadership dispositions in turn contribute to the establishment of a strong authentic leadership culture between leaders and followers. This leadership culture plays an important role in encouraging and perpetuating a continuous growth and sustainability of leadership by fostering positive behaviours to support and develop all those involved in the leadership effort (Azanza et al., 2013; Mohelska & Sokolova, 2015). For youths, this process of leadership growth and sustainability becomes more evident as they are transit from a young person to adulthood, and from which other young people are needed to be thrust into the leadership mantle for future endeavours. Leadership dispositions become more established over time as increased attitudinal and motivational values are gained through accumulated life experiences by a leader (Hunzicker, 2013).

Gaining an understanding of the emphasis youth leaders place on specific leadership dispositions can help to create value in turn towards identifying and designing leadership development approaches and programs. These would enable a better assimilation and fit for a youth into a leadership role and identity.

Leadership dispositions that are portrayed through behaviours are more linked to effective leadership than are traits. Hence, leadership dispositions through exhibited behaviours would be more likely to be predictive of leadership effectiveness in the practice of good leadership and the emulation by others (DeRue, Nahrgang, Wellman, & Humphrey, 2011). Examining leadership dispositions helps to contribute to the context of this research on leadership dispositions as an important step in gaining additional clarity in the understanding of youths in leadership roles or capacities as they carry out activities with others in generating social capital. Hence, the purpose of this research is to identify leadership dispositions and the possible beneficial effects of action-learning among youth leaders. This will entail acquiring data and initial analysis from youths themselves, with

the goal of developing an understanding of what kind of leadership dispositions are required for youths when undertaking leadership roles or portfolios.

Additional findings that emerge from the course of data analysis and the research into youth leadership dispositions will be beneficial to youth leadership development in understanding the behaviour of leaders. This requires knowledge of tendencies that orient or influence leader actions, behaviour, or dispositions. Examining leadership dispositions could complement the understanding of leadership development for youths in identifying important dispositions that enables a more effective rendition of leadership. This may be actualized through leadership process in leading others, such as in the decision making process in rendering service to the community with other youths (Wasonga & Murphy, 2007).

The rationale for this research lies in the perceived need to identify ways or means by which youth leaders can better understand the required dispositions, from which leadership actions and behaviours are driven by, to lead effectively. The need to identify such approaches is complicated by a lack of guidelines on training requirements for youth workers in Singapore, such that even the definition of a youth worker is used inconsistently in different organizations (National Youth Council, 2006).

This apparent lack of cohesive knowledge in regards to how youths can be developed from an individualized leadership perspective can place limitations on how youths may be effectively developed as valued contributors to goal achievement for existing organizations and community members. The presence of adult-oriented institutions, conflicts of interests, and adults' lack of understanding of youth may collectively restrict the positive impacts possible from youth engagement and development (Frank, 2006).

This research into youth leadership actions or dispositions could potentially contribute towards developing an understanding of youth leadership development, in order to help youth developers or leaders to better identify attitudinal approaches to engage youths in the process of managing leadership actions and behaviours. Such engagement is sought to achieve individual and collective self-actualization, which would in turn provide collective social capital value to the individual, group, organization and society.

The importance of social capital to organizations or individuals has gained increased popularity across a diverse range of social science disciplines. The concept of social capital has gained importance from different studies encompassing topics such as

youth behaviour, career success and the creation of intellectual capital, among others (Ruíz, Martínez, & Rodrigo, 2010).

1.3 Considering Youth Leaders, Workers, and Organizations

New Zealand's Ministry of Youth Development (2006) describes a youth worker as an individual assuming, either a paid or unpaid role, that supports young people or youths in identifying and meeting aspirations and needs as they embark on the transition to an adult. Singapore's National Youth Council (2006) similarly describes the role of youth workers as a form of volunteer or paid profession to carry out work or programmes that supports the development of youth competencies and potential. At the core of these definitions is a leadership effort exerted in guiding or directing others towards self-development through an influence on behavior, perspectives or even actions (Wehmeyer et al., 1998).

For the purpose of this research, a youth worker will be defined specifically from this leadership role amongst youths, and in relation to the localized conduct of this research, within the Singapore context. A youth worker will hence be referred to specifically as leaders of youths. These leaders of youths, or youth leaders, fulfil functional roles that contribute to a form of developmental value from individual, organizational, and social community perspectives.

Youth workers are often engaged through an organizational setting in Singapore. The National Youth Council (2006) identified in their research on core competencies for youth workers that the country has a vibrant youth sector that sees youths being engaged in various activities. These youth activities are collectively organized by a diverse network of Youth Organizations (YOs) such as uniform groups, civic groups, ethnic and faith based groups and interest groups. The presence of these groups helps to create additional platforms beyond an academic curriculum to encourage social participation, identity, and leadership development.

The National Youth Council (2006) also identifies that youth organizations and Voluntary Welfare Organizations (VWOs) play an important role in engaging youths in meaningful work while they gain social competences. These organizations provide a range of services including developmental, preventive, and rehabilitative functions. These youth-serving organizations, usually with only a handful of employed youth workers or social

workers, rely heavily on volunteers to mentor youths and implement youth activities and programs.

The role of youth development organizations in Singapore provides a useful, context for examining leadership related activities. Such activities demonstrate the psychosocial benefits from which leadership competencies may be grown and actualized through actions and dispositions. The role of the youth development organization may grow in importance, given that proper organizational frameworks or leadership experiences are lacking for some youths. This research aims to discover what such a developmental framework of experiences might best be for the purpose of furthering the efficacy and effectiveness of youth developmental efforts.

To develop leaders, systems and processes need to be evaluated to ensure there is enough fundamental support to develop youth leaders or workers. Youth workers or leaders need to possess certain core competencies in order to be developed as leaders. In order to ensure that youth workers have the opportunity to develop these competencies, it is necessary to conduct an evaluation from the 'bottom-up' of the tools available for the development of core leadership experiences, and what understandings youth leaders need to develop about effective leadership practices (National Youth Council, 2006).

Youth programs should be structured with an eye towards incorporating an experimental approach to allow wide exposure for potential leaders to gain familiarity with intrinsic leadership requirements. This may be facilitated through youth programs that are activity based, such as group work and projects, life skill programs, or even social cause and activities (National Youth Council, 2006). These activities form the current day channels of leadership development.

Youth development organizations may be limited to existing channels by the leadership and academic environment which have limited knowledge of youth leadership and its impact in relation to youth activities. This limitation is reflected by the need for educators to search for leadership principles that contribute to a stable foundation for academic achievement and personal growth in the face of rising standards, expectations, and accountability from the leadership environment (Wasonga & Murphy, 2007).

The processes of developing leadership are often managed internally within an organizational setting, in which structured courses are provided as developmental tools for fostering leadership continuity and development. Opportunities for leadership experiences are also provided through various developmental channels, such as hierarchical appointments and positions of functional importance.

The research will focus on the identification of leadership dispositions from the perspective of a youth leader engaged in some form of leadership activity within a youth development organizations. This approach begins with an individualized perspective, from which the role of the youth development organization may be explored and evaluated. Incorporating considerations from these perspectives may contribute to the overall understanding of how youth leadership dispositions can complement the functional role of a youth developer.

1.4 Methods of the Research

An action-oriented qualitative approach and methodology was employed to engage various research participants. Participants provided experiential information, observations, analysis, and perspectives. Participants were recruited from within a specific youth development related organization that has organized youth and leadership development activities intended to foster psycho-social growth. Such activities may be comprised of activity clubs, interest-groups, and the management of projects or events.

Acquiring data and analysis from youths directly is an essential data source for the research, as prior studies of leadership often looked from an adult perspective rather than a youth-centric approach. The youth perspective may provide clarity and relevance for determining the types of leadership-related mindsets perceived as important by youth leaders and more clearly defines the scope of analysis of the outcomes gained through the experiential leadership of others.

One intended outcome of this research is a compilation of youth leadership dispositions, which can then be used as the basis for a contextual evaluation of how youths in leadership roles can be better developed. Such evaluations could provide insights into possible approaches or strategies to assist youths in developing approaches towards effective decision making. Knowledge of relevant leadership dispositions can contribute towards effective youth development by incorporating reciprocal learning techniques between youths, or even youths to adults. This fosters trust, confidence, and acceptance of leader authority in decision making through better understanding of shared situational knowledge and rationale for leadership situations and actions taken (Liang, Spencer, West, & Rappaport, 2013; Ghosh, 2014).

1.5 Limitations of the Research

In the midst of designing, preparing and initiating the research, a number of challenges arose that necessitated adjustments to the research away from the originally proposed parameters. While these challenges placed certain constraints on the scope of the research, the data sourcing and integrity of qualitative data gained remains unaffected. These constraints comprise of the following:

- The Singapore Scout Association was originally intended to be the youth development organization studied in view of their historical presence in Singapore's youth development scene since 1910. The organization is no longer able to support the research project or render assistance in accessing its youth members, due to changes in the leadership and management hierarchy, and thus has been removed from consideration.

Recruitment of an alternative organization identified Republic Polytechnic as a potential participant organization. The polytechnic provides academic development for youths and provides holistic education with complementary activities that develops students from a personal interest approach. The change of organization supports the research through being a more generic environment in which to examine youth leadership, as students are engaged in a wider scope of education rather than a charitable cause by the Singapore Scout Association.

- The original research suggested the engagement of at least two adapted action research rounds or cycles comprising of teams of between six to eight youth leaders. In the course of the research, multiple attempts were made to invite youths as potential research participants. The invitations were sent to four different student activity groups in the polytechnic; however the response was generally below projections, with only six respondents meeting the research criteria.

This reduction in the number of available participants reduces the opportunities to expand the scope of the research into more specific areas for analysis, such

as the background of the youths or the nature of the organizations or team objectives that were involved.

Due care has been undertaken during the research to ensure that the research remains true in its approach toward gaining qualitative data and analysis directly from the research participants. This was managed through the structured process of data collection directly from the qualitative source mentioned earlier in this chapter: namely, students who have experienced prior leadership.

All required adjustments or modifications to the research were communicated to relevant research bodies, and permission was received from Monash University's Ethics Committee prior to the course of the research (refer to Appendix 1). Consequently, these limitations may contribute to a possibility for further research through a larger sampling size across other polytechnic or institutions of higher learning, which will be explored further in the latter chapters of this research.

1.6 Structure of the Thesis

This research has been structured into seven specific chapters that detail the research process. The chapters' focus ranges from a review of current literature to the methodology employed and leads to the data collection and analytical segments of the study. The thesis is rounded off with areas for suggested further research and conclusions drawn.

Chapter 1 provides an introduction to the research by providing details on the driving emphasis that suggested the research topic. This sets the perspective of where the research is built upon and where eventually the research seeks to accomplish.

Chapter 2 reviews the existing literature in youth development and takes up an expansive review of other literature resources between leadership development, foundational principles in leadership, organizational development and social capital development. This chapter provides a foundational understanding of the scope for the research topic and the parameters for consideration when designing the research approach.

Chapter 3 introduces the research methodology from which the research centres on. An action research approach is adapted for this research as it allows for a constructivist approach towards qualitative data gathering that is grounded from the perspectives of the key target audience for this study: youths in leadership positions. This adapted research

methodology helps to guide the structure and subsequent analytical process for the research.

Chapter 4 examines and reports on the qualitative data gathered from the research and provides analytical examination of the collated research data. This chapter also provides a reflective interpretation of the research participants' perspectives and how they relate to current literature as reviewed primarily from a youth development and leadership aspect.

Chapter 5 provides a detailed discussion on the examined research data and highlights key points that have been determined as critically important or useful for further considerations towards leadership development among youths. Identified findings are discussed with key concepts drawn from the current reviewed literature to help in identifying potential areas for development from a youth leadership aspect.

Chapter 6 provides an overview of the expansive potential for the research to explore other areas of youth development related topics in greater detail. This highlights key areas that can help current or future researchers to conduct more in-depth studies related to the findings gained in this research.

Chapter 7 provides a conclusion to the research by summarizing the research process, methodology, findings and discussions. This short chapter provides a summative look into the driving emphasis for the research as a whole.

Chapter 2 - Literature Review

2.1 Overview of the Chapter

The research carried out seeks to identify useful dispositions that youth leaders may require or exhibit so as to support more effective youth leadership development in the context of youths here in Singapore. This chapter examines issues in various literatures that has provides a strong conceptual indication for the need to examine the concept, elements and mechanisms related to youth leadership development. The conceptual inter-relationships between youths, the community, social capital, adults and stakeholders highlight complexities for our understanding of the extensive interdependency in each area. An examination into such areas requires an in-depth look into a range of literatures. While these concepts and readings have provided a strong foundation towards an understanding of youth developmental approaches on the one hand, literatures will also need to be found to support an individualized examination of the youth leadership development perspective on the other, in order to explore and articulate a youth developmental organizational perspective.

This drives the proposed need for a strong examination of academic literature areas related to youth development, leadership development, organizational development, and other accompanying concepts or areas such as empowerment, and mentorship, among others. This diverse literature allows an accumulation of knowledge to function as a foundational basis to explore, reflect, compare and analyse the research data towards establishing key findings and observations to fulfil the research objectives.

Herein a wide variety of sources of literature are examined with the aim of developing an accurate description of current and past trends in youth leadership development issues in order to support the design and implementation of this research. The literature review will encompass academic topics including social capital, leadership development, youth development and volunteerism among others.

2.2 Social Capital and its Significance for this Research

Singapore as a country and society has grown in leaps and bounds in its relatively short history of fifty decades, compared to other countries with similar economic stature. It is a small country with very little land areas and resources, with its modern roots drawing strength from its independence in 1965, which at the time conferred few economic and social advantages. Its main driver for growth since independence focused on human resources. Throughout the last two decades, while continuously building on its economic success, Singapore began to transform its societal fabric in response to changing human factors. Increasing emphasis was placed on building social values to promote and reinforce social cohesion, given the changing nature of the country's demographics in education, knowledge and ethnicity. Attention placed by successive Singapore governments were increasingly directed towards growing not only the economic foundations for the country, but also recognizing and driving growth to strengthen social development in the form of social capital and supporting industries (Guo & Zhang, 2014).

This national effort continues today with particular emphasis on youth development, and in preparing the youths in leadership roles and in their future capacities as leaders of the country, industry, and in contributing to social stability (Sim, 2012). Youth development supports the generation of social capital through instilling positive values systems amongst youths using structured programmes that best matches learning and experience outcomes with civic participation needs (Lee, 2010; Sim, 2012).

According to Hutchinson and Vidal (2004), social capital can be described as a form of capital that goes beyond the traditional human, financial, physical, and cultural types. Social capital is considered a valuable resource both to individuals as well as to the collective group or community for which it is being generated. It may be generated through actions and activities that enable positive and affective outcomes between individuals, organizations and networks (Putnam, 1995; Helliwell & Putnam, 2004).

Bourdieu (1986, 1995) shares that social capital, from an economic perspective, entails the availability of symbolic goods and social obligations that are convertible into economic capital when offered either to the broader polity or to a more restricted field of recipients. Value from social capital is better derived through a direct relationship between producers of these capital gains and the community recipients. These recipients may comprise of relations through different channels and in different forms as in the case with families, the neighbourhood, civic engagements with religious and community members

(Helliwell & Putnam, 2004). The quality of social capital lies in cultural recognition from the community that renders legitimacy and meaning to the production and availability of such social development efforts (Bourdieu, 1985, 2013).

From these descriptions, we can draw relations to Putnam's (1995) definition of what social capital is: that it "refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (p. 67). This definition is important to this research in its value emphasis towards the social aspect of human relations. It highlights the significant role social relations play, in establishing such value, and in interpreting relevance through exhibited dispositions that characterizes the objectivity, intent and symbolic aspirations behind social capital actions (Bourdieu, 1985).

On this view, social networks, and accompanying behaviours and dispositions of reciprocity and trust, can affect the efficiency of production and delivery of social value. This affects not just the actions and tendencies of producers and recipients of social capital efforts, such as youth and adult volunteers in a society, but also positive psycho-social values of those around them including families, colleagues or even organizations (Helliwell & Putnam, 2004, 2007). It is with this aspect of how social capital can be better achieved from a psycho-social perspective that this research is situated. A psycho-social perspective therefore entails identifying how behavioural and psychological dispositions in community members, such as youths, can be influenced and developed through leadership-related interpersonal actions and behaviours as a form of social capital value creation (Ruíz, Martínez, & Rodrigo, 2010). Social capital is of growing importance and significance in today's world, where there is a need for leadership to drive the collective engagement of different persons in sharing responsibility and taking ownership in solving increasingly complex problems. To meet these challenges, leaders will encourage and support collaboration and community building while mentoring persons who can provide such leadership if their talents can be developed through new leadership or educational concepts and paradigms (Rossing, 1998).

Resources devoted to building leadership infrastructure and communities have been increasing to levels traditionally allocated to economic development in many countries to meet the challenges of modern globalization. In this regard social capital has come to be perceived by policy-makers and educators as being as important as financial capital. In this context, it is natural and logical that emerging leadership philosophies are founded on a belief that a major aim of leadership involves the pursuit of maximized financial return.

These beliefs are based on the assumptions that businesses are structured in a manner whereby leaders provide the drive or leverage by means of which these systems may maximize profits. Such beliefs and assumptions have become subjects of sociological research as businesses grow their membership and engage in wider networks of responsibility and stakeholder ship in the community (Casserole & Crotchety, 2010).

The concept of social capital considers the necessity of the investment of capital in labour, equipment or supplies so as to generate profits. As far as human capital development is concerned this position could be expanded to include corresponding investments in the education or training of human capital to develop knowledge, skills and abilities (KSAs). KSAs are linked to the generation of social capital through further investment in social ties or relationships to gain access to the resources of others in groups or networks. This concept underpins the structure of this research in identifying potential leadership dispositions in youths in social contexts from which potential social capital may be generated as an outcome.

As mentioned earlier, social capital is an increasingly important concept that shares characteristics with other forms of capitalism. Fundamentally, as Balatti and Falk (2002) rightfully point out, social capital engages social stakeholders in networks comprised of deeply connected relationships to function as a resource that can facilitate access to other valuable individuals, groups or resources to achieve a specific goal.

Increasingly, the notion of social capital now includes strategies for determining how social value can be generated. Thus assertion is supported with mounting evidence that indicates the relationship between the quality of public life and the performance of social institutions are influenced by the forms of civic engagement and social connectedness (Rossing, 1998).

Social capital, hence, becomes a critical human concept that justifies as much concern as economic capital by society as a whole. As social capital catalysts, individual members of society create social value and change. Kahne and Bailey (1999) further suggest that the term social capital describes these functional values of social structures that facilitate the pursuit of various goals, individually and collectively. Components of social capital including social trust, communication patterns, and behavioural norms are affected by the capacity of individuals in a particular community to pursue particular goals.

Social capital is increasingly becoming an integrative network involving extensive inter-relationships between how social forces, trends and issues, the population, the

economy and key stakeholders interact with one another into a web of influences and complementary roles.

Such inter-twined relationships, as observed from Hezlett and Gibson (2007), can be characterized in several ways, including the number of people who are part of it, the number of ties or connections between the people, and the pattern or configuration of the ties.

Due care must then be paid to three requirements for social capital generation: (i) the degree of social trust that exists among community members where obligations and expectations are met; (ii) the degree to which social networks facilitate access to information that helps individuals to achieve their goals; and (iii) the establishment of community norms to either reward or reinforce specific behaviours or to sanction others (Kahne & Bailey, 1999).

Changes in the societal landscape and the workplace may be offered as plausible explanations as to why social capital has increasingly garnered much attention. This attention, as Hezlett and Gibson (2007) suggests, may have resulted from various social concerns. These concerns may comprise of: (i) the excesses of individualism with potential for disrupting achievement of goals in a team setting; (ii) a desire to reintroduce social relationships into capitalism as a means to re-establish viable forms of inter-personal or professional relationship among members of society; and (iii) the increased attention by professionals in incorporating the need to develop and maintain some form of personal social ties while managing work demands.

These perspectives establish where individual members of a society or organization should be developed with a balanced skills and character set. This may be achieved through opportunities to concurrently develop skills and experiences professionally as well as in using social relationships to bind and reinforce these experiences. Such professional, social and personal lifestyle balances have the potential to contribute positively to an organization or community through the intrinsic values gained from strengthening professional KSAs.

The systematic development of social value made through interactivity between knowledge-based and identity-creating processes could provide a functional structure from which individual social capital actions can collectively contribute and grow. This development will be grounded upon utilization of new learning gained from social interactions between individuals and organizations to better reinforce individual career and life stage development.

Citing Balatti and Falk (2002), a key link can be established between learning and social capital approaches. Learning may be seen as not only the acquisition of individual skills and knowledge, but may help identify and establish social relationships. This link between social capital and learning also focuses attention on the role of norms and values in terms of how individuals may be motivated to learn, acquire skills and knowledge as well as in utilizing them. As such, an individual participant would be required to enhance individual levels of knowledge and identity resources through their interaction with their respective environments. Interactivity stimulates learning of new knowledge and identity boundaries which furthers social capital generation.

From the earlier positions discussed, we can summarize the development of social capital as being critical for any society or economy. An encompassing societal framework that jointly contributes to economic and community growth may generate a self-sustainable workforce and a culture of continuous learning. The social capital framework enables the resolve and resilience to weather the adverse economic and social changes that are prevalent in today's world. This then capitalizes on the foundations of social capital that Balatti and Falk (2002) describes as critical sources of knowledge and identity reinforcements made available to the community for a common purpose.

2.3 Linking Social Capital Generation with Youth Engagement

When social capital is being sought, various segments of the community are involved and niche groups such as youths receive more attention in terms of their potential for positive development. The development of youths has been rooted in educational institutions as far back as the early 20th century. During that period, broadening of education and educational institution systems accompanied the age of industrialization and its demands for knowledge and skills in the upcoming industries. The concept of youth was created inside the educational systems. More and more social groups or social classes were included in education. Hence as Mørch (2003) identifies, the adoption of the term 'youths' were applied to young people in terms of a distinctive youth behaviour paradigm or, in other words, a 'youth personality'.

Damon (2004) reinforces the importance placed on youths as personalities such that each individual was deemed to have unique talents, strengths, and interests which offers potential for achieving a bright future. Considering such unique strengths of youths would

necessitate forms of positive youth development to be generated. Positive youth development functions and supports a conceptual goal focused on each and every youth so as to build foundations upon which to actualize their unique talents, strengths, and interests. From a social and individual developmental perspective, this means youths carry the potential to function as a critical resource in support of social capital generation through community building as they prepare to enter the workforce, with some evolving into leaders.

Mørch (2003) lends credence, from a youth research perspective, to the understanding of the links between societal change and youth responses. This perspective allows insights into the relation between a youth's efforts to integrate socially into the community while generating social value. In modern society, this understanding grows in importance as the period of youth changes from being a transition to adulthood to being a highly valued period of development in its own right. Realization of this change broadens the need to look beyond the traditional educational perspective to embrace challenges of developing new competencies for youths in terms of contributing value for modern society.

From an academic institutional perspective, schools are also experiencing impacts of such changes among students in consideration of their individual social and emotional needs. This is necessary in terms of a more holistic growth both emotionally and physically while enabling peak academic performances (Weissberg & O'Brien, 2004). This development also encourages a need for alternative support structures to help youths contribute to social capital growth, especially in terms of community and youth organizations.

Youths as a collective community group have gained credence and recognition as far as their potential abilities to render significant increases in social capital value. Prominent benefits gained from the services rendered by a typical youth organization vary. But generally, Kahne and Bailey (1999) highlights, these may include a safe and dependable environment, academic and counselling assistance, motivation enhancement along with provisions of leadership and community service opportunities, guidance by mentors and role models, among other potential benefits.

Learning has an intrinsic connection with social capital generation. Learning has not only an impact on an individual member's perspective, but also impacts community groups that can be stimulated by the evolving nature and integration of social capital into society. Balatti and Falk (2002) shares a complementary point in that while general understanding of social capital is still on-going and growing, the notion of social capital

has begun to transform the approach and manner from which human interaction, productivity, and learning can be incorporated into the social construct.

Concurrently as individual youths learn, their respective experiences may entail transformative changes in terms of how their human interactivity and social relationships become more engaged and defined. Social value may arise with greater access to educational opportunities while youths are guided by the educational experiences gained. These can be enabled and enhanced by proactive interactions of individuals with organizations. These interactions contribute to the recognition by educational practitioners, policymakers, and scholars that engaging youths will be a means of addressing possible gaps in traditional educational models, which at the same time will challenge the conventional transfer of knowledge and experiences. The alternative implemented by youth-based organizations, as Kahne and Bailey (1999) points out, seeks to establish long-term relationships between organizational staff and youth to provide support and opportunities for social and academic development.

With this transformation of the educational learning landscape, as well as the emerging perceptions of the significance of youths, social capital generation can be enhanced through effective youth development policies, programs or platforms that foster more intrinsic learning. In developing their learning and education, through an organizational approach, emphasis is now being placed on the growth of knowledge and identity resources to enhance the value of social capital. From a sociocultural perspective, learning is inherently a social activity that occurs between people rather than only within an individual. Hence as Mitra (2005) strongly suggests, how people learn and grow as individuals is best effected through interactions with others, including interactions with others through institutions.

Some clarification of the social capital role played by youth development policies, can be assured if such policies include a vital strength-based, or augmented, developmental approach to youth. Such policies should focus on enhancing the fit between the capacities of youths and the assets used for positive development that exist in their communities. Through such a policy context youths can thrive and help civil society prosper (Lerner, Almerigi, Theokas, & Lerner, 2005).

The social value enhancing role of youths can be affected by providing opportunities for their deeper participation in planning functions. Such roles would need to incorporate three key elements that engage the youths in a sociocultural context, as identified by Frank (2006):

- Proactive consideration of youth-related concerns to allow more involved and open understanding of what youths see as important to their social development and necessary in order for them to contribute effectively to social capital.
- Consideration of the need to research and develop solutions to set the basis or rationale for generating social capital in diverse communities.
- The incorporation of youth preferences in setting personal development goals for them when they engage in activities to generate social capital.

Policies should be designed to help youths to engage in creating knowledge with their peers in settings such as group work or student action research projects. Frank (2006) also highlighted this growing trend for youth engagement in that it is increasingly being recognized that youths are an important stakeholder group which needs to be directly involved in planning processes. This can be fostered through encouraging youth groups to self-explore within a structured learning environment.

The long-term positive effects of engaging youths in social capital activities, such as community service or volunteering, have been supported by various researchers. Social capital related activities have beneficial influences on certain individual dispositions or personal characteristics. According to Park (2004), these are presented the form of attitudes, self-concept, and well-being which were identified as evident among students and youths. The benefits of these activities for youths resulted in stronger motivation, clearer established goals, and more pro-social ways of interacting with their peers and the community as a whole.

While engaging in activities that generate social capital, youths can, of course, experience challenges. Mørch (2003) highlighted the challenges faced by society in general and local communities in terms of implementing youth development programs. It needs to be recognized that multiple environmental factors and changes have influenced how youths behave differently from previous young generations, and this needs to be acknowledged and accommodated in positive ways.

2.4 Positive Youth Development to facilitate Social Capital Generation

In examining the process of developing youths in the context of volunteer organizations, especially with regard to youth leaders, a comprehensive and positive approach will be most helpful in terms of enhancing social capital generation. Such examination must include consideration of the best means of maximizing the potential of a youth to achieve success and contribute value.

This maximization, as Damon (2004) suggests, is not only as an essential end in itself, but also as a means of pre-empting potentially self-destructive or antisocial tendencies for youths that could arise in the absence of positive volunteerism and leadership experiences. Positive youth development potentially is a helpful mechanism for a youth to self-generate interest in exploring the world, gain needed competence, and acquire the capacity to contribute meaningfully to the world. A positive youth development approach should seek to acquire an understanding and engagement of youths in productive activities rather than allowing the development of negative behaviours through disinterest and neglect.

Damon (2004) surmises that presenting opportunities for structured youth development may holistically develop a youth rather than singling out any particular interaction or capacity. This holistic approach will build a positive experience for youth participants by means of inclusion of these youths as full partners in the process of learning, contributing and leading.

One crucial dimension that should be explored and examined in developing youths in today's context is the concurrently developing role of adults who are involved in volunteerism and social capital generation. This component is essential for fostering positive and effective youth development; such a role requires commitment and an investment in both youths and adults. This approach may be beneficial in countering challenges from adults, in particular when adults bear the perception that youths require frequent assistance and instruction. Perceptual misunderstandings on the part of adults enable the creation of assumptions that can limit the reciprocal value and delivery of community engagement with youths. This bears strong consideration as the relationship between youths and adults form a critical backbone of the understanding, communication and partnership in youth development initiatives aimed at inducing positive social capital and community development together.

To assist in the inclusion of youths as community partners and contributors by organizations and adults, positive youth-adult relationships are necessary in facilitating positive youth development. This can be facilitated through structured programs that are built on foundations where the emphasis for positive youth development is to prepare youths to be able to face these challenges through their own abilities and efforts (Park, 2004).

Park (2004) further contends that youths can be better prepared for life-related challenges by providing them support that helps to promote important developmental strengths inclusive of characters strengths and life satisfaction. These can be facilitated and sustained through positive youth development by which youths can achieve good qualities in their lives such as happiness, health and a good life.

To help youths have smoother transitions to adulthood, new perceptions of and approaches to educational and learning development may be required. Such approaches may include complementary tools such as more accredited qualifications, split formal and informal learning in youth educational contexts, a greater consideration of the use of the Internet for communication purposes, and awareness of individual rights as part of this transition.

The emphasis is in providing wider opportunities for youths to integrate into adult social networks and become more stable and knowledgeable citizens. Youth policies should then be focused on new transitional capacities, individual knowledge acquisition, employability and citizenship. Youth development policies also need be suitably structured for practical application, especially with respect to the involvement of adults.

This would entail creating clearly defined roles for adult facilitators engaged with youth development. Such a role would ideally involve for adults a nurturing approach in which youths would be actively engaged through proactive listening and respect of them as valued contributors. This is grounded on the need to engage youths meaningfully in the community. Care should be made to avoid the position by adults to function as caregivers and instructive educators that, as Nicholson, Collins and Holmer (2004) suggests consists of as doing things “to” youth and “for” youth, rather than “with” youth.

Mutual respect can be fostered by a commitment to trust from stakeholders, particularly through empowering youths and their peers equally. This introduces wider accessibility to information in settings where social trust and understanding can develop over time. This approach should be considered in place of the promotion of isolated interventions and bureaucratically organized personal and academic support services. The

environmental setting can also be designed to work with an identifiable cohort of youths where the engagement of peers can provide complementary benefits (Kahne & Bailey, 1999).

The introduction of carefully designed and practically implemented, youth-centred development programs can have positive outcomes for both the youths and the communities that sponsor or facilitate them. These programs would assist in allowing greater access to social interactions and engagements while allowing experiences to be gained for youths to develop personal approaches towards social capital generation.

These youth development programs, as described by Nicholson et al. (2004), can help youths to become competent, confident, caring, and connected citizens whose role in the community becomes respected through their demonstrations of responsibility and strong character. Such programs give consideration to the particular challenges young people face, and engage youths as change agents in designing and implementing solutions to aid self-development and community development.

To facilitate these programs, Non-Profit Organizations, social development agencies and Non-Government Organizations (NGOs) can be effectively involved to better manage social development through systematic and purposeful approaches that are synergistic across the organizations concerned. As prior research has shown, youths generally, as a rule, do communicate readiness to contribute time and talent towards making lives of others better. There are different types of youth development programs available to respond to the needs of youths in ways that allow young people to consider themselves as part of the solution to societal problems, and not necessarily as constant part of these problems.

This synergistic programming approach follows a rising trend in the use of volunteering and learning-through-service approaches by academic institutions to build and promote students' character strengths such as kindness, altruism, and responsibility by participating in active community projects like tutoring younger students, helping the elderly, and cleaning up the environment (Nicholson et al., 2004; Park, 2004).

New educational approaches such as service learning can help youths develop positively. Such new approaches, as highlighted by Frank (2006), entails the need to enhance educational materials beyond the traditional in-school curriculum with components that complement more reflective and personal learning, and which foster the development of civic responsibility and other values of citizenship.

In consideration of these prior positions on youth development, an organizational focus towards engaging youths as critical community partners in social capital endeavours may have an active part to play. Programs and platforms that develop youths positively through reflective- and action-based learning will help youths and youth-oriented organizations achieve social capital objectives effectively. Park (2004) envisions this with a particular focus that is built on the relationship between character growth and positive social outcomes.

Partnerships with intermediary organizations play an important role in the relationship between youth development, volunteerism growth, and social capital generation, from a policy and facilitative point of view. This role is crucial in setting up the infrastructure for youth development initiatives that are driven by youths with the support of community groups and social capital contributors.

Programs would then need to build and strengthen assets that enable youth to grow, develop and succeed throughout life by developing character strengths, which are defined by Park (2004) as a family of positive traits reflected in thoughts, feelings, and behaviours. These character strengths are important in their own right, and they additionally promote well-being and buffers against psychological disorders. Good parenting, close relationships with peer and family, positive role models, positive institutions, together with various youth development programs, all play important roles in the development of such character strengths.

Character development is the basic premises upon which positive youth development is built. Character education and community service programs encourage positive development in youths when they succeed in self-actualization and thereby construct a positive sense of moral identity during this process. Similarly, a youth's positive affiliation with his or her civil society becomes stronger through this process of self-identification, in establishing the expectations of moral decision making (Evans, Ulasevich, & Blahut, 2004). Youth development programs may be structured to help attain character-centric objectives as a form of moral education designed to teach certain traditional moral values including respect, compassion, responsibility, self-control and loyalty (Park, 2004; Mayer, Fraccastoro, & McNary, 2007).

It can be deduced that a form of tripartite stakeholder relationship exists between the development of young people, volunteerism, and social capital generation in which each has an impact on the other. Social capital generation is enabled as each organization is staffed to promote and sustain a professional development system. Reciprocal engagement

between these stakeholders requires developmental structures to build on the bonds between youths, adults, and organizations together. The social element is emphasized through encouraging the growth of interpersonal relationships between these parties. Proactive engagement among them will contribute social value through enhanced communication, role involvement and effective performance of activities in which they engage. Their objectives or purpose in this respect would be to support youth development implementers and youth-serving agencies with community-based training and technical resources assistance. As indicated by Johnson, Rothstein and Gajdosik (2004), these coordinated efforts can help to enhance the status of youth work as a recognized and valued profession.

From an organizational perspective, leadership development is part of a wider character developmental process that can increase a young participants' sense of fulfilment in these personal and social functional aspects (Bowman, 2004). Due care should then be invested in choosing suitable and relevant platforms from which to incorporate experiential learning to generate such social values through volunteerism. Leadership growth opportunities in actual activity settings may be helpful in this regard as complementary strategies to aid character development.

2.5 Considering Empowerment as a Guide to Aid Positive Youth Development

When we consider a character-based approach in examining the opportunities for youths to be engaged in volunteerism as part of a social capital generating effort, a structured mechanism is needed to actualize the development of young people. Volunteerism may utilize opportunities and strategies such as leadership exposure to achieve such developmental goals, while simultaneously providing a platform that allows positive social value to be rendered in a social capital activity. Such forms of empowerment allows a young person to learn important values and perspectives that might facilitate better personal decision making and ownership of responsibility in a range of changing roles (Clary & Snyder, 1999; Kirshner, 2007). As Fawcett et al. (1995, as cited in Gooch, 2004) mentions, this is achievable through the actions of influence at the individual, group, or community level.

The concept of empowerment is significant to the development of youth volunteers and leaders. Empowerment encourages young people to incorporate leadership values into

their individual belief systems, knowledge and skill sets. To be successful, volunteer programs require active engagement through character growth opportunities such as leadership development roles. Empowerment, according to Gilster (2002), allows a deeper sense of ownership in the volunteerism effort, as a form of calling and influencing others to serve a higher need and vision.

Empowerment serves as a useful incentive tool for driving social or personal development. It encourages experiential exposure that aids in the self-identification, integration and practice of key behavioural, dispositional or attitudinal characteristics. In short, empowerment creates social value amongst youth volunteers while leveraging on their new experiences, which helps to develop personal insights and competencies, ultimately enabling young people to fulfil leadership roles and responsibilities. This in turn enhances social value.

Through the empowerment process, character development is enhanced with youths increasing their sense of self-worth and self-valued identity. This is accomplished through the acquisition of personal skills and confidence by each youth volunteer while also supporting the engagement of individuals in decision making in meaningful ways. Empowerment facilitated through mechanisms such as group learning and skills sharing among members and peers can lead to positive and long-term transformative outcomes for the individual and the community (Gooch, 2004).

2.6 Examining a Volunteer Developmental Approach for Youths

This literature review reveals insights into how youths can develop and engage in delivery of social value. Volunteerism was identified as a critical platform with which to engage youths towards generating quality social capital. This in turn draws attention to how effectively constructed volunteer development programs can facilitate positive youth growth. Volunteer development has the objective of supporting and equipping volunteers of all backgrounds with relevant skill, knowledge and/or ability sets. The intended goal is to allow these volunteers to be self-actualized while pursuing fulfilment of a specific social cause or personal goal, both of which may be organically intertwined. This requires organizational and environmental support to provide reciprocal value to volunteers who provide the social value.

As previously discussed in this chapter, in a societal framework, such portals of social value creation by volunteers are often provided through not-for-profit or youth development organizations. Volunteer development is a useful perceptual tool as it sets the tone for what people in general and youths in particular seek to receive or acquire in return for providing their social and community services.

The design of youth development programs for youth volunteers will require experience in identifying and addressing the social needs of youths. Such critical considerations will need to regard certain controllable and uncontrollable factors that may or may not be within the youth development organization's control. Such considerations are also likely to have an influence on the perceived value to serve and the desire to volunteer. These factors can include: the training and management of volunteers; the nature of volunteer work, quality of supervision and perceived benefits, such as gaining employment related skills. From this point and the observations by Auld (2004), we can conclude that positive youth development can be facilitated in part through an organizational focus in which different community niches play a complementary role.

From an organizational viewpoint, the recruitment of youth volunteers is a crucial component of socially responsible volunteering where measures to address issues of sustainable engagement with youth volunteers gain attention. From this context and in reference to Haski-Leventhal et al. (2009), two key elements are considered: the volunteerability of volunteers; and the recruitability. These measures help to promote the youth volunteers' connectivity and ownership in the organization and their own individual developmental path.

Conceptually, volunteerability of the youth volunteers involves a number of aspects for consideration when developing effective programs. An organization would need to consider the drivers that induce a willingness to volunteer that is influenced by social norms, attitudes and values, psychological motives and perceived rewards. Also, the potential and/or actual capability of the youth volunteers must be considered; as a person volunteers if their skills or knowledge qualify them for a specific role in the organization. The availability of individuals to commit precious time to volunteer is also a consideration when determining and addressing volunteerability.

Recruitability is described as the degree to which a particular service organization allows potential volunteers to join. Logistical and economic resources are, of course, needed to increase the number and diversity of volunteers in a service organization.

Networking and cooperation with other individuals or organizations may help leverage resources and expertise to attract youth volunteers to the social cause.

While we have examined the rationale associated with engaging youths through volunteerism, we can undertake a further examination of how volunteer development can benefit youths directly. Youth development programs are direct and supportive tools for social development for youth volunteers, as Nicholson et al. (2004) rightfully points out. They carry positive influences for youths especially during stressful times and places in their lives. Also the positive availability of best practices or program offerings helps to prepare youths to behave and function effectively in a real world setting. The assistance of trained and experienced youth development professionals and volunteers who are perceptive of the life needs and expectations of the youths with whom they work is crucial, whether they are based in the school, service organizations, in informal groups, or at home with the family.

To better design programs that meet the objective of aligned youth development, a clearer understanding of youths and their own dynamics is needed. Young people are dynamic individuals who are constantly in search of means by which to identify and fulfil their respective needs. The roles of youths are also a changing social construct, and the context in which their education takes place is therefore important. Changes in social conditions as well as individual aspirations, and life in general, means self-actualization has become increasingly difficult. Such challenges have often driven the notion for youths that their desired outcomes in life are possibly unobtainable. The dynamic pursuit of individuality by youth shapes both personal and societal priorities (Mørch, 2003).

Young people, of course, progress through their own individual developmental stages, such as through the fulfilment of a Hierarchy of Needs as suggested by Maslow (1970). This entails evolving levels of development and access to opportunities beyond just participation. There is a potential need for leadership development in individual youths who require opportunities to develop wider skills and knowledge sets that contribute towards more self-actualized fulfilment of both their own and collective human dynamics.

Auld (2004) maintained that certain factors have negative impacts on the desire to volunteer. These may comprise of considerations such as: (a) People being less willing to devote as much time or commit themselves to a long term of service; (b) Increases in family commitments; (c) A perceived decrease in time available outside paid work; (d) Government policies that give precedence to consumer rights over the rights and

responsibilities of citizens; and (e) An increasing demand for ‘professionalism’ in volunteering.

Considering these positions allows an observation that certain motivational desirables or outcomes have an impact on a youth’s propensity to volunteer and engage themselves in social capital activities. A desire to gain life or career goals and experience may underpin individual developmental efforts. This is grounded on personal psychosocial considerations such as the social value that is received in return for services rendered which further reinforces the instinctive need to be involved in the community or social cause. Understanding these needs is critical for organizational efforts to achieve success in maintaining a sustainable network of volunteers who will develop progressively as they deliver social value.

These points further highlight the need for organizational stability. Osborn (2008) identifies that it is critical to understand the factors that can influence the desire by volunteers to remain or leave their areas of responsibility. Organizations in this regard should consider these factors to minimize the consequences of a high turnover which can disrupt organizational planning, recruiting, training and management of volunteers. Consistency is a crucial element that ensures social capital generation and that volunteer services remain effective and beneficial, as opposed to spontaneous and unpredictable volunteer commitment and engagement.

Understanding organizational change and how it affects character development can enable youth development organizations to better meet the challenges experienced by youths. This will enable both youths and organizations to adapt to changing social environments while managing transformative changes in the youth-adult relationships.

2.7 A Potential Limitation: the Youth-Adult Relationship

An examination of the youth-adult relationship may provide a fundamental insight into how adults can support the development of youths as they grow from adolescence to adulthood. This occurs in various settings, to foster effective social capital generation and leadership.

Developmental psychology suggests that when youths transition from adolescence into adulthood, they require assistance in learning independence as they manage the various challenges they meet while growing up and creating their individual identity. This explains in part why institutions place considerable emphasis on providing career, mental

health, and peer-counselling as well as structuring curricula or programs to help youths develop basic life skills (Mears & Travis, 2004).

Adults play an important role in youth development, particularly in providing supportive actions and guidance to support individual character growth and leadership opportunities. Adult volunteers in youth development service agencies play roles and hold responsibilities that impart both visible and intangible benefits accruing from the youth-adult relationship. As youth development professionals, adults may function in the roles of mentors or coaches. They lead from a supportive position, imparting helpful skills, introducing new resources, and facilitating plans to bring about change in stressful situations (Nicholson et al., 2004). The mechanism of a mentor is examined in greater detail in the subsequent chapter of established findings.

Adults in this unique facilitative relationship are experienced in designing youth development programs. Positive youth development programs create an environment where the youth volunteers experience safety and comfort, physically and emotionally while engaging in the program structure and actively participating in providing service to the community (Nicholson et al., 2004). Adults as mentors and coaches listen to youths and support their development by being respectful of their individual selves. Each youth development program must and should be youth-centred and youth-directed. This is essential in the social capital generation framework where youths with a sense of belonging at any place, especially among a group of peers, more effectively become motivated to continue contributing to the subjective positive experiences and subjective well-being for others in the volunteer service providing setting.

Awareness is increasingly drawn to the need for changes where societal trends have impacted how adult and youths interact and live with one another. The attention paid to lifelong learning is becoming integrated in modern societies and to all aspects of people's lives with positive effects. This can be reflected in Mørch's (2003) observation that an interesting trend lies in how youth perspectives, values and demands are encroaching onto adult life and lifestyles, hence the blurring of this transition from youth to adulthood with a need for re-evaluation by organizations and adults concerned.

This complicates the consensual focus and clarity provided by youth developmental approaches and programs. The increasingly ambiguous structure of adult parameters apparently mandated by society in the youth-adult relationship impacts the ability to meet the developmental needs of youths to generate social capital. Common barriers were identified by Frank (2006) that limited the engagement of youths by adults in more abstract

roles such as planning. These barriers possibly stem from social conditions that have resulted from the marginalization of youth concerns by adults, in particular by adults who have limited knowledge of youth or experience working with them. The presence of adult-oriented institutions, competing interests and the adults' lack of understanding of youth were other barriers that constantly emerge to limit the youth-adult relationship. Combined with other political, economic, and cultural challenges, these restrictions in turn influence the limited scope of roles youths were often allowed to function in or be empowered by.

This may be attributed to various environmental or cultural influences such as the example provided by Jones and Perkins (2006). As identified earlier, one common situation that appears to widen the gap between youth and adults is that both youths and adults have limited experience in working as partners. Many youth developmental programs fit into the traditional program structure wherein youth are receivers and adults are the providers. Jones and Perkins (2006) identified that as youths enter their middle-adolescent (ages 14-17) years, they become identity seekers. At this stage moral identity becomes a crucial developmental issue. This is only actualized with the ability of youths to exercise more decision-making power. Thus, traditional programs may emphasize adult authority over youths, while ignoring youths' identity-seeking needs. In turn youths may be discouraged to be motivated in fulfilling greater social capital roles (Kirshner, 2007; Eighmey, 2006).

This imbalance of perceived decision making and control over self-development does constrain the meeting of expectations and perceived value for youths. As volunteers in social capital causes, youths could seek developmental gains in leadership opportunities as part of their evolving roles in contributing social value. Citing Mørch (2003), the roles of youths in a traditional sense have evolved to a point where they can assume both youth and adult roles, such as in employment and higher education. A state of irrelevance may arise stemming from a difference between the evolving and traditionally perceived role of a youth volunteer or leader. This gap between youths' and adults' expectations and clarity of respective roles in the youth-adult relationship can be impacted by certain misconceptions and lack of awareness of updated realities.

A youth is in a state of transition between childhood and adulthood. This transitional stance means that adults tend to youths' mental and emotional states from an adult perspective: youth life, most adults perceive, is formed according to future work and political adult life expectations (Mørch, 2003). However, this traditional model of youth life may no longer hold credence in today's evolving social landscape. The different

contexts in which youths develop, like school, peers, youth clubs and sports are still there, but they are less directly part of a transition plan, than they were in generations past. Youth life now is constructed less directly in relation to adult life. Some identity-forming aspects of youth development have gained more independence and self-reference according a growing dependence on societal and commercial influences (Mørch, 2003).

In any attempts to transit away from an adult-centric culture where youth development decisions are left to the perceptions and guidance of adults, youth development programs can gain credentials through a structure of empowerment and self-responsibility over their decisions to help youths grow towards adulthood and, potentially into leaders of tomorrow. Achievement of these goals should be balanced with what Rhodes, Liang and Spencer, (2009) identifies as clear ethical guidelines and obligations of adult mentors.

An approach that includes more structured and comprehensive training for adults in working with youths can help to manage gaps in expectations, while providing some measure of guidance on the learning and development objectives desired. Programs such as mentorship could help to meet such needs, although a clear spelling out of what forms and levels of commitment the adults will have to undertake in mentoring youths must be made clearly (Jones & Perkins, 2006).

As adults prepare to become guides or mentors with a tolerant and nurturing mindset in facilitating positive character development in youths, adult development can in turn benefit from this learning process. Learning objectives for training or developing youths in leadership roles may help adult mentors and coaches gain clarity while helping to focus more specifically on desired leadership qualities.

This is particularly important as individualization may not be managed well by adults in their approach to positive youth development. Wider organizational support could be of help in managing youths with differing habits, characteristics and behaviour. This may help support youths as they transition to leadership roles. Achievement of this goal should be managed well enough to allow the generation of subjective well-being and life satisfaction while minimizing stress by training and supporting youths as they meet the challenges of serving their communities.

2.8 Organizational Development and its Application to Youth Development

Previous discussions from the literature review suggest the role an organizational setting can play in youth development. Either presented through a structured hierarchical system such as organizations or through social capital entities such as a community, further discussions highlight the need to consider the role such organizational setups can play in complementing the development of youths through formal or informal means. Non-profit organizations, such as the youth development organization targeted in this research, are considered valuable organizations similar to those that provide economic capital to country based economies. They possess an accepted role through the generation of social capital that influences the quality of value in driving economic capital and are often subjected to similar needs for continuous development of organizational structures and processes, albeit at times in a semi-formal capacity through a community (Farkas & Dobrai, 2013; Hildreth, 2000).

Social capital in this sense requires both an internal and external form of development. An internalized form of social capital would necessitate the investment into building interpersonal relationships or social ties among organizational and community members to better gain and contribute value in their own roles and positions. Social capital can also be developed externally of an organization and a community through the establishment of quality social ties with people that may have a direct or indirect relationship with members within this group and where shared value is gained through a leveraging of resources and advantages. Social capital by non-profit and for-profit organizations requires a strong investment in human capital, where skills and experience sets are grown to better the quality of performances amongst members of the organization and the community (Ng & Feldman, 2010).

Various organizational types, including youth development organizations, aspire to achieve strategic growth and stability by sustaining a stable fit between organizational success in goals achievement and in size or stages of development. While growth and stability is an outcome commonly sought by any organization, it is without a doubt that certain growing pains, such as the need for change in visioning or skills requirements among human resources, will inevitably surface from time to time (Flamholtz & Hua, 2002; Mulili & Wong, 2011). While attention is being made towards the development of processes and structures, concerns also arise of the need to improve the leadership models

in these organizations to address these growing pains and in response to the changing environments organizations face (Farkas & Dobrai, 2013; Beard, 2000). What we can deduce from these positions is the critical need to establish new knowledge and renewed learning within the organization, but also in acquiring relevant and practical knowledge to manage a planned strategy for change (Romme, 2011; McKinley, 2010; McKendall, 1993).

To uncover the processes and outcomes needed for effective change management and organizational growth, the concept of Organizational Development has been introduced for decades and in practice by professionals across industries (Romme, 2011; McKinley, 2010). Organizational development, in essence, refers to any practice carried out by an organization that is intended to solve problems and renew processes within its own structural settings, through the use of interventions to build organizational capacity among organizational members (Romme, 2011; Mulili & Wong, 2011; Farkas & Dobrai, 2013). This concept is by no means fixed in itself, as it evolves in response to organizational and community centric changes in the operating environment (Piotrowski, Vodanovich, & Armstrong, 2001).

The foundations of organizational development basically comprise of managerial and leadership attention directed in growing and integrating organizational values, technological and infrastructural resources, and the management of people together (Cobb & Margulies, 1981; McKendall, 1993; French & Bell, 1990). Five distinct characteristics of organizational development can be identified with the help of French and Bell (1990) that comprises of the following:

- Organizational development is in itself a planned, proactive process.
- It engages an entire organization or at least a large part of one.
- It is initiated and managed from the managerial or top levels.
- It is based on planned change or interventions made with the help of change agents.
- Organizational development enhances an organization's problem solving and renewal processes while involving organizational members to achieve goals and objectives.

As we examine these five characteristics, organizational development requires well-planned contextualization and communication from an organization's managerial ranks, regardless if it is implemented through renewed processes or change agents.

Leadership, as identified from the literature review, becomes an important focal point in developing an organization, when considering the intrinsic influences leaders play in promoting interactions, driving role satisfaction and productivity among community members or followers (Cobb & Margulies, 1981). To achieve this, leaders need to provide learning environments that support and enhance learning to ensure organizational members acquire the most current forms of knowledge that contribute sustainable value back to the organization (Mulili & Wong, 2011). This entails the need for leaders to go beyond traditional, notions of just effective delegations and empowerment, towards more involving roles to mentor, coach, motivate and encourage organizational or community members to seek new learning (Beard, 2000; Nutt, 2004).

Interventions play a crucial role as a motivational source of assumptions, intentions, goals, strategies, tactics and processes that initiate and sustain change efforts on the part of the organization. Clear definition of the problem situation on hand and in designing interventions that best understands and address identified issues on a long-term basis contributes to the success behind organizational development. Interventions may be designed singularly or used in multiple combinations from a human process, techno-structural, socio-technical or organizational transformation aspect (Romme, 2011; Mulili & Wong, 2011; Piotrowski, Vodanovich, & Armstrong, 2001).

Developing an organization looks at developing itself not only structurally but also in various processes and resources with the use of long-term interventions. This essentially involves human resources as a critical component in development. This is often developed through human process based interventions using formal and informal means that goes beyond development of current role positions but too for sustainable development as a career. Formal means may include structured training programs and courses or feedback and assessment systems such as performance appraisals. Informal means may include examples such as social networks among personnel or volunteer work on a personal pro-social capacity (Blau et al., 2008; Mulili & Wong, 2011).

The techno-social intervention works in complement to the human process intervention in that various techniques are used seeks to address the motivational appeal of organizational and community members through their individual roles. Often introduced

through strategies such as job enrichment and role enlargement, a techno-structural approach is often used in this manner to develop more intrinsic ownership over the assigned roles that brings about internalized value (Mulili & Wong, 2011).

Complementary research was also found to have highlighted the impacts of organizational processes onto the development of both human and social capital from job role and fit perspectives. Such research from a review of literature extends organizational development theories to consider the pro-social and relational aspects between an organizational member and with the job role assigned to achieve efficient role performance (Ng & Feldman, 2010; McKendall, 1993; Kahn, 2008). From a human process and techno-structural perspective, this denotes relevance in establishing strong foundations to create a social environment that allows efficient collaborative and participative engagement of human resources (Cobb & Margulies, 1981), and based on espoused values such as openness and trust between leaders and members (McKendall, 1993).

Credence is accorded to this notion of engaging in greater lengths, with organizational members, as more often than not organizational change management approaches are formulated from a top-down and managerial experience. An inclusion of a bottom-up approach can allow for clearer and more relevant address of organizational needs from those who are at the forefront in implementation and adherence to established goals, such as organizational or community members (McKendall, 1993; Mulili & Wong, 2011; Farkas & Dobrai, 2013).

A third intervention approach is suggested through an organizational transformation perspective. This is based on an important outcome from human developmental efforts focuses on motivating desirable individual, groups or organizational behaviours towards wider development or even conformance to the desired organizational culture (Blau et al., 2008; Kraimer, Seibert, Wayne, Liden, & Bravo, 2010; Mulili & Wong, 2011). Often conveyed through change management plans, such structured change strategies allow the organization to facilitate enhanced efforts to attain goals and role effectiveness at the organizational, team or individual levels, usually through internal or external change agents. These are typical resources that help to promote espoused changes through active consult and support with people, technology and the structures or processes in place within and external of the organization (McKendall, 1993).

One other intervention that can complement these approaches is through a socio-technical systems approach by structuring an organization towards a process of continuous collaborative learning. This intervention approach involves all of an organization's

members in its problem solving processes and induces positive motivations for individualized personal growth through new knowledge learning and sharing. Such constant individualized updates allow for more effective role performance through collaborative exchanges of information and experiences within high performance teams, as often seen through a socio-technical lens. The socio-technical intervention is facilitated through such team's collaborative efforts to regularly share learning and leverage on resources for work improvement and the processes being used. A key aspect of this intervention is the availability of a structured social setting from which individuals are engaged collaboratively in work settings and from which knowledge sharing becomes an effective resource in tackling changes efficiently and managing the quality of performances through aligned benchmarks (Mulili & Wong, 2011).

In reviewing the organizational development literature, the research's focus on a social capital related organization brings to mind a core emphasis: the role of the youth leader, as an important stakeholder from an organizational perspective. Drawing attention towards organizational stakeholders such as community members or followers, allows for a better understanding of the role fit between youths in leadership development with organizational objectives of social capital generation (Ng & Feldman, 2010; Nutt, 2004). In examining the perspectives of youth leadership with a pro-social, psychosocial and inter-personal aspect, greater understanding of what is perceived as important leadership drivers can in turn enhance understanding of what is expected. This can benefit a youth developmental organization in the generation of better and more effective social capital value through a holistic organizational development support designed with relevance towards better motivation and development of others into leaders themselves (Beard, 2000). This research, in its efforts to identify a list of youth leadership dispositions, can play a part in contributing value towards formulating human process related interventions. These could be demonstrated through more effective understanding of techno-social motivations for quality leadership from a youth perspective and resource examples of a formal or informal nature. Such understanding can be incorporated into a socio-technical approach to allow for better attitudinal and value base for leadership to be put in action, through quality environmental settings that induces such changes and directed development towards a transformed organization or community.

2.9 The Direction for Youth Development Organizations

In a youth developmental organizational setting, positive youth maturation and development is more than just preparation for adulthood. Youth development organizations, through their functional capacities as community and people developers, can provide clarity in terms of youths' roles in delivering social service. This can be managed through providing support infrastructure that help youths achieve goals at a community, organizational, group or individual youth level.

Gilley, McMillian and Gilley (2009) further emphasizes that this form of organizational support must derive from organization-wide philosophy of continuous growth; administrators, staff and all adults concerned should be prepared to provide this support to youth participants. Such is the nature of transformative changes in an electronically interconnected world that with organizational support, it can allow greater receptivity for positive youth development among stakeholders.

Social challenges and dynamics that impede the organization's functional capacity to serve social and volunteer needs may arise. This could be a result of the youth development organization's structure and hierarchy. As Schweigert (2007) highlights, such challenges may be comprised of bureaucratic control attempts, unexpected interventions, power shifts in an organizational setting, the need to foster unity against divisive actions and so forth.

Organization based leadership has the support of bureaucratic systems, authorities, and boundaries and hierarchies to channel and control the exercise of power. In contrast, community leaders such as youth volunteers function within overlapping layers and shifting sources of influence, resistance, and negotiation. This leads to some emphasis on the unique roles community and youth development organizations must play in providing structured organizational involvement with youths for their personal and leadership development (Taylor, 2005; Quintelier, 2008). This more informal setup highlights the distinctive differences as to how volunteer service organizations function as compared to stakeholders in the public service or corporate domain. These contextual and functional differences make important contributions to youth development and social capital generation. According to Jarvis, Shear and Hughes (1997), the structure of the organization reflect the type of developmental work carried out. In this sense, youth development gains value with social capital through programs that allows the exploration of social values that contributes to effective decision making driven by a good sense of purpose and meaning by

individuals (Walsh, 2008). Thus, how an organization guides the growth of individuals relates to the investment of social resources to positively impact each individual (Furstenberg & Hughes, 1995).

Jarvis et al. (1997) mention the development of young people at the community level is a challenging approach that requires a well-balanced integration of values with behaviours among individuals at the practice, management, and community levels. Often, as Schweigert (2007) suggests, clarity of expectations within communities can be influenced by many sources pulling in often conflicting directions. Leaders, such as those among youth volunteers, often are unable to assure followers that particular limitations and directions can remain consistent, or that rewards and sanctions will be fairly administered. Community expectations are critical influences on volunteer youth service organizations that are difficult to manage. Community leaders, especially youth volunteer leaders, have little relative power with which to address negotiations or political situations that may arise in response to actions taken by their organizations. Followers are not bound to engage or adhere to the established bureaucratic policies; they are able to substitute or replace their leaders, change their powers, or simply cease to volunteer.

2.10 Youth Development and its Connectivity to Leadership Development

On reflection, the role of the organization lays an important part in fostering supportive platforms for inducing various psycho-social elements for youths, such as positive subjective well-being. Youths need to develop their characters in real-life environments which encourage growth of positive traits through subjective positive experiences. The potential for developing leadership tools will assist a youth-related organization to generate interest in volunteerism through offering comprehensive and high value returns for youths contemplating becoming volunteers. This highlights a connection between leadership development and youth volunteerism which will be examined and discussed further in this sub-section of the literature review.

As previously discussed in the chapter, a synergistic influence between economic and community concerns are becoming more interlinked as objectives of social causes and individual stakeholders become entrenched closely with each other. The engagement of community stakeholders such as youths and adults can become a crucial resource in collaborative social capital generation and value. These may have a lead-on effect towards

various capital-related benefits such as greater productivity through higher qualities of volunteer experiences.

The need to develop youth volunteers, peers and leaders alike must encourage volunteers who have progressively engaged in social capital activities to expand their educations. Education encourages positive personal development and transformation, such as the accumulation of personal values, skills and enhancement of knowledge. These contribute to a sustainable development of volunteers, in which constant engagement and retention would necessitate evolving roles, which would be essential to the well-rounded development of leadership capacities and capabilities. Thus, sustainable investments and efforts in preparing youths to contribute social value are important (Rossing, 1998).

Further to this point, we can identify that such sustainability can be dependent on the attitudinal focus and consequent actions a youth volunteer may possess and enact. These are commonly driven by the types of positive traits inherent in each individual youth volunteer and in how these volunteers in the organizational context build sustainable leadership. Considering such aspects of sustainable development for youth volunteers would require collaborations and shared involvement in the leadership effort to develop social capital.

As volunteers expand their repertoire of experience, knowledge and skills through social capital activities, new areas of personal development may be sought by an individual volunteer. This is driven by the need for higher levels of engagement, responsibilities or personal traits to better self-actualize oneself. Such a drive for betterment may be encouraged through the assumption of leadership opportunities. Challenges, which translate into experiences, can provide developmental value to enable personal identification of goals to gain specific leadership qualities. These qualities would grow in tandem with individual character growth, and the evolved personal growth would contribute towards clarity of identified goals and roles.

To facilitate this process of identification and acquisition, the development of a leadership framework should incorporate, at the least, three qualities identified by McCaslin (2001): (a) the essentiality of a common purpose, mission, or creed; (b) opportunity, vision or possibilities to be communicated to the organization; (c) the effective function of relationships between those who lead and those who would follow, which is critical to the long-term health of the organization. These establish the foundations by which leadership opportunities could be introduced as measures to guide personal development through the exchange between a leader and a member or follower.

Leadership development is a powerful transformative mechanism for any organization or individual. McCaslin (2001) describes leadership as having a unique and distinctive character as a higher level form of value, concept or condition. He argues that when we examine leadership in itself, leadership is distinguished from our ordinary participative actions as leaders by being incorruptible, and unyielding in principle. It is these characteristics that bestows leaders with the unique quality of being able to inspire hope, creativity, and empowerment that fulfils the potential development of personal capabilities and character (McCaslin, 2001).

Effective leadership is a powerful area of study and deserves careful examination with a social context. Roberts (2006) discovered links between changes in the social landscape and leadership which need to be clearly identified as technological innovation, globalization, and shifting workforce demographics continue to reshape the worlds of work and the community. The need for effective leadership becomes paramount for navigating the complexity involved in balancing demands and expectations as these trends gain momentum. Seamless integration of them by effective leaders is paramount. In examining these links between the environment and leadership, adaptive concepts or styles should be considered and applied by youth development organizations to streamline a youth's learning progress towards character development.

Similarly, Schweigert (2007) suggests an intertwined relationship does exist between leadership growth and the learning environment. In closer examination, this is reflected in the generation of ideas, standards, and social practices that serve as key mechanisms for moral learning and leadership development. These include elements such as a nurturing of internal values, establishing shared expectations and obligations, generating competent performance, and linking all these to external benefits in service to the wider community.

To develop leadership among youth volunteers, a framework for leadership education needs to be examined and integrated. The importance of leadership education is highlighted when leadership is often perceived or felt as authoritative actions shaping the behaviour of followers. Leadership education enhances the qualities of leadership actions through the engagement of both the individual and the community in their shared development through mutually acquired knowledge and experiences. Hence, leadership development among youth volunteers requires an integrated mechanism to enhance character evolution and skills acquisition. This mechanism can be introduced through a

framework of clear roles and responsibilities within a social context. The engagement of leadership development can indeed generate social capital if well designed.

Indeed as Schweigert (2007) suggests, as youths are incorporated into actual social causes and practices, they gradually learn the knowledge, skills, and practical wisdom required to meet relevant standards of practice and effectively serve the needs of the community. In this regard, leadership functions as a combination of practices including planning, facilitation, decision making, procedural order, evaluation, economic development, conflict resolution, and much more. These, in the opinion of the author, are collectively required to meet the real needs of the community and generate social capital.

From a community, volunteerism and individual youth aspect, the examination of the youth as a niche group holds potential. The focus on youths and their development as potential contributors and leaders to social capital formulation would enable enhanced and skilled volunteers to contribute towards the growing demand for higher levels of quality service to the community and social causes (Healy, Lyon-Crews, Michaux, & Gal, 2008).

In focusing on the potential of youths, and the commitment towards community building through social capital investments, can provide potential dividends for the development of leadership among youths. Youths may continuously grow and immerse themselves in opportunities to lead and manage challenges and experiences as they enter the workforce and evolve into important contributors from an economic and social aspect. This observation is supported by Schweigert (2007) who highlights the critical need to assist developing leaders by supporting their own self-discovery and resolution of complex pressures and options. This requires the guidance of practical leadership wisdom which may be presented through apprenticeship in leadership practices. Through such channels can individuals learn the meaning, judgment, and commitment involved in meeting the community's needs.

We have examined and discussed connections between positive youth development, volunteerism, volunteer development and leadership development. Subsequent sub-sections of the literature review will explore and examine emerging leadership concepts or styles that also contribute to youth development. These later segments will help clarify the needs for leadership development and include consideration of emerging leadership theories which have become increasingly popular among researchers. These theories include charismatic, transactional, transformational and servant leadership (Smith, Montagno, & Kuzmenko, 2004).

2.11 Disposition and its Relation to the Research

The aim of this research is to identify a list of leadership dispositions that a youth in a leadership capacity requires to become an effective leader. This encompasses theoretical knowledge of not only what leadership is, but also how to achieve it using behavioural and emotional dispositions to achieve goals. This entails understanding how youths in leadership roles form individualised dispositions through education and training that guide emerging conceptions of leadership competency (Duchesene, Ratelle, & Feng, 2014; Jebari, 2014). For example, a youth leader needs not only to be self-motivated in serving a community cause, but also to know how to generate similar motivations in others so that they collaborate on completing community goals using shared knowledge and resources. This necessitates understanding not only what constitutes leadership effectiveness, but also the way of attaining it. A review of the literature gives a strong presentation of the fundamentals of leadership from theoretical and relational perspectives. However, the current literature appears to be limited in knowledge of how leadership can become effective from a dispositional perspective. This section examines how dispositions may relate to leadership and play a role in its effectiveness.

Disposition can be difficult to define, and it has been the subject of numerous philosophical and theoretical definitions and disagreements in recent years (Carroll, 2012). Disposition can mean different things to different people, and it is not easily measured. Some individuals may associate it with a particular habit or attitude, ability, belief, characteristic, outlook, temperament or even personality, although it can likely encompass all of these (Clarke, 2009; Farrell, 2014; Gibbons, Cochran, Spurgeon, & Diambra, 2013; Kirwan & Roumell, 2015; Magundayao, 2013).

Siegel (1999) looked at a disposition as a tendency, propensity or even inclination to act or behave in certain ways under different circumstances or conditions. From an educational perspective, a disposition is as a composition of values, commitments and professional ethics that influence behaviour toward different stakeholders and that affect individual motivation and development. Beliefs and attitudes related to values such as caring, fairness, honesty and responsibility guide dispositions (NCATE, 2002). For the purpose of this study, I use NCATE's understanding of a disposition to examine how to develop effective leadership better from a youth development perspective.

Dispositions exist in people, also known as agents, and objects, whether visibly or otherwise (Clarke, 2009). Dispositions enable agents to enact knowledge, values or beliefs,

and they result in particular kinds of intentional action, behaviour or response in a given context, time and situation. While rooted in individualised and personal belief and value systems, interactions culturally constitute dispositions in combination with other agents in social contexts (Carroll, 2012). There is also a behaviourist perspective of dispositions, which include patterns of behaviours such as professional ethics and punctuality, which are tendencies to behave verbally or non-verbally in certain ways under given conditions and in a consistent manner (Burant, Chubbuck, & Whipp, 2007; Gibbons et al., 2013; Kirwan & Roumell, 2015; Ritchhart, 2001; Siegel, 1999).

We should note here that a person's disposition and personality do not in themselves cause his or her behaviour, but rather that a person's behaviour gives indications of personal traits and character as a whole by influencing choices in given situations. Personality traits function as strong causal factors in the ways behavioural responses emerge from predispositions, personal values, beliefs and situational perceptions. Dispositions have affective and self-efficacy qualities, including empathy and the ability to understand the points of view of others, or believing in self-worth or authenticity in being unique as an individual (Kirwan & Roumell, 2015; Magundayao, 2013).

One common philosophical perspective on dispositions is that they are causal properties linked to specific behaviours or processes occurring under certain circumstances, or in the presence of particular triggers or situational factors (Röhl & Jansen, 2014). People interpret and build rational expectations and explanations for their behavioural dispositions depending on their own sentiments and judgements. This leads to a distinction between a function and a disposition from a design and a contextual perspective. A function is a pre-existing value or condition as part of a person's physical construct imposed either through a biological or intentional design in realising specific processes to achieve certain results or outcomes (Röhl & Jansen, 2014). A function and a disposition may be distinct from a design perspective, as the causal significance of a disposition depends on specific behavioural responses to certain triggers. A function, however, already exists in the physical construct of the bearer and not necessarily in the conditions around him or her. A disposition differs from a function through their respective dependency on the contextual bearer. A disposition may be lost or acquired through some fundamental change within the disposition bearer, whereas different context bearers or objects can perform functions without any significant changes in their own constructs (Röhl & Jansen, 2014; Magundayao, 2013; Martin, 1994).

Prior research has also identified individual dispositions concerning the fear of failure, conception of intelligence and perceived competence (Duchesene et al., 2014). Ordinarily, efforts to describe the capacities and abilities of objects and people broadly arise from dispositional or other related perspectives such as propensities and tendencies involved in actions and behaviours. What is commonplace in having a disposition is the effort made on a daily basis in manifesting a particular behavioural or response quality under certain circumstances or conditionals. However, there are instances in which non-manifested dispositions that are disposed to act with an impossible result or in impossible circumstances may be present as well (Fischer, 2013; Jenkins & Nolan, 2012; Martin, 1994). Conflicting dispositions may also arise due to mutually consistent characteristic stimuli, but may result in inconsistent manifestations influenced by external circumstances or conditionals. The same is true of conflicting dispositions with the same characteristic stimuli but otherwise inconsistent manifestations, or in lay terms, performances (Choi, 2013; Lewis, 1997).

Holistically, across all dispositions, each has a causal basis or a set of properties that drives or underpins the disposition itself. There is generally a link between a manifestation of a disposition and its causal basis upon which a stimulus may interact and invoke a response, although there are manifestations of dispositions that need not require the absolute presence of these conditions as a whole. Some dispositions could emerge spontaneously due to circumstances and conditions surrounding the object or person as well. Dispositions, in this sense, are causes of behaviour themselves or, in other aspects, patterns of behaviour that are commonly ingrained in a bipolar-like manner, such as a noun-verb aspect, that is, actions or behaviours in response to events or stimuli (Clarke, 2009; Field & Hineline, 2008; Fletcher & Kerr, 2009). For example, a youth researching the price of movie ticket shows a disposition of “being hard-working in finding the right price”. Such a dispositional description identifies the observed effort “in finding the right price” as a reflection of a cause for the “hard-working” behaviour, or, if over a period, a pattern of “hard-work” put into routine tasks.

Dispositions may seem intrinsic in nature if we consider that causal bases for dispositions, and not necessarily dispositions themselves, are intrinsic properties of their bearers. In many cases, dispositions have intrinsic structural features that contribute to dispositional qualities. Some extrinsic dispositions do exist, although it is easier to influence them in terms of possession or loss through externally driven changes that do not

affect their intrinsic makeup as a result (Bird, 1998; Clarke, 2008, 2009; Contessa, 2012; Field & Hiline, 2008; Magundayao, 2013).

A common approach to dispositions on an everyday basis is to attribute behaviours and responses by an object or person to their internal and inherent characteristics (dispositioning). These dispositions at play work on the principle that behaviour functions as a temporally organised phenomenon that builds up the individual propensity for responding to different situations and occurrences over time. There are a number of causes or occasions that induce dispositions to appear in both cultural and behavioural contexts (Field & Hiline, 2008; Glenn, 2009). Such occasions can have the following features as cited from Field and Hiline (2008):

- **Consistency across individuals.** A disposition may arise as an attribution in the behaviour of the individual. If it is unique in a given situation, then one individual has shown a unique personal disposition, whereas if others also display it in the same situation, then the cause for this disposition comes from the situation at hand and not the person.
- **Consistency across situations.** A uniquely internalised disposition exists within an object or person and, when confronted with different situations, emerges consistently once prompted. Multiple and consistent occurrences of these responses contribute to an individualised disposition at work, which acts as a cause of behaviours that remain constant regardless of the environment and conditions.
- **Implicit historical origins.** A disposition can be as at play even with the presence of specific prior experiences or conditions that seem to guide behaviour and responses. An individual's temporally grounded dispositional characteristics, rather than just the circumstances associated with the environment around the object or person, can trigger such dispositional responses. Hence, a disposition can occur due to the prior historical and internal conditioning of the individual.
- **Implicit future consequences.** A disposition may result from the emergence of future consequences arising from the interaction between behaviour and

environment, or alternatively the response to the circumstances or conditions experienced by an object or person. An object or person bearing a future outlook including purposes or intentions tends to bring these characteristics into present responses by the individual to the changes in the environment or within the behavioural responses themselves.

From these causes of dispositions, it is possible to identify three functional categories of dispositioning. These categories highlight the significance of an action and its related environment and conditions over time and in relation to distinctive intentions and desires experienced by an object or person. Such functional categories can enable better understanding and assessment when the responses or behaviours of others may have an impact on an object or person through better predictions and more influence over the responses to an identified stimulus. However, due care should be taken to minimise weaknesses in the interpretation or attribution of dispositions. Such weaknesses may emerge from problems in accurately understanding and responding to the causal sources of various situations given the multitude of sources of information and reference points available (Field & Hineline, 2008). Following from Field and Hineline (2008), these functional categories include:

- **Integrative dispositioning.** This form of dispositioning occurs when dispersed situations or occurrences that are present all the time form a single locus that is then justified or explained as arising from an object or person's patterns of response from a behavioural perspective. This entails taking into account all types of situations or occurrences that relate and contribute to justifying the inducement of a particular disposition at play as part of a pattern. An integrative dispositioning function enables a summarisation of extensive ongoing behaviour and responses by an object or person and facilitates predictions of future responses and behaviours from a consistent dispositional repeat of actions.
- **Meditational dispositioning.** This form of dispositioning occurs when the inferred responses act as possible links or connections between remote, past or current situations or occurrences that clearly affect an object or person's behaviour. A meditational dispositioning is distinctive from an integrative

dispositioning function, as the former essentially helps to bridge or link different distinct events together from a temporal or historical perspective to form an interpretation of what the response or behaviour entails. A mediational dispositioning instead looks at categorising dispositional responses collectively regardless of the relationships between individual situations or circumstances for a specific sequence and the system of responses attributed to the behaviour on hand).

- **Teleological dispositioning.** This form of dispositioning occurs when an observer interprets an action or response by its likely consequences or impact. Past consequences of the individual's similar actions have a strong likelihood of affecting present actions or responses to any situation or occurrences. The dispositional effort will be to bring into relation past occurrences by characterising the causes of present responses and behaviours with the intent of producing specific consequences as previously experienced (Field & Hineline, 2008). This form of dispositioning is different from the other two types due to the concerns with using a consequential basis in driving responses by appealing to desired, important consequences. This is in contrast to either relying on an interpretation of consistent situations and occurrences that forms a pattern of behaviour or drawing relationships between non-related past occurrences as reference points to affect current behaviour.

Often, researchers have seen dispositions as objects and objects have had dispositions (Contessa, 2012), although an object possessing a disposition is not necessarily disposed to retain it, even if it has led to a triggering condition or circumstance (Clarke, 2008; Martin, 1994). Analysis follows a simple counterfactual analysis (SCA) that many once considered ideal in analysing disposition ascriptions, or how dispositions work. These objects should provide criteria for distinguishing dispositional qualities and analysis can take place in overtly dispositional or non-dispositional terms. According to SCA, an object or person has a disposition to exhibit a particular behaviour in response to a situation (or condition) if and only if when the object or person encounters the situation at any given time, that particular behaviour occurs.

The use of the SCA framework provides an analytical position such that, from a counterfactual conditional aspect, if something interferes with what an object or person is

disposed to do, its resultant disposition ascription value is not consistent with its associated conditional value. Interferences in this regard refer to situations, circumstances or conditions that may emerge intrinsically or extrinsically for the object or person. However, should the researcher remove the interferences, then the disposition ascription and its associated conditional would have the same values (Contessa, 2013, Magundayao, 2013).

A counterfactual form of analysis frequently describes the significance of various dispositional types. They often follow four counterexample forms, and in each of them, the disposition ascription seems either intrinsically or extrinsically true, although the associated counterfactual seems to come out as false or contrary. They fulfil a subjunctive conditional containing an “if” clause that runs contrary to the property of the disposition (Contessa, 2013; Lewis, 1997). The following counterexample forms illustrate this as follow:

- **Fink.** An object or person possesses a fink or finkish disposition when he, she, or it decides at a specific time to provide a response to an extrinsic stimulus to provide an effect or intrinsic property. The same stimulus that provoked the disposition can make it go away, or circumstances that would commonly trigger the dispositional manifestation may eliminate it. In other words, a finkish disposition has in its nature the ability to remove or add dispositions if put to a test, depending on the stimuli or circumstances involved (Bird, 1998; Clarke 2008).
- **Mask.** This is a factor that can hinder or limit the process from stimulus to manifestation should a characteristic stimulus occur, such as obscuring the occurrence of a stimulus and rendering the response inert or unobservable. In short, a mask disposition can prevent dispositions from manifesting without the need to remove the disposition from the object or person. Hence, it may be rendered inert with the causal basis for the disposition and stimulus conditions retained (Choi, 2013; Clarke, 2009).
- **Antidote.** Many objects have dispositions that produce a response under a particular stimulus. At a specific time, this disposition receives the stimulus and in its normal course produces a response after some time has passed. During this temporal gap, an antidote disposition breaks the causal chain

leading to the response without it having to occur, possibly changing the intrinsic nature of the object (Bird, 1998).

- **Mimic.** This counterexample follows an “only if” relationship in which the disposition ascription seems false but its associated counterfactual seems to be true (Contessa, 2013).

The use of the SCA has seemed to conflict with current researchers, with some calling for and proposing modified models to use in analysing dispositions in terms of conditionals. Such discourse arises from the limitations of the SCA in terms of establishing dispositions in absolute conditional terms such as being linked based on present circumstances, even though these dispositions can be present but not activated, as the required triggers or interferences are not present (e.g., Contessa, 2013; Lewis, 1997).

Taking a stout position on the exclusive focus on dispositioning seems to have limitations in itself. Focusing on the behavioural aspects of an object or person, such as the possession of a disposition and the occurrence of a stimulus, is generally not sufficient to invoke a manifestation of a disposition. This requires additional causally sufficient conditions to form a tri-polar relationship between the object or person, the response or behaviour and the environment to induce such responses to the stimuli (Clarke, 2008; Field & Hine, 2008). Thus, understanding the link between dispositions and subjunctive or counterfactual conditionals requires some further thought, given the notion that the circumstances surrounding a disposition do not necessarily match the conditionals from which the disposition responds to particular stimuli (Fischer, 2013; Jenkins & Nolan, 2012). This describes the need for better understanding of how dispositions arise in response to stimuli, actions or behaviours from a particular source, which the environmental conditionals or circumstances surrounding the source of the disposition can change.

Care is necessary to avoid reducing such analysis of dispositional conditions to a cause-effect, noun-verb, or agent-action aspect, as this would impose an exclusionary emphasis on identifying dispositions from a behavioural position of an object or a person rather than from an environmental perspective. Referred to as a fundamental attribution error, this limited approach renders an inaccurate identification and description of a disposition, as some see the responses and behaviours of objects and people myopically as characteristics of those entities. This runs contrary to acknowledging the presence of

environmental circumstances and conditions, which have demonstrable and orderly relationships to that particular behaviour and response, regardless of the presence of individual cognitive forces such as traits and characteristics. In essence, dispositional analysts commit this error type when exhibiting a tendency to overlook the influence of situational factors and to overestimate the value of dispositional human influences in managing responses and behaviours (Field & Hineline, 2008; Lee, 2010).

Lewis (1997) introduced an alternative analytical approach, a reformed conditional analysis (RCA), to describe the foundations within a disposition from a counterfactual conditional perspective, namely:

Something *x* is disposed at time *t* to give response *r* to stimulus *s* iff, for some intrinsic property *B* that *x* has at *t*, for some time *t'* after *t*, if *x* were to undergo stimulus *s* at time *t* and retain property *B* until *t'*, *s* and *x*'s having of *B* would jointly be an *x*-complete cause of *x*'s giving response *r*. (p. 157)

From this description, we can ascertain that when an object or person (*x*) at a specific time (*t*) gives a response (*r*) to a stimulus if an intrinsic property (*B*) is possessed by the object or person for some time and retained even after a stimulus has been experienced, he, she or it triggers a disposition (Lee, 2010). This fundamental for a disposition emphasises the need for a disposition to render a response consistently to a given stimulus over time and the need for both the stimulus and the intrinsic property of an object or person collectively to contribute to a response. As the RCA includes a requirement that stimulating circumstances form an integral causal factor in relevant dispositional manifestations, the avoidance of an unnecessary proliferation of irrelevant and useless dispositions is an advantage of its use (Lee, 2010).

Fischer (2013) offered a complementary approach that builds upon the interactional foundations established from both the SCA and the RCA principles. This approach channels analysis and promotes understanding the basis for describing a disposition in its response to stimuli and circumstances. There are two general conditional analytical approaches: (a) a two-factor parameter and (b) a three-factor parameter.

The two-factor parameter approach in a disposition is a fundamental that describes a unique, direct relationship between a response from a person or physical object and particular stimuli that provoke the said response. No other objects or persons can possess this as a dispositional property to respond to a stimulus and vice versa, and it manifests

uniquely to that specific stimulus-response pair (Bird, 1998; Contessa, 2012; Fischer, 2013; Röhl & Jansen, 2014). The following exemplifies this:

- **S** is the stimulus type to which the disposition produces a response;
- **R** is the type of response that the disposition produces when exposed to a stimulus (**S**);
- In application, the formulation reads as **S-R**, or a stimulus invokes a response directly from an object or person.

While this construct is simple, there are limitations on how the two-factor parameter can be applied as a function in the interactions between a stimulus and a response, such as when interference in the response to the stimulus affects the presence or otherwise of a disposition (Contessa, 2013; Lewis, 1997). This entails the need to consider a more elaborative relationship within a disposition, namely a three-factor parameter, including additional elements of the object or person from which the stimulus-response arises within the circumstances or conditionals from which the stimulus-response emerges. It indicates that the properties of the attributed objects or persons do not always exclusively ground disposition ascriptions, as other objects and persons can contribute towards invoking these dispositions (Contessa, 2012).

This third parameter, the circumstances or conditions that encourage a disposition to manifest, allows for the possibility of two distinct results in response to a stimulus, such as a person possessing a disposition to respond to one stimulus, but simultaneously lacking a distinct disposition to respond to another stimulus. Taking a third parameter into consideration also allows for the notion that interferences cannot be totally absent and that such *ceteris paribus* clauses are far from being practical to implement, as not all things are equal (Contessa, 2013; Fischer, 2013; Lewis, 1997; Röhl & Jansen, 2014; Rupert, 2008). Thus:

- **X** is the object or person from which each stimulus-response arises;
- **F** is a function specifying the circumstances or conditions for each stimulus-response and object (**S,R,X**) with which it is contextualised;

- In application, the formulation reads as **F(S,R,X)**, or circumstances or conditions specified by the interactions between the stimulus-response and object.

An example could be a youth going on a hike. This youth possesses a tendency to move unheeded with resolve when challenges arise. In this case, the youth (x) responds to the hike experiencing a sudden rainfall (S) without protective equipment (F), by moving on in a determined manner (R1), which leads to a disposition of being fearless about personal safety (R2) due to possible lightning strikes or dangerous terrain. This example highlights two distinct dispositions: (a) a disposition or tendency to be determined to move forward regardless of the challenges and (b) the disposition to be fearless in the face of adversity. The outcome of the dispositions is a response to the sudden change in weather, which functions as a stimulus to the fearless approach by the youth. This is a reflection of three parameters at work, namely F(S,R,X), that highlight the circumstances experienced due to a lack of protective equipment that induced two dispositions in response to a stimulus in the form of a sudden change in the weather. When using a two-factor approach, a singular dispositional response to the stimulus, namely a disposition to move forward in a determined manner in response to the sudden rainfall, occurs. This does not take into account the circumstances for this response or any other to emerge if strictly adhering to the parameters.

Having examined and applied the three-factor parameters in understanding the functional aspects of a disposition, attention is necessary to the role circumstances or conditions play in invoking a response to a stimulus. As a form of extrinsic dispositional property, the way auspicious or favourable circumstances for a disposition can occur, especially when an object or person typically has that specific disposition tacitly, is significant. Indeed, a disposition results from conditioned values and attitudes that influence how behaviours emerge when events activate the disposition from its latent state (Siegel, 1999). It is not easy to recognise dispositions lying in their dormant state until favourable circumstances occur, thereby triggering a specific behavioural response that is intrinsically reflective of that particular disposition. Such an observation remains consistent with the belief that unless some form of change has occurred in the circumstances or conditions around an object or person, the responses to a particular stimulus should remain constant (Fischer, 2013).

One possible limitation on the effective identification of a disposition could lie in the consistency between individual people in observing and attributing the observed behaviour to a specific disposition type. It is possible to see inconsistencies between individuals' inferences of observed behaviour by exploring perceptual understanding and individualised value systems (Magundayao, 2013). For example, a youth leader with training in problem-solving techniques using collaborative learning approaches may not quickly assume a decisive position when differing opinions emerge among followers without first seeking the inputs of those around him or her. To an individual observer who is more situationally specific in analysis, a disposition of *calmly considering all options before responding* might emerge in response to the leadership circumstances. In contrast, an individual observer of this behavioural response adopting a socially based analytical perspective could infer a disposition of *actively seeking the cooperation of others* is in existence and triggered by the leadership circumstances. In this example, observed behavioural responses reflect the nature of the dispositions in question. The question is, how accurate are these dispositional identifications across individuals and how can we manage this limitation to ensure consistency within individual interpretations of what dispositions are (Field & Hinline, 2008). To ensure consistency among interpretations or analyses of the presented behavioural responses, and to match such behaviours to the correct dispositions, clear contextual emphasis is necessary to specify the relevance of environmental influences on behavioural responses, rather than on the person under observation (Field & Hinline, 2008).

For example, in this study, the focus is on identifying the leadership dispositions youths see as important for effective leadership. Leadership is a broad genre and it varies across structural levels, stakeholder types and focus. Often, studies on leadership draw conclusions from personal perspectives. This can lead to varied interpretations of leadership among research participants, given the variety of leadership activities, roles and functions that individual leaders may undertake. However, other forms of leadership research have examined environmental concerns for leadership as well, which enables a better understanding of what influences leaders from a dynamic perspective. This is relevant to this study, with its emphasis on the particular aspects of youth leadership under examination, namely youths in leadership roles who are engaged in social capital causes. The examination of youth leadership centres on how such leaders function or how their social capital environment influences them, which enables them to partake in or deliver effective leadership.

This focus helps to put in place a parameter for analysis, focusing on what leadership means to the research participant. The basis of such an analysis is common environmentally influenced experiences of working towards social capital-related causes, which often involve leadership within diverse teams. The study also draws on the various forms of dispositioning, which allows for more consistent interpretations and analyses of youth leaders in social capital-related roles. This emphasis on the unique nature of individual dispositioning forms is relevant to the various adapted action research-related environments and the constructivist data collection that occurs throughout the action and reflective thinking processes.

Integrated dispositioning is examined in this study through the research participants' own self-reflective thinking on what leadership means to them and their use of their own knowledge to draw conclusions and to identify the types of dispositions that are important to them, as social capital youth leaders. An integrated dispositioning function uses the sum of reflections on ongoing behaviour and the responses drawn from the knowledge and experience of the leaders relating to the social capital activities. Predictions of what leadership means to them in terms of behavioural responses arise from the reflective thinking process, which draws conclusions about the environmentally linked influences necessary for effective leadership from a dispositional perspective.

Similarly, there is a meditational dispositioning function in which participants undertake constructive reflections and thinking on how such leadership behaviours and dispositions are important to them. This allows the participants to draw links between such historical experiences. Their own interpretations and considerations constitute effective dispositions for leadership. This brings clarity and consistency about what leadership dispositions mean across participant types, regardless of their leadership situations, as the focus is on identified dispositions that are important for a youth leader in a social capital context or environment.

This study's focus is on using an adapted action research approach to facilitate inferences and analysis of leadership dispositions desired by youth. A teleological dispositioning function results from the participants' attempts to draw conclusions from their interpretations and analysis and to validate them by presenting collated data responses. Further reflections and interpretations derived from these responses either clarify or reinforce the importance of these leadership dispositions.

Throughout the study, the way to manage the limitation in consistent interpretations and analysis of the emphasised dispositions is through emphasis on the context of the

research: youths in leadership capacities, regardless of their prior experiences, who are engaged in social capital environments from which such leadership experiences emerge. This emphasis draws participant attention towards leadership dispositions that emerge from social capital activities and not from individualised personal perspectives, which can contribute to inconsistencies across individual dispositional analyses (Field & Hingle, 2008).

2.11.1 Dispositions and Leadership Theories in General

Early leadership theories placed specific emphasis on the attributes or characteristics of leadership. These comprise trait theories and dispositional approaches to leadership, which have suggested that it is possible to differentiate between leaders and followers based on inborn traits, qualities, or dispositional attributes that are themselves influenced by the behaviour and physical attributes of others (Dinh & Lord, 2012). More recent studies maintain this perspective, with the understanding that such leadership traits remain consistent across different cultures and leadership roles (Steers, Sanchez-Runde, & Nardon, 2012) and followers are automatically granted respect once leaders have met their expectations of ideal leadership traits and behaviours. Meindl (1995) surmised that attention to the perspectives of followers is necessary, as effective leadership requires not only a good leader, but also a focus on the social process from which leadership is constructed. There is greater acceptance of leadership when the leader's behavioural actions match closely what followers see as proper and fitting for acceptable leadership (Clarke, 2011; Huang et al., 2008). Such synergistic acceptance of leadership involves developing followers' psychosocial commitments to a leader's shared vision and belief systems, which they have established through positive engagement in the social construction process developing the relationship between the leader and followers (Meindl, 1995).

Leadership research encompasses different aspects of leadership attitudes, behaviours and situational factors, including theories such as transformational and servant leadership. However, information regarding the influence of characteristics and personality traits of both leaders and followers seem to be limited (Folger, Tartler, & Liepmann, 2004). The issue of how traits or personality characteristics influence leader performance has gained popularity in recent years (Brown & Reilly, 2009; Khoo & Burch, 2008; Martinko, Harvey, & Douglas, 2007), yet some authors have expressed concern at

the suggestion that the possession of a trait or personality characteristic reflects actual leadership capability (Brown & Reilly, 2009).

This is particularly important, as an effective application of popular leadership styles requires a varied mix of character traits, virtues and personal dispositions that have an impact on leadership effectiveness (Hackett & Wang, 2012). Using a dispositional perspective in examining leadership can allow consideration of how to reinforce leadership style and the resultant relationship between leader and followers (Felfe et al., 2004). This approach enables an understanding of the relationship between dispositional considerations and leadership and the way to advance the two collaboratively within a leadership environment (Brown & Reilly, 2009). Such an approach forms the basis for the present study.

There is an increasing need to foster learning through acquired knowledge skills and experiences within a dispositional context (Kajs & McCollum, 2009); therefore, it is important to consider leadership disposition in any study of leadership. Studies of the dispositional approach have occurred since the early days of leadership theory, and they have featured certain traits and attribute that correlate with leadership effectiveness. More recent studies have emphasised how interpersonal interactions influence perceptions and generate behaviour as a process (Bass, 1985; Dinh & Lord, 2012). Such research into leadership has grown in response to what many perceive as an overly strong and singular focus on the leader, with attention increasingly going to a phenomenological examination of followers' roles and behaviours in the leadership relationship within the organisational process (Meindl, 1995).

There are a number of alternative terms for dispositions with similar connotations, such as temperaments, individual traits, fostered habits, or even propensities to do something (Dottin, 2009; Sosu, 2013). Dispositions emerge as fostered habits when consistent exposure to specific forms of learning experiences take place, through formal training or personal experiences. Focusing on dispositions is important for understanding what leaders are likely to do, based on their ability to achieve goals, and what they actually do, based on their actions (Dottin, 2009). In short, a disposition is a tendency for a leader to act or react in characteristic ways in certain situations (Hackett & Wang, 2012).

Leadership dispositions are an important area to study, in part to distinguish them from leadership skills or behaviour. As an approach for managing leadership situations, dispositions dynamically develop before leadership knowledge or performance surfaces,

thereby placing dispositions as critical prerequisites for leadership actions and behaviours to take place (Hunzicker, 2013).

Acknowledging the need to develop positive leadership dispositions has benefits, such as minimizing leader to follower burnout and greater satisfaction with leadership efforts. The emphasis is not just on drawing attention to the strengths of positive leadership dispositions, but also on identifying weaker dispositions and minimizing negative impacts on leadership behaviours (Augustyniak, 2014; Leary et al., 2013). It is possible, researchers have noted, for leaders to possess effective skills and positive traits while lacking certain dispositions. As Helm (2010) suggested, a lack of such fundamental qualities may hinder long-term goal achievements, and youth leaders may experience similar problems in implementing their intended decisions. Accordingly, for leaders to be effective, they should instil positive leadership dispositions in leading followers, and foster a sense of identity and belonging to leadership goals and objectives (Knuth & Banks, 2006).

Researchers have introduced various definitions of dispositions, although the common elements that define dispositions as such encompass a leader's attitudes, values, interests, self-concept and motivation in leading and taking leadership actions or exhibiting certain behaviours (Hunzicker, 2013). Dispositions, in essence, are the attitudinal or perceptive manners from which a leader conducts leadership actions through individual behaviour. The way to differentiate leadership dispositions from behaviours lies in their placement in a leadership effort. A disposition comprises of behaviours involved in leadership actions such as decision making that in themselves bear professional perspectives, values and beliefs driving such actions or behaviours as a tendency to respond to the leadership environment (Boone, Fite & Reardon, 2010; Hunzicker, 2013). Such perspectives, values and beliefs are also indicative of an individual's propositional attitudes influencing dispositions in responding to given situations. Researchers may consider the values when considering a propositional perspective on what drives dispositions by looking through research that deals with certain aspects of cognitive sciences.

Such research has looked into people's cognitive abilities and capacities in taking intentional or deliberate actions. It has examined the capacities of both adults and children to comprehend, understand and predict behavioural responses. These show up as nomic principles presupposed by individual explanations of ordinary human actions and behaviours (Churchland, 1970; Stich & Nichols, 1993). A popular research focus examines

the ability to interpret and describe people and their associated behaviour, such as in observing, “everyone is carrying an umbrella as the sky is overcast”. Examining this cognitive behaviour provides insights into how people ascribe or explain the behaviour of others and, in doing so, provides some measure of predictors for such behaviours (Crawford, 2014; Stich & Nichols, 1993).

Within this research area, a key approach commonly adopted is to place an internally represented knowledge structure or theory, comprising of rules or propositions, to guide the execution of the individual capacities under examination. Such knowledge or theory often sub-consciously guides observed behaviour given the tacit nature of acquiring and storing such knowledge. Modern research that delves into examining how such tacit capture of knowledge and exercise through behaviour occurs in a person has gained recognition as folk psychology (Stich & Nichols, 1993).

Folk psychology, as Churchland (1983) described it, is a framework of concepts that individual people use in everyday life to understand, explain, predict and manipulate certain phenomena. It utilises a knowledge base that involves a set of propositional attitudes grouped as either intentional or non-intentional propositions. Propositional attitudes are mental states with propositional content, and researchers evaluate them for truth and accuracy, amongst other things. Non-propositional attitudes may also refer to various objects or properties for examination and prediction of behaviours, although they do not seem to have a clear value for examinations that require truth, accuracy or satisfaction (Grzankowski, 2013).

Intentional propositions can comprise beliefs or desires with varying depths of truth-value, while non-intentional propositions can comprise mental states, emotions and bodily sensations such as grief, fear, pain and hunger. People often use them as explanatory methods to rationalise others’ past behaviours to predict behaviour accurately in social and cultural contexts, and they may express them as propositional attitudes in an observation (Churchland, 1983; Crawford, 2014; Grzankowski, 2013). An example of a propositional attitude is “I believe that after being counselled by the leader, this follower will spend more time reflecting”. This example describes how a word (believe) is an attitudinal reflection of an intentional belief that is tied to a particular subject (the follower) and a predicted behaviour (self-reflection).

Decisions made do not necessarily lead to immediate action, and such decisions often involve using cognitive reference points that an individual person develops to interpret, implement and coordinate behaviour. This often occurs using prior knowledge

gained from either a predisposed theory acquired through referencing and sourcing of information, or through an internalised knowledge base, such as through experience and observations, which guides future behaviour modelling (Stich & Nichols, 1993).

Researchers, such as Stich and Nicholas (1993) have shown that to exercise capacities and abilities to make decisions, individuals often undergo a form of mental simulation or visualisation that places personal selves as reference models to describe or predict accurately the propositional drivers behind others' possible behaviour or execution of abilities as observed. This essentially requires the establishment and consideration of both a theory aspect and a simulation approach in analysis. One possible approach in using both a *theory and simulation* aspect in predicting behaviour is to allow individual imagination to surface with reference to some topic of familiarity, which largely serves as prior tacit knowledge or a theory structure. At times, this may be stored or prior information gained through experience or learning. At times, people may acquire such knowledge through personal cognitive systems and propositions such as observations, self-beliefs and desires. Such cognitive systems contribute towards establishing an effective decision-making system that utilises such inputs to make a decision for further sequencing and coordination to carry out as behaviours (Churchland, 1983; Stich & Nichols, 1993).

The established knowledge and folk psychological systems provide bases for individuals to develop theories to explain and possibly to predict behavioural outcomes of other people. To validate such theories, individuals may undertake simulations. These simulations may aid in predicting behaviours and provide explanations of the anticipated behavioural outcomes of concern. The use of simulation lends credence to the notion that as a means to understand behaviour, an individual person draws on his or her own responses and reactions to visualised circumstances to gain insights and to make sense of the internal behavioural states of others (Churchland, 1983). Hypothetical beliefs and desires may provide input into the existing decision-making systems for individuals, but without the use of personal knowledge structures. Observers can enhance accuracy in predicting behaviour by using simulations to determine the most plausible input beliefs and desires as well as perceptions from the observed person's perspective. These simulations provide cognitive clues to the reasoning for and validity of the perceptually grounded behavioural outcomes that are most likely to occur (Stich & Nichols, 1993).

The use of such personal cognitive systems in this sense becomes a key connector between using a theory base and acting out via a simulation, as observations and predictions of behaviours adds credibility, and validation from prior knowledge provides

justifications and reasoning as support. Alternatively, researchers could take a different approach to such decision-making systems, with less reliance on the need to act on decisions made from internalised knowledge structures and more on building references and understanding using propositional knowledge from the observed person. This alternative approach towards making decisions, often called the *off-line simulation* approach by Stich and Nicholas (1993), relies on the availability of decision-making, belief and desire systems that are similar to one's own and to those of the observed person. Such similarities could allow for more accuracy in predicting the decisions of the observed person. An *off-line simulation* approach requires a person to have a conscious understanding of such comparative propositional information and to decide on predictions of possible behavioural responses to a stimulus, rather than just a causal effect to simulate behaviour. The difference between the *theory and simulation* and *off-line simulation* approaches lies in the lack of internalised knowledge structures or folk psychology for the latter; rather, the researcher uses a personal cognitive system as a reference model in place of prior knowledge as an *off-line* or sub-conscious analytical process (Stich & Nichols, 1993).

Another approach introduced by Stich and Nicholas (1993) is the *theory-theory* approach. This involves the tacit use of folk psychology, or internally based knowledge structures or set theories. Rules-based or sentence-based knowledge structures can act as interconnecting networks of prior knowledge in predicting behaviours through guided interpretations and predictions. Accuracy in predicting behaviour requires accurate information of the knowledge structure or of folk psychology. In comparison to the *off-line simulation* approach, this approach may predict behaviours beyond human subjects and may include other possible subjects of observation such as languages and physical objects. In contrast, using a *theory-theory* approach rather than an *off-line simulation* approach, we consider the possibility that when assessing physical objects' behaviours, the lack of an actual knowledge structure about the subjects necessitates an analytical basis that uses internalised personal theories of these subjects to sense-make. The *theory-theory* approach is limited, in contrast to the *off-line simulation* approach, when we consider that acquired knowledge does not drive all behaviours, as some behaviour, such as learning to walk as a child, seem to require few knowledge structures at the start.

Taking this position further, one can consider that in using an *off-line simulation* approach, the act of simulating a possible behavioural outcome without actually carrying it out could provide accuracy in behaviour, as one may infer other cognitive inputs instead of

directly acquiring them. This helps to account for accuracy in predicting behaviour when an individual lacks knowledge or the related principles that make sense of such behaviours (Stich & Nichols, 1993). Care is necessary, however, as Churchland (1983) posited, to avoid over-relying on the use of simulation techniques, as they may not provide adequate grounds, beyond predicting behaviour, to provide a clear, explanatory understanding of what drives the behaviours of others.

Hence, when we consider the influences from a behavioural and propositional aspect, leadership dispositions are mental tendencies or propositions to respond to environmental demands around a leader, from which dispositional responses become real through a leader's actions or behavioural effort. The effectiveness with which dispositional tendencies follow through in behavioural actions depends on the clarity and receptivity of the leadership effort of those receiving them. These often present in the form of values, commitments and professional ethics that influence behaviours toward youths and other stakeholders such as peers, colleagues and communities. Knowledge of these leadership dispositions enables an attitudinal mind-set to guiding such behaviours or actions for youths in leadership roles. This encourages the achievement of goals with peers through effective decision making, either shared or individually (Boone et al., 2010; Helm, 2010; Hunzicker, 2013).

Understanding leadership dispositions or dispositional characteristics confers an advantage for those engaged in leadership development, as it facilitates the identification of essential leadership traits and helps to manage or even reduce the amount of information processing necessary to understand leader-follower exchanges and relationships. Clearly identified dispositions facilitate the assessment and evaluation of leadership-development processes. An understanding of how dynamic interpersonal processes and social relations influence perceptions of effective leadership in response to the leadership environment also enhances leadership effectiveness (Dinh & Lord, 2012). This relates closely to what Meindl (1995) highlighted as the need to consider the social constructive aspect of the relationship between a leader and followers that emphasises how such relationships grow rather than solely depending on the position that effective leadership comes from the leaders themselves.

Dispositions impact a person's role identification with others and within an organisational structure, as the operating environment influences leadership dispositions. Although it is currently unclear how to administer dispositional characteristics from an organisational perspective to manage leaders based on understood leaders' dispositions, it

is important to elucidate the differences between leaders and their respective leadership environments and to understand motivational considerations with respect to actualising leadership roles. Understanding these differences can allow clearer insights into the functional expectations of a leader in any given role, and it may lead to the development of personal dispositional characteristics and their administration with a relevant fit to the demands and needs of followers within the leadership environment. Focusing on the motivational concerns of a leader in service to the leadership environment can reinforce effective actualisation of leadership roles, such as a sense of affiliation or achievement in leading others, which in turn encourages greater participation and ownership in the leadership action (Epitropaki & Martin, 2005; Hoogh et al., 2005; Sulaiman, Rahman, & Dzulkifli, 2010).

According to Hoogh et al. (2005), the personal dispositions of leaders function as important predictors of how followers might perceive them and what their subsequent effects on followers might be. Considering a leader's motivations and behaviours in leading others places conceptual importance on the alignment between leader characteristics and what constitutes the role of an effective leader (Dottin, 2009). Effective leadership role fulfilment is the result of bridging follower perceptions and leadership actions through exhibited dispositions or *habits of mind*, such as problem solving and critical thinking, in open-mindedly and confidently interpreting or resolving leader-follower conflicts through collaborative solution making (Dottin, 2009; Hajhosseiny, 2012; Qing, Ni, & Hong, 2010; Sulaiman et al., 2010).

Leadership dispositions are unique analytical constructs that leaders can utilise in analysing leadership actions and their supportive value in facilitating leadership roles and the expectations of followers (Epitropaki & Martin, 2005). For example, servant leadership requires certain cognitive and behavioural examples of dispositions, such as a cognitive understanding of servant attributes and of how to manage their behaviours in order to adhere to such attributes. Humility, empathy and love are other examples of dispositional characteristics that servant leaders use to define themselves and their behaviours to influence others (Sun, 2013). Effective transformational leadership behaviours include courage, determination, persistence, responsibility, justice, empathy, passion, dedication and self-control. The perceived value of such behaviours among followers varies based on culture and context and gains relevance as leadership environments differ in terms of objective achievements and purpose (Bass, 1985; Burns, 1978; Hackett & Wang, 2012). Charismatic leadership dispositions include openness, optimism and confidence, which

allow a leader to generate goodwill with followers who may then buy into the leadership vision and facilitate smoother fulfilment of leadership goals (Mumford, Antes, Caughron, & Friedrich, 2008). As such, matching leader dispositions to respective leadership styles can perhaps help to ensure an alignment of goals and successful outcomes while considering the environment in which leadership is required.

Theory might suggest that to identify a disposition consistently across leaders, the researcher should use observable behaviour and allow interpretations of such behavioural responses to form predictable patterns that establish a direct reflection of a disposition. However, while consensual understanding among observers of what may constitute a disposition is attainable through approaches such as using a pre-identified set of criteria, the sense-making involved in the observable behaviour could be more open to interpretation, and therefore inconsistent. This inconsistency is even more likely given the diverse conditions and training different observers may have undergone, thereby providing contextual clues and propositional instincts that would provide various interpretations of behaviour and actions. After all, as Crawford (2014) aptly suggested, people are different and each individual can have a different attitudinal approach or response to the same presented content.

To identify dispositions correctly, and to make correct inferences from them, a conceptual process of contextualising and validating is necessary to attain consistency in deriving the behavioural circumstances. Observers can then ascertain predictable patterns that lead to dispositions. Such behavioural circumstances arise from an individual's meaning system, as Duchesne et al. (2014) highlighted, which includes circumstances or conditions that induce motivations, cognitive responses and behavioural responses in accomplishing an action or task. Propositional responses from a person can also contribute to identifying and understanding a person's behaviour, and thereby his or her dispositional position, through both intentional aspects, such as belief systems, and unintentional aspects of behaviour, such as emotional responses (Churchland, 1983; Crawford, 2014).

Perhaps introducing a conceptual process or framework is useful in systemising an approach for examining a given leadership situation and in properly contextualising and validating behavioural circumstances and responses that are consistently relevant to a specific disposition. Researchers can use a constructivist approach to do this, by gathering earlier formations or impressions of behaviours from an individual perspective to determine the constructs of individual dispositions. They can put forth theories to introduce three phases that allow such a sequence of interpretation, analysis and knowledge

formation to enable consistent identification of dispositions across individuals more reliably:

- Phase 1: Drawing out personal meaning from observed experiences.

This involves using singular sources such as individual observers' perspectives and propositional standpoints to establish dispositions from observed behaviour based on an individual's own meaning system. This forms a baseline from which researchers may form individualised perceptual definitions of dispositions to specific circumstances through predictable patterns or sequences of behaviour.

- Phase 2: Validation of personal meaning through collective experiences.

The researcher then validates them through experience building and situational exposure as a collective group of similar individuals in terms of contextual situations. This contributes to maintaining consistency in contextual orientation that builds upon consistent perceptual understanding of what observable behaviours reflect a disposition, thereby allowing a more assured way of predicting dispositional presence. In providing for a process to validate or clarify earlier established behaviour impressions of how researchers identify dispositions, researchers achieve consistency by building up from the baseline of initial dispositions and then validating the results through multiple perceptual sources to clarify the relevancy of predictable behavioural responses. These results draw on individual interpretations of what observed behaviours entail and what researchers can determine from there. Researchers then look for commonalities in such conclusions and in consistent interpretations in association with the observed behaviours and the dispositions that they reflect.

- Phase 3: Integrate collective interpretations into individual meaning systems.

Once the researcher has validated and clarified these dispositions and their associated behaviours, the researcher integrates them into individualised

meaning systems. An integration occurs when the researcher establishes that such reviewed dispositions and their associated behavioural cues are internalised beliefs of the criteria used to determine the validity and existence of observed behaviours. Pre-identified criteria of what dispositions should entail and reflect can maintain consistency and accuracy of sense-making among individuals in interpreting propositional attitudes from observed behaviour. Researchers can then consistently review such interpretations of observed propositional attitudes, both in intentional and unintentional forms, in comparison to a renewed baseline from which different individuals can identify dispositions with similarly established sense-making systems. At this point, the researcher has established certainty in the dispositions he or she is observing based on the commonly understood criteria and sense-making of the observed behavioural cues and the alignment of individual interpretations of propositional elements reflected by the observed behaviour.

The aim of this study is to identify the leadership dispositions that youth leaders consider important to the development of leaders in general, and to their own leadership capacities in particular. This study uses a process-driven perspective to understand the perceived needs and expectations of youths in regard to leadership and their dispositional expectations as peers in similar social relational capacities.

Developing and conditioning behaviours, habits and predispositions for action in ways that nurture greater awareness of the exchange between leader and follower may enhance the quality of youth leadership (Dottin, 2009). This study uses a dispositional approach to examine how best to develop leaders by understanding what dispositional elements leaders should exhibit, which researchers can then use to interpret relevant criteria for leader selection and training (Dinh & Lord, 2012).

With regards to the research method, the researcher collected the research data using this conceptual framework alongside an adapted action-related research methodology. The researcher initialised an initial impression of what leadership dispositions are important at an individual level. This involved acquiring knowledge from the implicit perspectives of effective leaders by research participants who are essentially youths, leaders and even followers in their own right. This research incorporated a double hermeneutic approach, as both the research participants and the researcher concurrently examined and interpreted the context from which they identify, review and establish

dispositions. The research's structure incorporated double hermeneutics with a view to interpreting a specific cultural phenomenon (youth leadership) and used self-reflections to interpret and invoke the researcher's and the research participants' constructive reasoning and understanding of how this phenomenon relates to social constructive relational aspects (Giddens, 1984; Ginev, 1998). The incorporation of double hermeneutics into the research relates well to similar examples of action-related research models, as Audet (2014) highlighted, by helping to facilitate the acquisition and interpretation of the reflective notions of social participants and their counterparts in the study. The researcher's attempts to draw out personal meaning from each research participant's own personal meaning system, from which the researcher could identify and collate their experiences in leadership and dispositions of importance.

The researcher then collated and used these results for further validation. The collation effort involved examining the interpretations of all research participants to identify common interpretations and sense-making of what leadership dispositions are, from which the researcher collated a list of reviewed leadership dispositions. The researcher then validated this collated listing of reviewed leadership dispositions through another level of individual reflections by the same research participants, placing commonly sensed importance onto these reviewed leadership dispositions. This validation process involved a period of reflective thinking and experience exposure for the research participants in which the researcher made them aware of their initially drawn personal meanings of leadership dispositions. The participants subsequently validated them through a review process. This research approach gave clarity and consistency to the interpretation and sense-making of dispositions through the use of reflective thinking and use of action-related opportunities. They contributed towards identifying and validating understanding of experienced observable behaviours and propositions for development into criteria for the presence of dispositions.

2.11.2 Application of Literature Review on Dispositions to the Research

For this research, the objective is to identify a list of leadership dispositions that youths in leadership capacities find useful in their self-development. In examining the literature from a leadership and a dispositional perspective, what seems limited thus far is not knowledge about the presence of dispositions in leadership, but rather examples of the

analysis and expression of leadership among youths in dispositional terms, such as two-factor or three-factor analysis. This could even contribute to understanding on how youths in leadership need better support in terms of leadership dispositional development, which the review of literature indicates is limited in context and application.

The application of dispositional theories fits well with the research objective, in that conducting research directly with youth participants to identify important leadership dispositions can lead to a better understanding and identification of suitable responses for youth leaders when responding to a leadership effort with organisational or community members in unique social capital-related settings. From a dispositioning perspective, this research entails using both meditational and teleological dispositional dimensions in encouraging research participants to draw references and understanding from temporally distinct events and their previous experiences of leadership (meditational dispositioning). Research participants undergo a process of analysing and interpreting the likely consequences and impacts of these experiences on leadership effectiveness while drawing further into the forms of leadership dispositions based on perceived quality effectiveness in past practices and efforts by other leaders (teleological dispositioning).

This incorporation of dispositional perspectives into the research methodology in this study mirrors a similar approach adopted by Gibbons et al. (2013). These researchers sought to identify student reactions to the integration of personal dispositions into an educational support program. In summary, these researchers adopted a research approach that initially used a baseline of dispositions identified from a prior university's academic program and further reviewed these dispositions through analysis and reflection on ongoing and previous research in the counselling field. They then validated initial findings through consultations and reflections with practitioners and participants among a student population from the same field from which they identified a reviewed list of dispositions.

From a methodological point of view, researchers can use the three-factor parameter, or F(S,R,X), to reflect and think through the process of identifying leadership dispositions. This analytical approach allows the consideration of key elements that affect the role effectiveness of leadership and the quality relationship between leaders and members or followers: the actions of a leader, the requirements of a member and the conditions surrounding these actions and engagements (Olsson et al., 2013; Zacher et al., 2014; Zhang et al., 2012).

In essence, with the three-factor parameter, the sought-after list of leadership dispositions comprises youth leaders' identified responses that equate to what a youth

leader should exhibit or contribute in terms of leadership tendencies to act (R or response). As for the stimulus, this relates to a youth leader's interaction and engagement with his or her own organisational or community members and followers who seek leadership actions and behaviours (S). The function relates to the circumstances or environmental setting of the leadership effort, such as a community project, task or group setting (F). The object or person in the analysis specifically calls on the respective youth leader as the subject of study (X). With the three-factor parameter model in mind, and the research's adapted action research related methodology, it was deemed that the youth participants undergo three stages of a research cycle as follows:

Stage 1 utilises a reflection journal approach in inducing inferences and recollections from the participant's own understanding of what leadership means to him or her. Such an emphasis, as can be drawn with the help of Meindl (1995), leans on the constructive perspectives of what effective leadership is about, as detailed using a follower's contribution in the social relationship between leaders and followers. From this data, the researcher inferred and collated an initial list of leadership dispositions for application in the later stages of the research cycle. From a dispositional formulation standpoint, the objects of study were the youth leader participants (X) and their own responses on leadership effectiveness-related knowledge were responses (R) to questions posed, which stimulated their own experiences in engaging others in a leadership setting (S). These in turn contributed towards gaining knowledge of leadership dispositions that reflects effective leadership from a youth developmental and social capital perspective (F).

Research participants contributed data and responses during the initial stage, which used a two-factor parameter approach. This is within the scope of the research, as the researcher used initial data in the latter stages of the adapted research cycle to draw action-related experiences and to develop the clarity of leadership thoughts and perceptions, thereby expanding participants' constructive understanding of leadership through a sequence of knowledge building and validation. For example, research participants may identify an initial leadership disposition based on their experiences in managing and being involved in community projects. One identified disposition for example could be that "Followers respect leaders when a good decision is made". In this dispositional description, "Followers respect leaders" is the response (R), and "a good decision is made" is the stimulus (S) they have experienced. The research participants answered other questions designed to induce critical thinking and reflection on the circumstances and conditions that relate to good and effective leadership. Taking these data into context, a

more comprehensive dispositional analysis from a three-factor parameter perspective followed and the researcher drew up a list of reviewed leadership dispositions for validation in the later stages of the adapted research cycle.

Stage 2 allowed time for participants to undergo an experiential exposure to ongoing leadership activities to induce acting, thinking and reflecting efforts to clarify or reaffirm leadership understanding. In applying a dispositional formulation standpoint, youth leader participants in this study continued as the objects of study (X) and the ongoing exposure and reflections of leadership from leadership activities contributed to responses (R) to the earlier reflected questions of leadership awareness and understanding in Stage 1 of the research cycle. These questions further served to stimulate thinking and reflecting (S), which collectively led to deeper clarity and knowledge of the circumstances and conditions that allow for effective leadership (F).

Research participants then underwent a period of experiential exposure with their own individual leadership projects or experiences. This provided a useful link to the leadership dispositions and perspectives identified early on in Stage 1 of the adapted research cycle, where early reflections on what is necessary to drive leaders in their perspectives triggered circumstances and conditions that affected their respective leadership experiences and practices. These arose from participants' respective actions in the on-going leadership experiences in the second stage of the adapted research cycle and from constant thought and reflection on what it means to be a leader and what good leadership is.

Stage 3 required the participants to gather the knowledge and experiences from the first two stages to answer a series of interview-based questions that identified the leadership dispositions of importance to them. As in the earlier stages, the subjects of study continued to be the youth leader participants (X), who contributed responses based on the earlier clarified and gathered knowledge on leadership, and who provided data on the importance placed on a reviewed list of leadership dispositions (R). This was a response to the series of interview questions that triggered earlier capture notions and understandings of leadership, which in turn served to stimulate thinking and reflections (S). This contributed to a ranked list of reviewed leadership dispositions that provided insights into the perceived requirements for effective youth leadership to occur (F).

With reference to the earlier dispositional description mentioned in Stage 1 and the action related exposure in Stage 2, research participants extended their thinking and reflecting efforts on the earlier triggered perceptions and understanding of leadership

effectiveness and dispositions. Upon presentation of a reviewed list of leadership dispositions during an interview session, research participants drew on their experiences, thoughts and reflections gained in Stage 2 on the circumstances and conditions that validate and reaffirm effective leadership. Participants then took this knowledge and used it to identify priorities from the list of reviewed leadership dispositions, and rank them in order of importance. This provided insights on and understanding of the importance of the value constructs and the ideal approaches to bring about these leadership dispositions. Such formalised developmental means can take into consideration environmental, circumstantial, and conditional needs for developing effective leadership dispositions to accompany leadership competencies and skill sets among youth leaders in their formal roles with organisations and members or followers (Carroll, 2012; Li & Liao, 2012; Magundayao, 2013).

2.12 Leadership

Leadership has been researched for decades with significance tied towards the emergence of leadership within evolving societies and with its ability to shape individuals with the ability to shape others, communities and the success of organizations (Landis, Hill & Harvey, 2014). It has been one of the most discussed and debated topics in social sciences to date (DeRue et al., 2011; McCleskey, 2014). For close to half a century, leadership has remained popular and expertise of it in practice has been growing in organizations and research (Germain, 2012).

Yet through time, the definitions of leadership have gained various forms and purposes with many purporting to be the real definition and description of leadership (Hernandez, Eberly, Avolio, & Johnson, 2011; Dansereau, Seitz, Chiu, Shaughnessy, & Yammarino, 2013; Dinh et al., 2014; Germain, 2012; DeRue et al., 2011; Andersen, 2006).

For example, leadership is generally described as an interpersonal process in which a leader influences followers (Dansereau et al., 2013). Kumar, Adhish, and Deoki (2014) also define leadership as the ability to exert influence a group or individuals toward the achievement of goals. In addition, Yukl (2006) defines leadership as a process of intentional influence by one person over other others to guide, structure, and facilitate activities and relationships within a group or organizational settings. Leadership can also be defined from other multi-disciplinary perspectives, such as a specific personality that are socially and neurologically action initiated under pressure to decide for others (Lucas

& Caspers, 2014). In essence, the definition of leadership comprises of common elements that describe the ability of an individual to influence, motivate and enable others to contribute towards goal attainment, group, organizational, structure and interpersonal relationships (Tyssen, Wald, & Spieth, 2013; Andersen, 2006).

Leadership in itself has been defined in broad paradigms that have advanced from general theories over indeterminate time periods to one that evolves over different time spans and at specific levels of occurrence. However, the current state of leadership research seems to focus much more on developmental and perceptual paradigms and to a lesser focus, how it emerges and gains effectiveness (Dinh et al., 2014; Danserau et al., 2013; O'Connel, 2014; Tyssen et al., 2013). This has not only grown confusion towards identifying a consensual and definitive description of what leadership is but it also remains difficult to describe leadership within a singular dimension given the diverse approaches and perspectives leadership has evolved into. While such diversity has led to a furthering of understanding of what comprises leadership, such depth and extent allows complexity to grow and take roots into obscuring a coherent picture of leadership in theory, research and possibly future development. The underlying point revealed by research thus far points out that no particular leadership style is universally effective and that due considerations to the context of leadership plays an important role in identifying the most suitable leadership approach (Hernandez et al., 2011; Dansereau et al., 2013; Kumar et al., 2014; Andersen, 2006; McCleskey, 2014).

Leadership is a collective, relational process that is often based on others' perceptions within a social context. It is represented by the degree to which a person has been accorded formal or informal leadership roles or status by others. Leaders are influential in the success of both organizations and persons, through decisions, strategies and the influence they wield onto others (Walter & Scheibe, 2013; Dinh et al., 2014; Germain, 2012). It is both temporal and contextual in nature towards changing situations, groups and people, and that to develop the practice of leadership involves an intricate and expansive set of knowledge, skills and dispositions. It has been with increasing acceptance, that leadership as a skill and learning concept is not just confined to the realm of leaders but throughout all levels of individuals and groups of followers (O'Connell, 2014). The basic tenets of a leader requires clear establishment of a vision and aligning people to this vision through inspirational communications and behaviours at the right moment (Kumar et al., 2014). This entails a collective effort to include both leaders and followers towards

an influential relationship in managing and shaping collaborative activities (Zaccaro, 2007).

Leaders emerge within groups and influence members on their ability to attract followers with the qualities of leadership granted by other individuals. Formations of leadership perceptions is influenced by each individual group member's own matching of implicit theories of traits, behaviours and outcomes associated with leadership and those identified as worthy for the leadership position and roles (Colbert, Judge, Choi, & Wang, 2012; Dansereau et al., 2013; Landis et al., 2014). These influence the development of leadership dynamics that allows followers to grow in a manner that helps in participative problem solving and goal achievement through the selection of relevant leadership styles and approaches to exert influence among others (Dansereau et al., 2013; Dinh et al., 2014). Leadership development is a form of integration strategy to help people to self-understand social and organizational imperatives that relates to a leadership situation or effort (Ladegard & Gjerde, 2014). For a leader, development occurs through switching between collectivist and individualistic value systems and social structures while adapting to differing environmental needs (Lucas & Caspers, 2012). Such development impacts onto leadership effectiveness through individualized leader abilities, styles and approaches to behave and respond appropriately across dynamic organizational and situational requirements (Zaccaro, 2007).

Leadership exists and is practiced in both structured organizations and in temporary organizational set-ups such as projects, which have increasingly assumed a larger role in organizational operations and framework. Leadership in both organizational forms follows similar tracks of requirements and development. Successful skills, character traits, situational behaviours, opportunities for role emergence and contributors to social network construction are common factors for effective leadership. A key difference in current leadership literature considerations for temporary organizational set-ups considers that temporary organizational leadership should go beyond the relational aspect of leadership and into approaches that guide processes and systems for goal accomplishment. Temporary organizational set-ups usually see individual leaders and followers teaming up for a pre-defined period of time, and perform in traditional organizational goals and tasks, while engaging in diverse professional and cultural role settings. Suggestions have been shared by researchers to examine the leadership aspect of project management through a transformative management lens that emphasizes on the dyadic social relationship between leaders and followers from a temporal perspective (Tyssen et al., 2013).

Leadership research has essentially described leadership to focus on three key domains: (i) the leader; (ii) the follower; and (iii) the leader-follower relationship (Dansereau et al., 2013; Hernandez et al., 2011; Dinh et al., 2014; Tyssen et al., 2013). These are often compared and analysed from different levels such as individual, dyad, group, or at the organizational settings. While equally important in terms of roles and contributions to the engagement of leadership, these three domains lack a significant context for research, notably the relational aspect from which the locus of leadership arises from the engagement between the leaders and followers. The emphasis on the leader in traditional leadership studies remains the most heavily researched domain, with theories generally identifying that leadership either in part or as a whole arises from the leader. Followers have a reciprocal impact onto leadership through their own shared upward feedback, responses and behaviours from which both task and relational approaches in management is needed to influence relevant perceptions, preferences and attitudes that shape leadership contributions (Hernandez et al., 2011; Dinh et al., 2014; Oc & Bashshur, 2013; Andersen, 2006). This may come about through effective engagement and delegation of responsibility with followers by instilling trust through appropriate autonomy and competence in the decision making process (Ladegard & Gjerde, 2014; Andersen, 2006).

Other leadership research has provided insights into the leader-follower relationship with the emphasis on group-level occurrences with the specific features of different relationships between these group members rather than in a singular relationship between two individual partners. Increasing attention has also been called in the leadership literature for more attention to be paid to the role of followers in the leadership exchange, as their influences on leaders' attributes, behaviours and effectiveness have a significant impact. Another consideration among leadership theories identifies environmental features as influencers that induce the growth of leadership such as the context from which leadership can be grown including social networks, cultures or organizational norms that influences the source of leadership. In setting the context for leadership, theories have also identified the need to examine the mechanisms for leadership that functions as the means by which leadership is enacted (Hernandez et al., 2011; Dinh et al., 2014; Oc & Bashshur, 2013).

In recent times, attention is increasingly being paid towards the need to prepare people for role adaptability in managing changes to both behaviours and expectations on the job (Wilkins et al., 2014). This need for measures to develop adaptability bears more

urgency among youths as they impact onto the success towards establishing and meeting goals with appropriate psychosocial skills to initiate and execute behaviours to manage internal and external needs and requirements (Wilkins et al., 2014). Research on such role preparedness has been highlighted to consider a personality trait-motivational basis as well as how environmental influences such as social environments can shape intrinsic professional and leadership motivations to adapt to changes (Chan, Chernyshenko, Ho, & Sam, 2015; Hernandez et al., 2011; Dinh et al., 2014).

Leadership has indeed been viewed as a complex system of behaviours, attributes and traits that affect relationships with others through leadership outcomes (Zaccaro, 2007). The debate of its existence as a behaviour, trait, or skill has been on-going to date, with leadership once thought to be a matter of hereditary birth and destined role (Germain, 2012; Oc & Bashshur, 2013). Research on leadership emergence draws similarities with other research on leadership development with their concerns with traits that suggests some measure of predictability for how a leader can emerge or in certain terms the identification of ineffective leaders (Dinh et al., 2014; Xu et al., 2014; DeRue et al., 2011; Oc & Bashshur, 2013). Evolving from the “Great Man” theories from the early 19th century to the trait theory approach in modern times, the trait approach towards developing leadership provides a theoretical argument that to distinguish leaders, certain personality characteristics can be identified that influence the identification of leaders and overall leadership effectiveness (McCleskey, 2014; Walter & Scheibe, 2013; Hernandez et al., 2011; Landis et al., 2014; Gehring, 2007; Kumar et al., 2014; Zaccaro, 2007).

Traits have been defined as stable and coherent integrations of personal characteristics that induces consistent pattern of leadership performance across group and organizational situations (Nicholas & Cottrell, 2014). Traits may be influenced by internal and external factors that induce change intrinsically or may be replaced by other traits over time (Xu et al., 2014). For example, a youth leader may experience a change in personal traits when exposed to external events such as a community project where constant engagement with people would induce additional traits of empathy to be borne at the end of this project. Intrinsic change could also occur in this example where pre-existing traits of decisive thinking are strengthened by personal learning and experiences gained throughout the project’s duration.

Personality traits can be described as enduring qualities and patterns of individualized and group-based emotions, thoughts and behaviours. They can also be referred to as psychological qualities that contribute to an individual’s distinctive pattern of

feeling, thinking and behaving. These traits can also be defined as a coherent set of internal and external personal characteristics that comprise of thoughts, emotions, motives, capacities, and patterns of behaviours. These contribute to a leader's internal aspects of leadership such as values and moral attitudes, as well as to a leader's identity structure that involves the formation of internalized systems of beliefs and behaviours to adapt to changing situations (Andersen, 2006; Xu et al., 2104; Zaccaro, 2007; Yukl, 2006). Dispositions related to personality traits can also be identified and referred to as a person's affective, cognitive and behavioural patterns that remain stable temporally and situational-wise (Weatherford & Spokane, 2014). The trait theoretical approach concerns with itself what traits exhibit and who has those traits, namely those of the leader, and these traits are seen as crucial towards the possibility of being an effective leader. These include traits such as intelligence, self-confidence, and integrity as examples (Germain, 2012; Gehring, 2007).

The emotional element of the trait relationship between a leader and a follower does play a part for leadership growth. Emotions from a leader and a follower can influence the decision making and ability to connect between parties. From a leader's perspective, emotions can be transmitted to followers that influence how leadership is perceived and developed. From a follower's perspective, they play a role in contributing to the perceptual formations of how the leadership relations are established between a leader and follower (Hernandez et al., 2011). Individuals with certain personality traits emerge as effective leaders because their trait-consistent behaviours contribute in guiding responses and goal accomplishments within a group (Colbert et al., 2012; Lord, De Vader, & Alliger, 1986).

The foundations of trait theory with regards to the identification of core personality traits that direct behaviour, comprises of five key elements which can draw direct relations and fit with individualized leadership development (Chan et al., 2015; Colbert et al., 2012; Hernandez et al., 2011). The five-factor personality theory is a foundational theory behind the development of traits that argues the position that traits develop from young childhood and attains maturity in adulthood whereby stability becomes the norm effect for them. This theory proposes that traits are governed by intrinsic and genetic factors inherent to individual human beings and are extremely limited in terms of environmental responses and influences (Xu et al., 2014; Andersen, 2006), and are as follows:

- **Extraversion.** Individuals with this personality trait tend to be sociable and dominant with strong relational qualities in place that make them favourable leaders and in inducing receptivity among followers in accepting leadership authority. Individuals in leadership positions with such personality traits tend to exercise dominance in social and group settings and take charge of situations through bold and forceful ways that are buoyed by positive energy and drive.
- **Agreeableness.** This personality trait embodies an individual to have the tendency to be trusting, cooperative and caring to others. As leaders, possessors of this personality trait can have limitations in their effectiveness as leaders, as being cooperative and agreeable can at times place higher priorities on group harmony above making unpopular but accurate decisions. However, leaders with this personality trait can adopt approaches that allow them to be more supportive and engage in participative forms of leadership by being sensitive to others.
- **Conscientiousness.** Possessors of these personality traits are often seen as dependable and achievement orientated. This personality trait is often strongly related to the management of job performances and leads to leadership effectiveness and emergence through constant strive and achievements in task completions. Leaders of this personality trait are often perceived as role models for desirable behaviours and serve as reference points for follower behaviours to emulate.
- **Neuroticism.** Individuals with this personality trait have shown tendencies to be anxious, insecure and self-conscious. This trait is often associated with irritability, hostility and anger and is likely to experience negative forms of socio-emotional behaviours. Leadership among individuals with such traits are likely to be hampered and severely limited, given the negative feelings and expressions that can affect trust and other affective emotions or perceptions that are crucial for a strong relationship between people.
- **Openness.** Individuals with the trait of openness to experiences tend to be imaginative and unconventional in their methods of engagement with others.

Leaders with this personality trait tend to be associated with divergent thinking and creativity as a skill. Their chief strength is in tackling complex situations and adapting to changes given the openness to new experiences which encourages sharing and consideration of a wider knowledge base for more imaginative solutions finding.

Early tests of trait theory and the search for traits of effective leaders have dominated early leadership research, however to date the results from these research studies have often been viewed as inconsistent, in particular the large number of identified personality traits that complicated the availability of an organizing personality framework, such as the five-factor theory, to compare results across these studies (Hernandez et al., 2011, Jenkins, 1947; Stogdill, 1948; Colbert et al., 2012; Gehring, 2007).

Often such research efforts have extensively examined what types of traits and abilities specifically characterize a leader, but lacked the considerations of what traits people actually want their leaders to possess. This can contribute towards confusion over the roles and expectations of the effectiveness of leaders from a stakeholder perspective and ultimately lead to negative responses and impacts that affect goal attainment success. Addressing these limitations can help in identifying ways to better manage leadership selection, development, promotion and continuity and for effective matching with follower and stakeholder expectations of leadership (Nicholas & Cottrell, 2014). This takes into consideration the influences social-cognitive constructs such as social skills and competences have in relation to the development of traits as the person grows through life (Xu et al., 2014).

The foundational theory of personality traits on leadership development suffered a limitation as well, where no single trait or group characteristic can be possessed or isolated enough that distinguishes leadership for one individual against the rest of the group. Focusing on personality traits alone as keys to leadership was deduced to be myopic and should be considered as examples of preconditions that contribute towards the growth of leadership. This takes into account psychological factors, mechanisms, and considerations that allows traits to translate into preconditions and not as sole drivers for leadership effectiveness (Hernandez et al., 2011, Jenkins, 1947; Stogdill, 1948; Gehring, 2007; Zaccaro, 2007; Andersen, 2006), and the increasingly accepted notion that each individual person has leadership potential in some form that can be achieved with the right motivation (Kumar et al., 2014).

While results from the literature review has indicated that any effect of traits on leadership behaviours is dependent on situational factors, there remains a persistent belief of some importance placed on the need to consider and examine leaders' traits as having a complementary relationship with behaviours when understanding leadership. This is particularly important given that the direction and manner of influence adopted by the leader can affect the actions of subordinates in task and goals attainment, which does not depend on the presence of traits alone. Personality traits, for example, allow an individual leader to continuously and consistently react and behave with many humanistic, environmental forces and situations (Xu et al., 2014; DeRue et al., 2011; Andersen, 2006). Thus it can be identified that the trait theory does lack specifics on the type of traits that constitute effective leadership behaviours and how much these traits are needed in order for leaders to adapt to different situations (Germain, 2012; Habeeb, Ismail, & Nor, 2014).

Leadership theories have taken steps further from just emphasizing a traits perspective and moved towards emphasizing the importance of behavioural activities and situational contexts in which leadership grows. Undertaking a situational-based perspective to leadership can help in explaining variances in leadership. The emphasis is on personal traits and behaviours enabling adaptation to external environmental influences, which can result in individualized changes in psychosocial aspects (Hernandez et al., 2011; Stogdill, 1948; Xu et al., 2014; Kegan, 1982; Landis et al., 2014; Germain, 2012; DeRue et al., 2011; Gehring, 2007; Kumar et al., 2014; Tyssen et al., 2013; Zaccaro, 2007; Andersen, 2006).

DeRue et al. (2011) posits leader behaviours as one possible mechanism that can influence leader traits towards effective leadership. Leader behaviours can serve as mediators in the relationship between traits and effectiveness of a leader, particularly if we consider that often behaviours have been discussed and associated with traits such as personality. Traits impact leadership outcomes not through actual behaviour but the perception of these behaviours and the attributions made to individual traits (Hernandez et al., 2011; Colbert et al., 2012). This shift in direction towards viewing leadership from the influential dimensions of behaviours featured prominently after the debate on the suitability of personality traits as sole drivers of leadership development. These behavioural studies primarily emphasized the role of the leader as the locus and inducers of leadership. Instead of personality, a leader's behaviours are focused upon as indicators of effective leadership and the increasing impact leadership situations have in influencing situational interactions between a leader and follower responses (Hernandez et al., 2011;

Stogdill, 1948; Dansereau et al., 2013; Oc & Bashshur, 2013). DeRue et al. (2011) share three unique levels from which leadership behaviours may be considered, namely:

- **Transactional or task types of leader behaviours.** These are primarily structure initiated and transactional based behavioural types. Often represented through the use of contingent reward and management by exception-active (MBEA) based approaches, reinforcing or correcting task-oriented behaviours focuses on corrective actions being taken to manage group related actions and performances through task management. Key leaderships outcomes from this behavioural approach are reflected in the subsequent effects on follower commitment, motivation, and behaviour that lead to desired task and goal achievements. These task-oriented behaviours instil specific goals among followers and role clarity that promote greater task productivity at the individual and group levels.
- **Relational types of leader behaviours.** Leaders with strong aspects of these behavioural types often produce outcomes that show concern and respect for individual group members and seek to build relationships with others and treat group members as equal partners in the leadership process. Relational type behaviours require leaders to act in ways that build follower respect and encourage focus towards collective efforts in attaining goals. These often invoke emotional responses and interpersonal connections with followers to induce higher levels of satisfaction that impact onto goal performance.
- **Change oriented behaviours.** These leader behaviours are oriented toward facilitating and driving change in groups and organizations. This is a distinctive category of leadership behaviours that centres supporting the management of change among groups and members to achieve higher performances. These include a realignment of visions, innovative thinking and more valued risk taking. These behaviours, when managed well, in turn induce positive responses and effects onto individuals as they grow, develop and improve onto goal performances over time.

DeRue et al. (2011) also shares that much research on leader traits and behaviours are embedded within a formal social structure through formal role positions and expectancies of leadership behaviours. Often leadership effectiveness is tied into the consistency of these behaviours with the perceived actions of leadership, which can relate to the perceived quality of leadership in return. It can also be argued that leadership behaviours are better indicators of leadership effectiveness than traits due to their proximal value and impact on outcomes by a leader through situational leadership responses. As a leadership approach these situational responses are more consistent and are manifestations of leadership effectiveness, in particular as we consider how followers attribute and identify leadership traits with experienced behaviours through task-oriented, relational oriented, or change oriented approaches.

Situational leadership is a leadership approach in which situational factors such as job maturity in performing a job role that influences how followers adaptively respond to a leadership style determine leader behaviour. It posits that effective leadership requires a rational understanding of the situation and the appropriate response in terms of behaviours, and of follower readiness and leader-follower matches. Instead of relying on a charismatic approach in leveraging followers' trust in the leadership (Dansereau et al., 2013), leadership behaviours provide cues for followers to understand situational factors and occurrences that affect decision making, induce acceptance and even adjust followers' attitudes and attributes to identify closely with the leadership behaviours (Hernandez et al., 2011).

Emerging from the nature and requirements of particular tasks, situational leadership comprises of four different leadership styles that is adjusted to cues from followers and the environment to determine how best to serve as a leader in developing follower skills and abilities (Graham, Ziegert, & Capitano, 2015; Zaccaro, 2007; McCleskey, 2014; Dansereau et al., 2013; Hershey & Blanchard, 1969; Luo & Liu, 2014). These styles comprise of:

- **Telling.** This style involves a direct effort and close supervision to tell others what to do and how to do it.
- **Selling.** This style involves a coaching practice of communicating and initiating messages that seeks to convince others to buy into the leadership process through ideas and suggestions seeking.

- **Participating.** This style involves a lesser directive effort on the part of the leader with others, and is more supportive of follower engagement in decision making processes.
- **Delegating.** This style comprises of a more involved and hands-on approach by others as encouraged by the leader so as to induce greater ownership and responsibility over the task process with little supervision or support.

One widely held situational or contingency theory was identified by Fielder (1964) which posits that leadership effectiveness depends on the interaction between leadership styles and the situational conditions that encourages leadership to emerge. This theory places emphasis on leader-member relations, task structure and positional power that together induces influence and authority over followers. In contrast to trait and behavioural theories which emphasize a relationship orientation in leadership management, the contingency theory instead places attention on environmental constructs, and the influences that external factors can have on perceived leadership effectiveness, as opposed to an inwards look into individual leadership responses (Fielder, 1964; Hernandez et al., 2011; Xu et al., 2014).

Another situational-related leadership theory is the path-goal theory, which is a development of Vroom's expectancy theory of motivation. At its core, the path-goal theory states that people are more likely to engage in specific behaviours if there is a higher probability of gaining a valued outcome in return. This denotes that having clarity in what lies ahead when making a decision, for example, leads to acceptance of the decision if the perceived outcomes are personally beneficial to the followers in return. Leaders achieve success by fitting leadership behavioural styles, such as a directive, supportive or participative forms of leadership, to followers' expectations. This requires an examination of the situational context between leaders and followers that can help in achieving leadership effectiveness by matching clear goal setting to relevant leadership behaviours in supporting followers' task completion (House, 1971; Vroom, 1964; Hernandez et al., 2011; Landis et al., 2014).

The key to this approach lies in the interaction between leader behaviours and the followers' own ability or maturity to manage and respond to these behaviours. In this regard, McCleskey (2014) suggested that the use of situational leadership should require

leaders to match their behaviours with followers' task maturity. Depending on followers' task competence and depth of maturity, leaders should use an appropriate behavioural style, such as telling, selling or participating, to influence follower responses. These vary in response to followers' own socio-emotional stability, receptivity to accept leadership initiatives and willingness to participate in the leadership effort (Hernandez et al., 2011; McCleskey, 2014; Oc & Bashshur, 2013).

While contingency theories of leadership have gained acceptance among leadership theories, a concurring acceptance in leadership research identifies the importance placed on the dyadic relationship between leaders and their followers, in furthering understanding of leadership effectiveness and development (Hernandez et al., 2011). One important leadership concept that has emerged from dyadic study is the Leader-Member Exchange concept of leadership, where leaders develop relationships with followers that are built on mutual support, trust, loyalty and latitude. Such investments in socio-emotional aspects of leader-follower heighten receptivity to leadership authority and initiatives, and acceptance of the legitimacy and role leaders play with followers. This leadership model suggests that leader or follower attributes are not alone in ensuring leadership effectiveness. Rather, unique aspects in the leader to follower relationship play a larger role. This draws attention once more to the role behaviours have in leadership effectiveness and as mechanisms in inducing quality leadership responses that contribute to outcome success between leaders and followers (Hernandez et al., 2011; Dansereau et al., 2013; Tyssen et al., 2013). A more elaborate discussion on the Leader-Member Exchange theory will be covered in a subsequent segment of this literature review, in relation to its importance in the leader-follower relationship.

Behavioural and situational related theories also suggest that the role of followers play a prominent part in effective leadership processes. This is further supported from the basic premise of followers attributing situations and activities to leadership, as part of their on-going efforts in sense-making and finding meaning from situational cues and chaos (Graham et al., 2015). Meindl, Ehrlich, and Dukerich (1985) also mentions another complementary theory often referred to as attribution theory. Follower leadership attributions are strongly influenced by perceptions of successful or unsuccessful organizational outcomes. This is reflected through understanding of the behaviour of the leader in response to situations being experienced at the time (Landis et al., 2104). The attribution theory provides a link between leader and follower oriented approaches by addressing the formation of individual opinion in the leader-follower relationship, and the

effects of leadership between them. Such performances are salient triggers for followers to sense-make and attribute processes internally within themselves, and tends to an extreme position when it comes to attributing leadership, portraying the leader as either a heroic figure or as a casualty of the situation based on their behavioural responses (Hernandez et al., 2011; Dansereau et al., 2013; Tyssen et al., 2013; Oc & Bashshur, 2013).

From a leader-follower relational perspective two organizational conceptions of leadership have emerged, namely transactional and transformational leadership. Grounded in the path-goal theory and Vroom's theory of motivation, transactional leadership highlights the role a leader plays in addressing followers' needs in exchange for completing job requirements. In transactional forms, this type of task-oriented leadership is based on economic principles that treat leadership as transactional exchanges between followers and leaders. As an outcomes-based approach, the more the follower completes tasks, the more rewards are granted by the leader in fulfilling specific followers' needs. Following a transactional style of leadership considers a higher need for maintaining stability of the leadership process and situation, and avoids highly charged relational aspects in the leader-follower relationship. Transactional leaders are able to accomplish performance objectives, complete required tasks, and motivate followers through contractual agreement, direct extrinsic rewards of behaviours, negative feedback or corrective coaching (McCleskey, 2014; Walter & Scheibe, 2013; Hernandez et al., 2011; Dansereau et al., 2013; Tyssen et al., 2013; Burns, 1978).

Transformational leadership, however, places more emphasis on the relational connection leaders make towards followers, and in driving motivation to exceed expectations in fulfilling organizational goals and objectives. Transformational leadership posits that leaders have the ability to stimulate follower to execute more than what followers have originally embarked upon (Habeeb et al., 2014) and looks at leadership behaviours and individual differences (McCleskey, 2014). Transformational leadership builds on the principles of trust and respect and involves participative forms of leadership behaviours which utilize the socio-emotional aspects of leader-follower relationships to impart desired behaviours and responses to attain performance results. This seeks to unify followers collectively through change management initiatives, and towards adopting and attaining an overarching goal with a common sense of purpose (Walter & Scheibe, 2013; Hernandez et al., 2011; Dansereau et al., 2013; Graham et al., 2015; Tyssen et al., 2013; Zaccaro, 2007).

Another leadership concept that has similarly arisen from behavioural theories on leadership is charismatic leadership. This concept emphasizes desirable behaviours that allow leaders to have exceptional influence over followers, similar in approach with that of transformational leadership. Charismatic leadership is in effect when characteristics between the situation, leader and follower induce outcomes and effects from which followers attribute them as extraordinary qualities and charisma of the leader. This is often presented through a vision, which followers buy into and align themselves with the leader's expectations and designated path towards goal attainment. A common feature between transformational and charismatic leadership concepts is the emergence of traits such as self-confidence and personal conviction that are necessary to invoke affective and socio-emotional acceptance in the relationship between a leader and a follower (Hernandez et al., 2011; Yukl, 1999; Dansereau et al., 2013; Tyssen et al., 2013; Zaccaro, 2007).

Servant leadership has increasingly gained attention in the last decade among researchers in light of wider regard for the role social development has on leadership. This leadership concept involves placing organizational members' needs, aspirations and interest before that of the leader's (Dansereau et al., 2013). The embrace towards servant leadership, while gaining prominence in recent times, nevertheless encounters some resistance with regard to its importance and relevance, perhaps in part to the initial scepticism placed by the academic community on its conceptual roots, which grew from a non-academically grounded perspective (Dinh et al., 2014).

In examining the different concepts and contexts of leadership, the role of the leader, follower and the environmental situation are important for effective leadership. Behaviours from a leader and a follower are key mechanisms in group settings and the process of how this is derived and fostered directly affects levels of leadership effectiveness. One form of leadership theory that helps to address this behavioural concern through a value-driven approach is the concept of authentic leadership. Authentic leadership is based on the premise that if a leader knows who he or she is, in terms of beliefs and values, and is able to act upon those beliefs and values, then they can positively influence follower attitudes and behaviours in return. This requires a leader to influence both intra-organizational process and outcomes, and societal networks and relationships. In doing so, leaders elicit positive follower responses through personal identification with the leader and relationships within group settings, which in turn increase socio-emotional needs of followers of hope, trust and other positive emotions that induces motivation to perform better in their roles (Hernandez et al., 2011; Dinh et al.,

2014; O'Connell, 2014). This requires a participative social practice that emphasizes relationship building and empowerment of individuals to function collectively in a shared system to advance leadership meaning and attainment of goals (O'Connell, 2014). The basis of this leadership practice is the mutual generation of trust between a leader and follower with active engagement and citizenship as psycho-social keys in invoking emotional commitment and ownership in the leadership process.

From this literature review of leadership, it is apparent that leadership theories and concepts cover a wide and diverse range of perspectives and knowledge. From traits and behaviours to more affective or socio-emotional mechanisms that induces effective leadership, leadership research has advanced current knowledge of leadership to consider not only individualized or person-centred perspectives of leadership needs from a leader's point of view, but also from both a follower and environmental contribution as well (O'Connell, 2014; Walter & Scheibe, 2013). Renewed interest in trait-related approaches to leadership has also gained ground in recent years among researchers with its relevance towards leadership mechanisms involving behaviours (Walter & Scheibe, 2013). This follows an understanding that a traits approach is theoretically more balanced and straightforward than other approaches, such as situational leadership or Leader-Member Exchange, as the focus of leadership is primarily on the leader and accompanying behaviours and actions (Germain, 2012).

2.12.1 The Research's Leadership Related Focus

The exploration of various forms of leadership will help delineate from a conceptual point of view the evolution and trajectory of development towards personal forms of leadership in young people. As mentioned earlier in this review of literature, given the extensive knowledge of leadership that has been researched over the decades, there seems to be a limitation in identifying a clear, consensual and debate-free definition of leadership as a whole (DeRue et al., 2011). With this leadership literature review, the research will focus on the examination of three emerging styles of leadership that complement each other and share certain dimensions relevant to this research (Avolio & Gardner, 2005). These three complementary leadership styles will be discussed further in the following subsections.

As transformational, charismatic, and servant leadership types are explored, due consideration will be given to current research on leadership, which focuses primarily, but

not exclusively, on adults as leaders. Studies have shown that different leadership styles are inherently complementary and inclusive, including transformational, charismatic, and servant styles of leadership (Sun, 2013). For example, servant leadership may incorporate characteristics of transformational or authentic leadership (Mittal & Dorfman, 2012).

The focus of the present study is on a youth-centric perspective. Current literature reviews generally provide limited information on leadership from a youth perspective. Despite this, it should be noted that youths in leadership roles are actually young adults, or emerging adults (Munson & McMillen, 2009), who are transitioning towards the assumption of more responsibilities, including those commonly associated with adult leaders. As such, examining the applicability of current leadership concepts for a youth would be an important consideration as these youths have yet become complete adults from a leadership perspective. One key area to examine is the inter-relational aspect between a youth leader and a fellow youth peer or member. Examining this relational connection can allow for a better understanding of the significance role engagements and socio-emotional expectations between a leader and a member may play in leadership effectiveness (Zacher, Pearce, Rooney, & McKenna, 2014; Walumbwa et al., 2011; Olsson, Hemlin, & Pousette, 2013).

2.12.2 Leader-Member Exchange Theory

From a Leader-Member Exchange (LMX) theory perspective, the social relationship between a leader and a member otherwise referred to as a follower is of importance in this research. The Leader-Member Exchange theory is a well cited topic in leadership studies with its focus placed on the dyadic relationship a leader will have between followers or members of a community. Emphasis is drawn to the examination of how the dyadic relationship between a leader and a follower can influence leadership effectiveness. For youth leaders that form the core focus in this research, the Leader-Member Exchange provides a basis of reference from which the relationship between a youth leader and a youth member or peer can be developed to fulfil a social capital role in the community through social exchanges. This takes into consideration that youth leaders and their peers engage in an exchange of quality interactions and relationship building that extends beyond formal roles and organizational structures (Walumbwa et al., 2011).

At times referred to as ‘a leader-follower’ relationship (e.g., Zhang, Wang & Shi, 2012), essentially it involves task related outcomes in return for quality benefits, resources

and rewards, such as emotional support, job satisfaction and monetary recognition (Volmer, Spurk, & Niessen, 2012; Kuvaas, Buch, Dysvik, & Haerem, 2012; Li & Liao, 2014; Olsson et al., 2013; Zhang et al., 2012; Atwater & Carmeli, 2009; Vidyarthi, Erdogan, Anand, Liden, & Chaudbry, 2014). Considering the exchange between a leader and a follower can provide for a better understanding of the social motivations in encouraging effective leadership through matching dispositions and expectations (Huang, Wright, Chiu, & Wang, 2008; Walumbwa et al., 2011; Epitropaki & Martin, 2013).

With its roots from a social exchange theory perspective, the key element in the relationship between a leader and a follower lies in the management of expectations within the respective roles of a leader and a follower. Such role expectations surface as a result of the creation of social and professional exchanges when a leader engages and forms either a transactional or transformative relationship with a follower, and vice versa. What drives this state of socio-emotional exchange is the motivational investment in leveraging each other's resources and contributions for long-term rewards (Kuvaas et al., 2012; Hemlin, & Pousette, 2013; Zhang, Wang, & Shi, 2012). This is grown from the positive perceptions by leaders and members or followers, as being part of a trust-filled and respected social exchange relationship. Such socio-emotional commitments are fostered through reciprocal support and care by leaders through balanced decision making, role modelling and engagement with members (Walumbwa et al., 2011; Zacher et al., 2014)

The emphasis is towards the development of a sustainable and unique relationship that will experience changes through time and as the relationship goes through varying levels of complexity and differentiation. This occurs as leaders develop their own leadership approaches and styles and which influences the manner and behaviour from which followers are engaged in performing tasks and role expectations. The Leader-Member Exchange gains higher quality in value, such as reciprocal commitments and effectiveness in goal completion, as mutual understanding of each other's responsibilities and behaviour is established and built upon as the relationship evolves. However, such differentiation gains complexity when individual relationships between different followers are established and which gains multiple directions of development and progress. This in turn can create leadership challenges such as in-group conflicts and difficulties in fostering team cohesiveness towards a consensual achievement of goals (Li & Liao, 2014; Le Blanc & González-Romá, 2012; Olsson et al., 2013; Zhang et al., 2012; Atwater & Carmeli, 2009; Zacher et al., 2014).

For the leadership effort to succeed and mitigate challenges, a consensual understanding and acceptance of individual roles sets the foundations from which mutual respect and trust drives the effectiveness of not only how leadership is dispositionally practiced but also in the behavioural actions by which leadership is carried out. This is often reflected in the manner by which a leader shares attributes, appreciation, support, recognition and rewards contingent behaviour to followers. A leader will need to provide strong support and acknowledgement of followers, both socio-emotionally and task related (Volmer et al., 2012; Kuvaas et al., 2012; Olsson et al., 2013; Zacher et al., 2014). Examples from a leader's perspective may include the need to serve as a positive role model to followers, where openness to new ideas and goals setting with followers is evident, while providing support through quality communications and interactions. These are important efforts to undertake by a leader in fostering confidence and clarity with followers as role expectations and identity evolves over time (Atwater & Carmeli, 2009).

Focusing on growing a strong Leader-Member Exchange in turn provides for mutual benefits for an organization. These are reflected in the active pursuit of high quality performances through better access to resources and in allowing a form of transformational leadership to emerge among members or followers (Vidyardhi et al., 2014). Effective trust and affect-based relationships are formed from the close interactions between a leader and a member. Transformational leadership, in particular, can be rendered towards fostering member or follower development through a leader's use of personal wisdom (intellectual stimulation) on an individualized level (individualized consideration) to a member in inducing self-development (inspirational motivation) to learn to perform at a higher level (Zacher et al., 2014; Vidyardhi et al., 2014). For example, guidance and advice rendered during active consultations between a senior community volunteer with an inexperienced volunteer on managing role expectations within a project allows for the sharing of personal knowledge and experience on a personal level, which meets the member's own need for self-awareness and growth in experience.

Such an approach can prove invaluable towards better role fit and management of expectations for both a leader and a member by minimizing negative emotions that could affect role performance, such as dissatisfaction, anger and discontent. With deeper interactions and clearer communications as a foundation, both a leader and a member will be able to gain positive forms of behaviours and dispositions through a happier and more balanced well-being within the match between a given role and in expectations (Vidyardhi et al., 2014).

With these Leader-Member Exchange considerations, from not only a leader's contributions through behaviour and actions, but that of a disposition in leadership as perceived by others, which provides an important focus area for this research, in gaining knowledge of how a youth leader should be perceived as effective in their relational approach in engaging with members or followers. Not only a leader's contributions through behaviour and actions, but also the disposition of the leader as perceived by others, provides an important focus area for this research. It provides knowledge of how a youth leader can promote the perception that he or she is effective in his or her relational approach when engaging with members or followers. Dispositions of leadership are often subjective attributions, as followers often analyse and judge leader behaviour and actions to form consistent perceptual impressions of the individual leader and leadership situation (Field & Hines, 2008). This is particularly important when we consider that, as Meindl (1995) posited, leadership effectiveness is not just dependent on the presence of a leader's actions and persona, but also on the social construction of contributions with followers and their own subjective perceptions of what is effective in the leadership process. Variations among followers' opinions on the quality of leaders and leadership often reflect a variance in the perceived construction of leadership relationships, rather than the direct behavioural effectiveness of leaders. This in turn affects how leaders manage communications and hierarchical power recognition approaches to legitimise the leadership function and to strengthen the leader-follower relationship (Meindl, 1995). For the purpose of this research, the term 'leader-follower' will be used as the primary reference to the relationship between a youth leader and other social capital community members who function as followers in youth related activities.

2.12.3 Transformational Leadership

The first leadership style or approach to be examined in this literature review is transformational leadership. Smith et al. (2004) describe transformational leadership as inspiring followers to share a vision and empowering them to achieve this vision. Leaders practicing transformational leadership behaviours encourage followers to go beyond personal interests for the greater good of a group, organization, or community (Li, Arvey, Zhang, & Song, 2012). Transformational leadership provides the resources necessary for developing each follower's personal potential or higher order needs (Epitropaki & Martin, 2005). Leaders utilizing transformational leadership serve as role models, support

optimism, and encourage commitment from each follower by supporting their need for growth (Simola, Barling, & Turner, 2010; Sun & Anderson, 2012). The connection between leader and follower generates the motivation and moral aspiration to induce transformative behaviours and change (Fry, 2003).

Prior research on transformational leadership has emphasized the importance followers place on a leader's ability to perform transformational leadership behaviours from the latter's perspective of individual characteristic, traits, or attitudes. Research on leadership development should include an examination of how leaders actualize transformational leadership behaviours in their leadership environments (Nielsen & Cleal, 2011). Accordingly, this research examines how leadership dispositions identified by youth leaders may produce transformational leadership qualities when engaging followers.

Transformational leadership bears an educative process using transformational elements of learning in allowing leaders and followers to gain information and experiences in managing expectations and identifying with one another as the leadership relationship grows. This is managed through the empowered process from which followers gain opportunities to learn about the leadership environment and in taking up greater responsibilities to collaboratively achieve leadership goals with the leader (Epitropaki & Martin, 2005; Manolis, Burns, Assudani, & Chinta, 2013).

A key quality of transformational leaders is their constant effort to create new learning opportunities for their followers by inducing higher motivation to relate to and create an interpretation of the leader's vision (Rowold & Heinitz, 2007). When applying transformational leadership, aligned acceptance of roles between leader and followers allows problems to be viewed as opportunities and contributions to be viewed as potential sources of ideas and solutions (Zhu, Newman, Miao, & Hooke, 2013). This supports the growth of deeper cognitive abilities, which is an integral part of transformational leadership in which the leader engages followers in the decision making process and intellectually stimulating each other in solutions development (Cavazotte, Moreno, & Hickmann, 2012).

Transformational leaders establish and utilize two-way communication with followers to engage with them and to encourage change. Followers must accept the need for transformative change and the sacrifices required to affect change with the clarity of information to make decisions gained from the two-way communication between leaders and followers (Fry, 2003). This commitment induces greater levels of affective trust, diverse reasoning, greater depth of perspective, and greater awareness in making socio-

moral judgments that contribute to the ability of the leader to induce inspirational motivation among followers (Zhu et al., 2013; Simola et al., 2010). Applying two-way communication to the learning environment for youth volunteers promotes transformative learning styles that help bring individuals together as a community of learners (Rossing, 1998). Transformational leadership changes the motives of followers and would-be leaders beyond that of self-interest by examining, questioning, or validating their belief systems, attitudes, and experiences through comparison from prior knowledge with on-going collections of new knowledge that either provides for new avenues of understanding or validates current ones with the sharing by followers. The process of engagement and greater participation in the knowledge sharing allows for similar avenues of validation or knowledge creation that can affirm the followers' motives in working with the leader through clarity of information (Rowold & Heinritz, 2007; Epitropaki & Martin, 2005). This in turn promotes the development of a transformative leadership style in followers by encouraging values such as self-reliance, innovativeness, and initiative to emerge as idealized influence with followers encourage greater trust with the leader to undertake greater responsibilities and tasks (Huang et al., 2008). Transformational leaders generate social capital value when they are motivated to be involved with a community or some form of civic cause or social network, including the idealized influence of followers to align and consider different individual expectations to the community (Sun & Anderson, 2012).

Transformational leaders are generally tolerant of their followers' mistakes, encouraging greater ownership in problem solving and openness to new ideas. Trust plays an important role in aligning followers with the leader's values and vision (Epitropaki & Martin, 2005). The transformational leader considers each follower as an individual and assists in the development of their potential by paying attention to their unique needs for achievement and growth (Maslin-Wicks, 2007; Li et al., 2012). Smith et al. (2004) emphasized that follower engagement supports the continuity of leadership development by developing leadership potential in followers.

According to Dionne et al. (2012), transformational leadership emphasizes leader dispositions and the accompanying behaviours on followers through four key aspects or elements: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Bass (1985) described these four elements as being essential for generating emotional responses in followers, promoting acceptance of espoused purposes among followers, and allowing followers to move beyond personal self-interest for the

good of others. Various studies have demonstrated the importance of these four transformational leadership elements for youth leaders (e.g., Bass, 1985; Felfe et al., 2004; Krishnan, 2004; Khoo & Burch, 2008; Stone, Russell, & Patterson, 2004; Warrick, 2011; Huang & Liao, 2011; Maslin-Wicks, 2007; Sosik, 2005; Moss, Dowling, & Callanan, 2009).

- **Idealized Influence.** Transformational leaders behave or act in ways that result in their being perceived as role models for their followers. Idealized influence, often referred to as charisma, and allows a leader to function as a role model by prompting actions among followers that reflect certain aspects of the leader, such as their values and principles (Cavazotte et al., 2012). Idealized influence is initiated by a leader through actions and behaviours that consider the needs of others over the leader's personal needs. The leader shares the risks with followers and is consistent in the decisions and actions made. Dependency and consistency are demonstrated when a leader can be counted on to make the right decisions, has high ethical standards and moral conduct, and avoids using leadership positions for personal gain, power, or authority. This is exemplified by leaders serving as role models through their personal achievements, character strengths, and behaviours that matches an idealized influential approach through the exemplified set of moral and ethical values that underlines the leadership behaviour and which reinforces the convictions and trust of followers in following the leader (Sosik, 2005).
- **Inspirational Motivation.** Inspirational motivation relates to how transformational leaders motivate and inspire followers through the provision of meaning and challenge to their work (Sun & Anderson, 2012; Nielsen & Cleal, 2011). The clear articulation of a leader's vision is critical for encouraging followers to go beyond individual self-interests to achieve group or organizational goals (Dionne et al., 2012). The ability to present a clear vision depends on the degree to which a leader is able to convey a sense of purpose with respect to the goals (Simola et al., 2010; Zhu et al., 2013). Transformational leaders demonstrate team spirit, commitment to goals, and shared vision to achieve collective group goals with active enthusiasm and optimism. This generates positive or inspiring reinforcement and clarity

between the leader's actions and followers' perceptions which encourages a greater sense of trust and commitment to the leader's vision and style.

- **Individualized Consideration.** Transformational leaders act as coaches or mentors by paying particular attention to the needs of individual followers for achievement and growth (Sun & Anderson, 2012). Individual consideration refers to being aware of followers' needs and proactively engaging with them in a way that considers their unique characteristics, needs, and desires (Cavazotte et al., 2012). In this way, followers are encouraged to reach higher levels of potential through a supportive environment (Simola et al., 2010). This may be actualized through new learning opportunities, with a supportive effort from the leader that acknowledges individual differences among followers and encourages behaviour adjustments based on different needs and capabilities (Nielsen & Cleal, 2011).
- **Intellectual Stimulation.** Transformational leaders stimulate their followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged through a mentoring approach where followers' mistakes are considered part of the process, allowing them to try new approaches and to better understand their actions (Nielsen & Cleal, 2011). Intellectual stimulation refers to the means by which transformational leaders prompt deeper processes of thinking, such as divergent thinking, by tackling obsolete policies, procedures, and assumptions (Li et al., 2012; Cavazotte et al., 2012; Dionne et al., 2012; Moss et al., 2009).

Transformational leadership is a particularly useful leadership style for generating follower commitment and actions towards achieving organizational or community outcomes. The positive integration of the four transformational leadership elements described above facilitates leadership efforts to build lasting relationships with followers that involve purpose, accepted meaning, and aligned values (Bass, 1985). Providing opportunities to better understand the impact of decisions on followers enhances effective leadership, such as reflective after-action reviews of a project to better improve future projects of a similar nature (Cavazotte et al., 2012). These opportunities allow leaders to consider the unique needs and expectations of followers, contribute to mutual respect, and

reinforce the relational commitment between leader and follower (Clarke, 2011). Considering the needs of followers inspires them to trust the leader and to fulfil the goals of the individual, organization, or community (Epitropaki & Martin, 2005). With transformational leadership, both leader and follower become transformed beyond personal self-interests and become loyal to the leader-follower relationship (Burns, 1978).

2.12.4 Servant Leadership

Roberts (2006) defined servant leadership as a holistic approach to working with others towards shared decision making and goal attainment, with an emphasis on service to others. Among the various leadership styles, servant leadership is particularly applicable to youth leadership development. As highlighted by Sun (2013), a fundamental grounding in servant leadership allows for an understanding of the role of this leadership style in the development of youth leaders and any associated servant-like behaviours arising from their engagement in youth development activities.

Servant leaders are often associated with self-sacrificial behaviour that places other people's needs, aspirations, and interests above their own. The emphasis is towards a form of social good in service to a community and followers (Greenleaf, 1977; Gillet, Cartwright, & Van Vugt, 2011). The leader's primary objective is to serve others through collaborative engagement such as social exchanges, relationships, and effective networks (Clarke, 2011; Liden, Wayne, Zhao, & Henderson, 2008; Sun, 2013). Servant leaders are identified as seekers of actions, or proactively looking for opportunities to engage their followers to support the latter's growth to become healthier, wiser, freer, more autonomous, and eventually become servant leaders themselves (Vinod & Sudhakar, 2011). This process is guided by the actualization of specific leadership traits such as listening, empathy, awareness, foresight, stewardship, and commitment to individual and community growth, amongst others (Mittal & Dorfman, 2012).

In essence, servant leadership can be seen as an opportunity for leaders to serve others and to fulfil long-term followers' potential to the fullest with high moral sense, personal integrity, and principles of egalitarianism (Smith et al., 2004; Greenleaf, 1977; Sun, 2013; Liden et al., 2008; Mittal & Dorfman, 2012).

Servant leadership is grounded in specific community and individual-based development principles, such as the promotion among followers of task effectiveness, stewardship in the community, and other future leadership qualities and dispositions

(Greenleaf, 1977). This leadership concept is particularly useful if applied to social or youth-related organizations as the community-centric approach for servant leadership allows for a more consensual focus and objectivity for individuals from different backgrounds to collectively come together and learn from each other (e.g., Greenleaf, 1977; Smith et al., 2004). Servant leaders place the interests of their followers before their own self-interest (Gillet et al., 2011) and emphasize personal development and empowerment of followers so that goals may be achieved collectively (Mittal & Dorfman, 2012). The servant leader encourages followers to achieve a shared vision by making a positive contribution to society (Liden et al., 2008; Sun, 2013).

In terms of social capital generation, servant leaders are pivotal facilitators for group harmony and progress among followers. Social capital value is enhanced by the focus on interpersonal dynamics between leader and follower and the transfer of leadership-related knowledge and behaviours (Collins & Hitt, 2006). In addition, servant leaders help maintain social capital generation within a group by drawing strength from social relations with group members, which encourages a continuous cycle of servant behaviour to other stakeholders and the community (Hunter et al., 2013). Social capital value is enhanced by the humane qualities of servant leaders, including generosity, sensitivity, concern and care for others (Mittal & Dorfman, 2012).

The servant leader may assume multiple roles, such as providing resources to support the development of followers. This role allows for the construction of an empowered environment from which followers gain self-confidence. Furthermore, it inspires commitment from followers to actualize their own servant behaviours through the reinforced positive experiences and confidence in serving others towards encouraging an empowered action to get others involved in the social cause to benefit from these positive experiences too (Hunter et al., 2013). Other roles assumed by servant leaders include being a visionary and promoting trust (Greenleaf, 1977; Sun, 2013). Through these various roles, the servant leader influences positive follower behaviour by exhibiting a sense of value and commitment to the involvement of followers in the leadership action (Mittal & Dorfman, 2012).

When we compare servant leadership with transformational leadership in relation to leader development, both leadership styles do share certain similarities with one another. For example, servant leaders strive to establish themselves as role models with the intention to inspire followers to evoke change in the environment through increasingly diverse views. This is similar to transformational leadership with respect to the key

elements of idealized influence and intellectual stimulation. This is presented through the developed trust in the leader's established set of moral or ethical values, which play an important role in invoking commitment to the leadership cause and in generating shared ideas and experiences to achieve collective goals. The main difference between the two leadership styles is that servant leadership aims to promote growth among followers, stakeholders, the larger community, and the environment by emphasizing service, humility, and empathy, qualities that are not specifically found among transformational leaders (Mittal & Dorfman, 2012; Liden et al., 2008).

Both servant leadership and transformational leadership have complementary roles in the development of youth leaders. Therefore, consideration should perhaps be given to the development of both transformational and servant leadership behavioural dispositions in youth leaders. Research emphasizes that leadership behavioural dispositions function as a motivation for youth to lead others in the community (Sun, 2013) and demonstrate that youth leaders see leadership dispositions as important influences in their engagement with followers (Liden et al., 2008; Hunter et al., 2013).

2.12.5 Charismatic Leadership

Charismatic leadership is similar in some ways to transformational leadership (Crossan et al. 2008). These similarities centre on the transformational leadership elements of idealized influence and individualized consideration. These elements function in a charismatic-like manner to encourage followers to be emotionally connected with each other and to incorporate the leader's vision, values, and morals into their own for the greater good of the organization (Dionne et al., 2012; Mumford et al., 2008). Charismatic leadership may be applied interchangeably with transformational leadership, and some authors consider charismatic leadership to be a component of transformational leadership (Crossan et al., 2008).

A charismatic leader functions as a symbol of followers' realization that a specific form of meaning is constructed through an appealing or evocative vision (Waldman & Javidan, 2009). Personal meaning gains credence and importance when four facets of goal striving advanced by charismatic leaders are embraced by followers, namely purpose, value, efficacy, and self-worth. These facets are translated into values by youths when engaged in social capital activities or experiences as youths develop a relevant leadership style with followers through a shared and valued purpose that encourages a sense of self-

worth among each individual through their contributions (Hayibor, Agle, Sears, Sonnenfeld, & Ward 2011; Sosik, 2000).

Charismatic leaders assume visionary roles by utilizing a combination of personal characteristics and behaviours to strengthen their relationships with and identification by followers (Rowold & Heinitz, 2007). Such leaders are perceived as charismatic through their willingness to sacrifice personal interests for the benefit of followers (Epitropaki & Martin, 2005; Rowold & Heinitz, 2007). Followers place their trust in the leader's ideology and beliefs, recognize the leader's authority through unconditional obedience, and are emotionally involved with, or identify with, the leader and their goals (Fry, 2003; Seyranian & Bligh, 2008). Followers perceive leaders as charismatic and are compelled to follow and respect them because such leaders are seen to have extraordinary individual qualities (Levay, 2010).

Charismatic leadership is reflected in a leader's influence over followers and the leader-follower relationship through behaviours such as a compelling vision, high performance expectations, self-confidence, role modelling, or emphasizing ideological aspects of collective identities (Dionne et al., 2012). Sosik (2000) defined charismatic leaders as extraordinary individuals who are able to satisfy a particular yearning by followers to find a meaning to life. Their appeal stems from a construction of meaning that interprets reality in such a way as to offer followers, images or expectations of the future that are too irresistible to be ignored. This is reflected in the leader's efforts to engage follower self-concepts (Clarke, 2011), thereby motivating the latter towards a collective acceptance of leadership, organizational, or group values as their own (Fry, 2003).

Specific leadership characteristics enable charismatic leaders to establish positive connections with their followers that incorporate the leader's behaviours, values, and sense of purpose (Levay, 2010; Samnani & Singh, 2013; Waldman & Javidan, 2009). These leadership characteristics are as follows:

- The ability to influence others through charm, attractiveness, and persuasive communication (Samnani & Singh, 2013; Levay, 2010),
- The ability to function as a role model for their espoused beliefs and values (Sosik, 2005; Mumford et al., 2008),

- The ability to articulate ideological and moralistic types of goals (Waldman & Javidan, 2009),
- The ability to communicate confidence and high expectations of followers (Wilderom, Van Den Berg, & Wiersma, 2012; Waldman & Javidan, 2009; Wang, Chou & Jiang, 2005),
- The ability to leverage on followers' needs for esteem, power, or affiliation in order to achieve collective concerns (Hoogh et al., 2005; Seyranian & Bligh, 2008), and
- The ability to establish a link between individual follower identity and the organization or social cause (Levay, 2010; Hoogh et al., 2005).

To understand the significance of charismatic leadership, the role of a charismatic leader needs to be examined in closer detail. A charismatic leader is considered to be a unique character who serves as a source of influence for followers in order for them to achieve a collective vision and induce change through that vision (Wilderom et al., 2012; Waldman & Javidan, 2009; Seyranian & Bligh, 2008; Hoogh et al., 2005). Charismatic leaders are seen as agents of social change, directed by the leader's social influence and actions in shaping the behaviour and attitudes of followers (Levay, 2010). Leaders motivate followers by expressing confidence in their ability to achieve exceptional performance towards a common vision that has collective approval of the engaged community. Such expressions of confidence reflects an established depth of trust between a leader and followers in which the latter accepts the moral and ethical values of the leader as their own and follows through on decisions with the confidence that their actions are justified and supported (Wilderom et al., 2012; Samnani & Singh, 2013; Hayibor et al., 2011).

Youth leaders may require certain charismatic dispositional qualities if they are to develop as effective leaders, such as openness, optimism, and confidence (Mumford et al., 2008). Such leadership behaviours may influence the degree of satisfaction followers perceive in their relationship to the charismatic leader and in the leader's effectiveness (Wang et al., 2005). Charismatic leadership actions, such as confident communications of reasoning, may facilitate engagement with followers and encourage them to adapt to the

leader's vision and actions in working towards a highly motivated and inclusive social culture (Sosik, 2005).

2.12.6 Leadership Development Involves the Transfer of Tacit Knowledge

In examining the literature on transformational, servant, and charismatic leadership, a common theme that emerges is that interactions and deeper engagement with followers is an important component of effective leadership. Effective leadership is accomplished through the communication of a collective vision, where followers become engaged, accept the vision as part of their own belief system, and identify with the leader (Epitropaki & Martin, 2005).

The communication of tacit knowledge is crucial for individual development. Tacit knowledge is a fundamental form of knowledge that underlies and drives all human actions and practices (Liu & Cui, 2012). It is also expressed in the connection between leaders and followers in the form of shared understanding, attitudes, perspectives, commitments, and motivation (Koskinen, Pihlanto, & Vanharanta, 2003). Such knowledge becomes critical for leadership as positive perceptions of leadership behaviours and outcomes are often deeply ingrained through a leader's natural actions or dispositions, where context and commitment to lead is exhibited without obvious articulation (Matthew & Sternberg, 2009; Erden, von Krogh, & Nonaka, 2008).

Tacit knowledge plays an important role in youth leadership development. Youths require exposure to experience and guidance in order to build up their leadership knowledge and to develop their relevant leadership styles. Tacit knowledge may be reflected in the justification and personification of certain beliefs and characteristics in youth leaders as part of their sense-making from prior experiences in developing a comfortable leadership style, and is internalized as a possible conscious process involving 'gut feelings' and 'intuitions' (Erden et al., 2008). The acquisition and use of tacit knowledge supports leadership development by guiding a leader in how to perform tasks in different situations (Grigorenko, Sternberg, & Strauss, 2006) and in facilitating effective problem solving (Matthew & Sternberg, 2009). Liu and Cui (2012) asserted that tacit knowledge is essential to the development of youth leaders because it supports the development of individual cognitive abilities, emotions, and knowledge structures. This

process facilitates the taking in of new knowledge, builds perceptiveness, guides judgment, and complements problem solving for leaders.

Youth leaders gain tacit knowledge through shared experiences and perspectives. This form of learning through experience is often viewed as a natural part of how people learn, grow, and develop themselves (Manolis et al., 2013). Individuals gain a wide range of knowledge through formal training, personal experience, and everyday 'learning by doing' (Grigorenko et al., 2006). Experience is critical for the growth of tacit knowledge because such knowledge is deeply rooted (Koskinen et al., 2003) and difficult to verbalize or teach (Grigorenko et al., 2006; Matthew & Sternberg, 2009). Thus, personal experiences are important for leaders in their individual education and development (Manolis et al., 2013).

Experience is critical for a leader's development as a diverse range of situational exposure and dynamic intrapersonal relationships can affect or moderate leadership skill growth (Dinh & Lord, 2012), such as personal experiences inducing transformative actions as a leader (Hannah, Avolio, Luthans, & Harms, 2008). The quality of these personal experiences need to incorporate both variety and awareness of leadership related experiences in order for individual leaders to know, observe and actualize effective tacit knowledge transfers and behaviours with followers (Erden et al., 2008; Hau, Kim, Lee, & Kim, 2013; Liu & Cui, 2012).

Developing and drawing on personal experiences allows a leader to build personal relational capabilities for engaging others, and this facilitates more effective transfers of tacit knowledge pertaining to the leadership environment. With regard to social capital generation, such tacit knowledge transfer, from a relationship perspective, contributes towards social values such as the trust that is established by active social relations between leaders and followers. This trust sets the foundation for tacit knowledge to be transferred or shared with less resistance (Collins & Hitt, 2006; Hau et al., 2013). Care and consideration should be given to various impediments to leadership development that may arise amidst the transfer of leadership-related tacit knowledge (Collins & Hitt, 2006).

The argument can be made that leadership-related tacit knowledge and leadership styles share a connection. Both are abstract constructs that are not well codified or articulated and are deeply rooted in experience and practical 'know-how' (Hau et al., 2013, Koskinen et al., 2003). There are similarities in how tacit knowledge and leadership styles are acquired, structured, and how they are used (Grigorenko et al., 2006). For example, tacit knowledge may be acquired from an observational and learning-by-doing approach

that is facilitated by an established relationship and interpersonal contact between a leader and follower (Collins & Hitt, 2006). In leadership styles such as transformational or servant leadership, followers develop strong interpersonal bonds and individual considerations, which are necessary for effective leadership (Zhu et al., 2013). This experiential approach induces leaders to use knowledge gained from leadership actions to further deepen and shape existing tacit knowledge through reflections and collaborative feedback with others (Matthew & Sternberg, 2009). This also applies to youth leaders, who adopt a particular leadership style when leadership actions and outcomes are experienced, internalized, and embodied in their own practices (Erden et al., 2008).

2.12.7 Building on the Reviewed Literature on Leadership to the Research Focus

Youths as a research focus draws significance for this research as examples on leadership development shared by a review of literature (e.g., O'Connell, 2014) emphasizes leader development to be embedded in on-going adult development as career and life experiences progresses, individual self-identity is established with foundations from grown values and experiences. This paradigm to leadership development focuses primarily on adult development as a main focus on how leadership is developed within a lifespan context. Yet the focus on youths remains an important but limited area of examination of importance considering the foundational aspects of growth for leadership early in the human developmental cycle. Hence, this research's focus on youths can provide research value in terms of greater understanding of how leadership in its early foundations from a human psycho-social aspect can benefit leadership development through clearer foundational social constructivist paradigms of how youths, as they grow older in life become grounded and more fitting in their leadership role to social and situational contexts (O'Connell, 2014). This research considers the role leadership plays in a project setting as well, given that project management approaches have increasingly become important tools for developing organizations and social causes. These in turn necessitates good leadership at the helm of temporary organizational structures set up to manage these projects of which youths play an active role from a social capital and leadership perspectives (Tyssen et al., 2013).

Identifying how specific leadership behaviours can be affected through leadership dispositional mechanisms can help in further understanding what leaders, even among

youths, should do when interacting with others that cause them to emerge as accepted and effective leader from a personality trait and behavioural aspect. These in turn can be integrated into leadership developmental programs to increase the use of desired leadership behaviours as individualized training processes for different leader types and involving the development of individualized dispositions (Colbert et al., 2012; Weatherford & Spokane, 2013). This research also seeks to identify the presence of transformational leadership with leaders of a younger demographic, given that current reviews of leadership literature and research have identified this leadership concept to be more pronounced among older adult leaders, with limited presence and coverage related to youth leaders (Walter & Scheibe, 2013).

The research will apply a data gathering methodology that is similarly used in gathering knowledge about traits in past research process, as Nicholas and Cottrell (2014) mentions. These in essence will involve the researcher generally enquiring research participants to list or rate traits as seen as applicable, as characteristic, or prototypical of a leader based on their own prior knowledge and understanding. In continuing this constructivist approach, the researcher will then group these traits into broader constructs that represent leadership schemas and beliefs. The adapted approach will also help to identify contributions constructs of what makes an ideal leader and the desired dispositions to support leadership role effective, from participants who have stabilized desires, expectations, and experiences with real leaders (Nicholas & Cottrell, 2014).

This adapted research methodology follows that of previous action research related studies with leadership, such as those mentioned by Bentz and Shapiro (1998). Such research undertook a phenomenological practice in initial drawing from previous lived experiences and expert knowledge. This further underwent a process of action-related research where the research participant population subjected to further analysis and synthesis of such experiences and understanding of leadership through interactions and engagement that encouraged feedback and reflective thinking towards new awareness and understanding of leadership by the research participants.

2.13 Examining Community-Based Leadership and Youth Learning

The literature review has examined, in detail, the various forms of emerging leadership concepts or styles that would support a positive conception of development for

youths. Earlier discussion and examination of the literature revealed positive insights into the developmental needs and approaches for youths in terms of individual and organizational perspectives. We can further examine in this section of the literature review, a community-based type of leadership.

When the roles of community leaders are contextualized, they can be referred to as figures engaged in the pursuit of a worthy cause for the general good of the public or community. In essence, communities are largely groups of people with overarching concepts, values, ideals, and attitudes held in common. It is these accepted standards and norms that grant power and personal ownership to each individual, and leadership is learned through putting these values to use. This is also how individuals are empowered to assume responsibility for group welfare and the accompanying demands of leadership as well as holding the appointed leader accountable to the community (Schweigert, 2007).

For youth volunteers assuming leadership roles, each individual will need to understand three essential qualities. These qualities, as Schweigert (2007) identifies, provides an overview of the essential requirements for community-based leadership, namely:

- Youth leaders must be presented or recognized as an authoritative expression of citizens' interests on behalf of the public good. This suggests that youth leaders must gain the consensual acceptance of their role as leaders of the community before any legitimacy could be granted to their actions.
- Community interaction provides the settings demanding the need for leadership and hence inducing the need for learning to lead. This entails that engagement with the community provides the objectives and requirements for youth leaders to formulate the needs to further personal development and identify learning needs.
- Rather than a focus on the personal qualities of individual leaders, leadership is rooted in the authority and power of followers. Therefore, leadership development should focus more on the social settings, processes, and needs that require and facilitate authoritative action. Youth leaders will need to have access to power, legitimized through support and accountability, effective community practices, and actions taken in the public setting.

With these qualities in hand, youth leaders can contribute as helpful proponents who provide a relevant voice for the general community. They are able to exert influence and action through leadership roles and functions in various activities, projects or functional management. The effectiveness of the leader-to-follower relationship can become a strong influencer on the success potential of community development efforts.

This interdependent relationship between the community group and its leaders in service sets the parameters for a distribution of leadership authority and power that is dependent on followers' responses and participation in order to achieve a shared vision or purpose. Often leadership styles such as charismatic leadership may be adopted to manage responsibilities and the leader-follower relationship while suiting the personality and characteristics of the leader.

The appropriate forms of learning and developmental environment for leadership may gain attention as youth leaders develop their distinctive leadership approach, in curriculum and content. In practice, pursuing such a learning environment can lead to transformative changes in the roles assumed towards one of greater opportunities to participate in the sociocultural practices of a community. Such an environment contributes positively the development of youths in allowing subjective positive experiences to guide and grow useful emotions, character and traits, and to enhance the social value generated. Youth volunteers in leadership roles should pay attention to the identification of not only the content of knowledge and skills, but also the opportunities to apply such knowledge and skills to facilitate appropriate actions (Schweigert, 2007).

Factual instruction, theoretical knowledge and training in technical skills all contribute to effective leadership. However, these are general areas widely available to the community, and not just leaders. It is crucial for leaders to seek the good in each emerging situation in new and challenging ways and means that may not occur to the community to implement. This is necessary to inspire social creativity without depending on repeats of previous leadership actions. It is from this position that an identification of key characteristics and dispositions of leadership engaged in community development and learning-related purposes can be facilitated. These characteristics and dispositions, as Schweigert (2007) mentions, would contribute as a catalyst for effective leadership roles and functions.

Different leaders play complementary roles. Some leaders create space for action through courage in facing a challenge or difficult issue, thereby galvanizing the courage of

others to overcome these difficulties. Other leaders have a unique skill for identifying a complex issue or values at stake, transforming chaos or helpless frustration into a problem that can be addressed by the followers. Some leaders function as the constructors of social action, framing the response into which followers can invest collective actions to achieve some form of social value to the community.

From a community leadership perspective, volunteers can have such singular or multiple roles which may require evolving types of personal characteristics for optimal performance. The more appointments or roles assumed, the more complex will be the level of responsibility and the support framework needed to develop these volunteers to manage leadership functions. The emotional and psychological aspects of development may also be a concern. Examples of other diverse roles youth leaders may contribute to include those of a leader who can collectively gather resources with which to carry out social actions. Other roles may be facilitative in driving developmental efforts to improve effectiveness of followers and peers or may be manifested through a more charismatic approach in calling others to action to meet challenges and act upon espoused values (Schweigert, 2007).

Youth leaders in the community can have a calling in this framework of community-based leadership. Such leaders of the community enjoy the same communal rights and obligations as members of a larger social network of individuals working together toward a common goal or purpose. The assumption of leadership roles is also a form of membership in the community. Part of this stems from experiences that can transform a youth volunteer participating in the extensive network of relationships in the community, to become a proactive owner in the community.

Youth volunteers in a community leadership or social capital role need to gain clarity of a distinguished leadership identity. Such an identity, as part of the learning process, will best articulate and execute personal knowledge and skills on behalf of the general community, while also conducting transformative change and value to the community. An observation can be made that leadership growth requires the need to earn a new place in social structures, and also to adopt the practices of the community (Schweigert, 2007). Learning occurs when respect and competence in abilities are acquired through taking action through the leadership role existent in the current social setting. Transformative changes are initiated through the introduction of leadership actions and dispositions by the youth leader.

To effectively facilitate the development of leadership for any individual youth volunteer, the design parameters for a structured learning framework and environment

needs to be considered. This consideration will draw attention to the identification of appropriate leadership educational goals that emphasize specific practices of leadership in the context of the learning model adopted.

Park (2004) explains that the primary objectives or goals of youth programs are to build cognitive, psychological and social assets that prepare youths to navigate life's pathways and overcome obstacles on the way to a successful life. Youth programs provide a supportive and opportunistic platform for youths to acquire new skills as well as to build up self-confidence and a committed sense of community. These programs enable youths to participate in various community activities and engage in adult-supervised skills development.

Youth leadership developmental programs are better positioned to succeed if due consideration is made towards preparing leader based expectations set by the community in which they will serve. Schweigert (2007) suggests that leaders need to affirm the strength of relational ties, obligations, and commitments that are expected by the community. Affirmation of a leader's role is accorded when leaders are able to demonstrate integrity, act generously towards others, and affirm the relational ties with which youth volunteers engage the community. Such affirmation allows validation of the youth leader's role through reciprocal sharing of information as part of the structured learning process.

An affirmed leadership role can help youth leaders to identify areas within the community that may require transformative changes in terms of the delivery of social value or to address social causes and issues. The engagement by youth leaders with peer volunteers as important stakeholders in this change management process can allow smoother transitions from the current state of social challenges towards a more stable social environment. Particular benefits such as anticipating volunteers' stress, resistance and tension in new organizational contexts are useful outcomes that derive from the transformative changes induced by positive youth development (Healy et al., 2008).

As youth leaders become more knowledgeable and self-actualized, they may seek out opportunities to better fulfil this expected role through reciprocal validation of the social capital generating efforts. This also will fulfil a foundational connection between learning to manage role expectations and enhancing personal developmental efforts. When guided by a structured developmental program, this sequence of self-actualization, knowledge attainment and positive learning can contribute towards positive character development.

Developing youths in leadership roles can enable an organization and adult mentors of youths to be more equipped with the necessary experiences, knowledge and social skills needed to better manage expectations of the community. This may encourage positive subjective well-being for youths who experience leadership roles. Positive outcome variables including life satisfaction can serve as good indicators for long-term and broad effectiveness of youth development programs.

This in turn can complement the youth development organization's efforts to recruit youth volunteers in the future. The importance for positive youth development is reflected as a buffer against mental and physical health problems, and as enabling factors that promote and maintain adaptively in changing environments. Through clear role expectations held both by the youth leader and the community, leadership development opportunities can function as a formative channel of self-actualization to generate transformative benefits both for developing youths and the community (Park, 2004).

2.14 Summarizing the Dynamics of Leadership for Youth Volunteers

Eisenscher (1999) points out that leadership is influenced by how individuals understand the role that leadership will play during community and social capital engagement efforts by community volunteer organizations and after recognition is achieved by the individual for their services. In developing youth volunteers in participative and leadership roles, youth development organizations need to be concerned with the need for providing an encompassing framework by which to facilitate leadership qualities among youth volunteers providing service to in a community. Thus, a youth development organization and youth volunteers must, ideally, harmoniously cooperate and partner together in learning. Youth leaders provide a crucial go-between role in this regard.

With reference to the earlier discussion on the servant leadership concept this can gain credence and relevancy as a suitable leadership style for positive youth developmental purposes, as youth development organizations effectively engage youths and even adults in social capital generation. Service-learning or other forms of social learning platforms provide channels for reflective based learning. This may encourage commitment and emotional investment by youth volunteers in a specific cause. This can be achieved through forms of experiential education where students and community members work together to address relevant community issues and from which these young people engage

with their community in ways that generate awareness about social problems, issues or causes (Gibson, Hauf, Long, & Sampson, 2011).

Roberts (2006) provides an indication of the learning potential for using service-learning as part of a servant leadership approach. The service-learning approach combines community service oriented objectives with learning objectives. The intent of this approach is to allow an activity to induce transformative change among both a recipient and a provider of the service-learning experience. This is accomplished through a transformative learning emphasis that translates such complex experiences using more open and reflective approaches (Karalis, 2010). Transformative learning can thus be induced by combining tasks with structured opportunities that link the self-reflection, self-discovery, the acquisition and comprehension of values, and the expression of skills and knowledge content collaboratively. In context, and in considering the earlier review of literature, servant leadership may have a beneficial role in youth development by promoting a culture of youth social activism, volunteerism and leadership. Actualizing this leadership style or approach, as a complement to transformational leadership, may support youth developmental programs in the design of clear learning objectives. Through a higher service commitment to a specific social cause or activity, youth participants in this respect may be empowered as equals to serve the needs of the group as a priority.

Through this empowered process of learning and development, youths are engaged and may alternatively develop transformative leadership capabilities and functions. This may be an effect of their participative actions in leading changes in an organizational or environmental setting. They become catalysts and agents for these transformative changes. One area of caution may be advised for youth development organizations: the need to pay heed to the complexities inherent in cooperative and team-based learning. Such complexities as Roberts (2006) mentions may arise as a result of group dynamics in a service-learning project, which may ultimately incur numerous challenges in encouraging cooperative efforts such as personality and individual conflicts, individual availability and commitment to the social cause.

After identifying and integrating the type of leadership style suitable and relevant for youths, additional attention may be paid by the youth development organization to introducing measures that fosters collaborative learning among both youths and adult mentors alike. This may include issues such as accessibility to positive learning environments for these young people in whom their contributions are granted value and an

ownership over the purpose of the youth developmental effort that is encouraged through a learning partnership between youths and adults (Jarvis et al., 1997).

The importance placed on a collaborative learning environment via a youth development organization highlights the need for leaders to learn from contextual experiences that, Kinsella (2001) describes, enables the reliance on using different knowledge forms to foster learning through practice. This entails that a situational form of learning emerges through the analysis, understanding, and planning of responses to emerging problems as they arise, and the ability to take authoritative action therefore must be learned through interaction with such a situation of practice or context (Seel, 2001). As inferred from Gersten and Baker (1998), this may be grounded in the need to structure opportunities where young people can gain the relevant conceptual learning that relates to the social capital activities they are engaged with, and in developing situational cognition from an established context or activity that induces conceptual thinking and reflection. This allows what Schweigert (2007) identifies as the delivery of knowledge related to what to do, when, how, and with whom to do it--with care for and attention to all the subtle clues manifested in a real-life situation. The facilitation of structured learning through pre-packaged instruction and curricula without any real-life experience can raise mismatched expectations and a false self-confidence. Youth development and a proper learning environment must then incorporate the internal sensitivities and judgment that are crucial to good leadership, in particular as Elsbach, Barr, and Hargadon (2005) points out, social dynamics do change in an organization from which situational cognition or the context of the social capital activity could transform as a result of changing perceptions, perspectives or ideas or through diverse interactions within a community of practice. As Langer (2009) helpfully shares, situated learning may play a crucial role in fostering group oriented learning utilizing real world experiences as learning contexts within a specific community of practice or situation such as in youth development organizations. Situated learning could contribute as a guiding principle in such structured learning by providing opportunities that allows various experiences to be gained and practiced in action within everyday settings and environments (Handley, Clark, Fincham, & Sturdy, 2007).

These considerations provide legitimacy for youth leadership learning. They enable attainment of respect and recognition by those practicing leadership. Such attainment is also supported if leaders are accountable. Support provides the affirmation of the person as a role model who deserves an opportunity to contribute according to individual ability. Accountability names the expectations of the individual's performance on behalf of the

community of practice, affirming in advance that the person is able to do the job while fulfilling community expectations and thereby receiving the community's recognition. Completion of specified leadership tasks is affirmed by the community which recognizes the leader's effort and accomplishment through situated learning and application of collective experiences gained growing in the role within the community. This further establishes the recipient's membership in the community and identity as a contributor (e.g., Karalis, 2010; Schweigert, 2007).

2.15 Participatory Platforms That Contribute Towards Youth Development

Rossing (1998) mentions that action or participatory volunteering platforms can complement the engagement and equipping of youths with relevant skills and knowledge they can use later in life. These platforms help develop individual youth leadership, decision making and self-awareness abilities. They empower youth volunteers to deliver their voices and perspectives while delivering social value as part of their personal development. Such participatory platforms engage both youths and adults in the community by means of values- making activities. In turn, these facilitate a revelation of shared values as a basis for shaping a common vision of the social cause desired. Through organizational participation, this depth of interpersonal communication also builds and deepens relationships that establish the foundation for increasing solidarity among social capital developers (Eisenscher, 1999).

Visioning and leadership development are interlinked concepts that youth development organizations need to become aware of. The success of actions initiated in the service of social causes depends on the interpretation and sense of ownership by volunteer social service practitioners. As Sosik (2000) notes, a vision reflects future-oriented goals for the organizations, and complex mechanisms through which the leader builds identification of himself or herself in the service organization in question. Visioning heightens follower awareness of the leader's character as well as aligning organizational actions and strategies. It also enhances follower motivation and commitment to the social cause and builds collective identity among followers through communications with the sponsoring organization. In the partnership between youths and adults engaged in vision building, gathering and sharing information about the social trends and community environment can bring about social value. Such value may be represented through

fostering trust and commitment to the youth development and social capital causes. Appropriate feedback from this communicative collaboration would contribute to providing and sharing information that supports effective and efficient implementation of initiatives. In these endeavours trust must be established between youth volunteers in leadership capacities and the sponsoring youth development organization. Equal access to critical information allows effective personal job performance to develop. This is because communication is essential to ensure that all stakeholders function in their respective roles effectively, and reflects a good fit between organizational goals and youth volunteer leaders' behavioural needs and requirements (Tschirhart, Mesch, Perry, Miller, & Lee, 2001).

A feedback system of support and accountability is one of the most important mechanisms available for community learning. The social nature of people means individuals are inevitably eager to gain a sense of how others respond to their actions and interactions. Individuals, such as youth volunteers, may question this feedback, resist it, argue with it, and even reject it for a time, if it does not fit in with their concepts of effective performance of their roles. Youth leaders who successfully engage the community are dependent on the on-going inclusion and effectiveness of collaboration with each stakeholder of the community (Schweigert, 2007).

2.16 Delivery through an Adapted Action Research Methodology

In reviewing the varied literature related to positive youth development, it may be useful to understand that due care must be exercised by the organization's hierarchy to avoid various pitfalls that would de-value the perceived value for youths to engage in participatory or leadership volunteerism. Such pitfalls may be presented in examples such as a loss of belief in the value of leading others due to a mismatch between individual and organizational expectations. This could perhaps result in the decline of the desire for learning as youths' attention gets directed away from attaining competence towards satisfying the enforced necessity for compliance. Inevitable lags will also likely appear between social capital performance, results, perceptions of the quality of social value, and accountability of those judgments. Additional threats arising from a negative organizational culture of competition, suspicion, withdrawal of support, and sabotage among the volunteer group and peers may surface as well (Schweigert, 2007).

Additional emphasis may be placed in the design of youth development activities in terms of inter-personal, communicative, and infrastructural support qualities. A positive incorporation of these considerations can provide encouragement to share information so as to better address the aforementioned threats to positive youth development and engagement. In this regard, one useful delivery mechanism youth development organizations may adopt is a student or youth action research methodology.

Action research related platforms have the potential to add value to the experiences of youths, to the organization and the community at large. Action research related approaches may help youths to build important academic and social skills, gain access to higher education and knowledge, add valuable information to community and social reform efforts, foster civic identity among youths, connect youths to their communities, and revitalize civic educational endeavours (Rubin & Jones, 2007). Action research embraces an action oriented approach that:

- Is conducted by youth, within or outside of structured environments such as schools and classrooms, with the goal of informing and affecting school, community, or global problems and issues.
- Contributes to the positive development of a variety of academic, social, and civic skills in youth.

Adapting an action research approach can therefore provide potentially a useful platform to support youth development. Adapting action research may assist in the collation of critical information that builds understanding of the current youth-adult relationship. It may also assist in the assessment of future areas for improvement or research, and to gather data for analysis in identifying best practices or approaches to address individual and organizational objectives and concerns.

2.17 Summary of the Chapter

Youths play an important role in contributing to social capital value. The reciprocal relationship between both youths and the community alike requires some form of developmental support to actualize proactive engagement. In the interest of positive youth

development it is important for youth development organizations to integrate the support of adults to help guide and engage youths in more involved and committed relationships with the community. This motivates youths to fulfil the social capital cause because through the granting of a clear role identity they can achieve empowered responsibilities and actions.

Social learning environments allow youths to better understand and fulfil their roles in the community, either as volunteers or as leaders. Youth development is managed from an individual, group collective, organizational and community perspective and character development can be facilitated in particular by leadership development. This provides opportunities for personal characteristics, traits and behaviours to be incorporated and consolidated into a leadership style that provides sustainable well-being for the individual youth leader. Complementary approaches, such as service learning, are effectively parts of the larger positive youth development approach. These approaches include the individual youth volunteer, youth development service organization, and the local communities in a partnership designed to understand and facilitate the complex web of relationships involved with developing youth who participate provide leadership in the cause of generating social capital.

Chapter 3 – Methodology

3.1 Overview of the Chapter

Various considerations and steps were undertaken to design and implement a qualitative data collection process for this research. Action research has been selected for adaption in this research as it allows a useful approach in gathering qualitative-based insights and information from the actual source of research, the youths in leadership roles. The focus on qualitative data as a key information type allows for a wider channel in sharing perspectives and perceptions of how leadership can or should be managed by youths for youths. Adaption of action research into this research study allows for the use of reflective practice and thinking to be incorporated into the interpretive and heuristic inquiry processes of data collection by the youth participants themselves. As part of the research's design structure, such collected data would have undergone a process of action and reflection. This data is therefore deemed to be of value to the research's findings in terms of accuracy of knowledge and perspectives from the target group itself, namely youths in leadership development roles.

This chapter will provide details and justification for the data collection process undertaken in this research. The early segments of this chapter will describe the theoretical foundations undertaken in the conceptual construct of the research, followed by additional descriptions on the identified research methodology for the facilitation of the research parameters and subsequent data collection process. The latter segments of this chapter will inform of the data collection process that was designed to gather and collate various observations, forms of information, thoughts, perspectives and reflective analysis directly from the research participants who took part in this study. Also in this chapter, details on the data collection flow, definitions of the target research audience, and the research participant source are provided.

3.2 Conceptual Framework and Methodology of the Research

In this section, two essential drivers for the research are detailed: (i) the Conceptual Framework used to establish the research philosophy and emphasis; and (ii) an adapted Research Methodology that is used to guide and structure the research. This section

contributes details that establish an in-depth and reviewed foundation for the research. It also provides an examination of the research's conceptual framework and the research methodology adopted.

3.2.1 Establishing the Conceptual Framework

A detailed account of the epistemological approaches and assumptions underpinning this research is an important step in presenting the research, as the research context, documentation and analysis of data, and explanation of the meanings that the research undertakes supports an explicit clarity of the direction of the research (Burns, 2005).

Underpinning this research will be the use of an Inductive Process, where the methodological framework is to collect and analyse data of a qualitative nature. The objective is to allow the identification of any relationships and findings to form as they emerge, taking into consideration pre-existing theories or concepts during the data analysis flow.

The Inductive Process allows the research to utilize observations from the leadership environment surrounding youth volunteers and to allow reflections to take place by the research participants. Opportunities for the youth participants and the researcher to think in increasingly abstract and unique ways will be grounded, as Neuman (2006) identifies, in theoretical concepts and propositions are part of this process. Hence, the use of an Inductive Process assists in the cultivation of observations, interpretation and reflection of qualitative research data gathered from the reflections of the research participants, while grounded from a review of the academic literature. To facilitate the construct and conduct of the research, underlying principles are established to guide the theoretical process of design and implementation.

Through the Inductive Process, the research utilizes a qualitative framework that engages participants in the research to conduct reflect and arrive at various observations and findings. With reference to Figure 1, at the core of this research are two key principles:

- An epistemological position of Constructivism to inspire the research purpose.
- The theoretical perspective of Interpretivism which is facilitated through a Phenomenological position in Qualitative Inquiry.

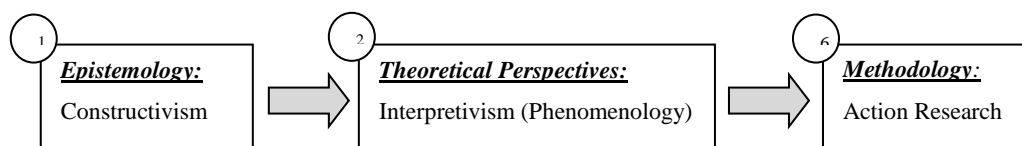


Figure 1 Flow of Research Perspectives & Methodologies

3.2.2 Epistemological position of Constructivism

From an epistemological perspective described by Patton (2002), Constructivism is a fundamental research philosophy that allows the research to construct meaning and understanding from its targeted reality through cultural and linguistic constructs. This foundational understanding is shared similarly by Sheehan (2004), who notes that the constructivist perspective of knowledge can range from two extremes: Idealism and Moderate. Idealism is at one end of this extremity in which reality is seen as existing only in the mind of the knower. For those with a moderate view the individual nature of all understanding is contextualized within ontological realism, which involves a world in which reality may exist independently of individual understanding or knowledge of it. The role of youths play an important role in the modern social capital environment, as a youth is now an active participant in constructing such realities (Elkind, 2004).

Building on this constructivist perspective guides the research through a process of acquiring the realistic ‘truth’ of the current leadership needs for youth volunteers seeking leadership development. In this aspect, a constructivist emphasis allows the research to provide the necessary opportunity for youths in leadership capacities to examine and reflect their own effort through social interaction, of which Fertman and van Linden (1999) describes as a critical component in leadership development for youths. Thus, adopting constructivism engages both the research participants and the researcher to gain motivation in constructing or deriving socially realistic answers to the research focus and questions on leadership (Cottone, 2004).

3.2.3 Interpretivism through a Phenomenological Position in Heuristic Inquiry

In exploring and drawing relationships between the conceptual parameters of the research with the anticipated qualitative data requirements, attention was needed in using an interpretive approach as the desired theoretical perspective. According to Crotty (1998, as cited in Gray, 2009), Interpretivism states that an individual's interpretations of the environment around them are culturally derived and historically situated in terms of what occurs in a social context. Interpretivism allows the research to achieve the intended research focus, which is to gain an understanding of what form of leadership dispositions that youths would find important in social development causes. This builds on the strength of the Interpretivism approach in addressing the complexity and meaning of situations (Black, 2006).

Similarly, Sheehan (2004) outlines the nature of Interpretivism as it is commonly seen in embracing a naturalist approach towards research. This outline considers the inseparability of individual understanding from a social context in terms of generating an understanding of meaning. Considering Interpretivism allows a methodological focus towards facilitating the research to derive individual meaning within respective cultural contexts such as the social environment of a leader and a follower, or in this study's aspect, among the participants.

To enable the values of Interpretivism to be actualized in the research's construct, the concept of Phenomenology centres the philosophical base in driving this human perceptual-driven research. As Patton (2002) notes, the various phenomenological and phenomenographic approaches that can be derived from a review of the relevant literature share a commonality in focusing on the exploration of how people make sense of experience and transform experience into individually and as shared meaning. This would require methodologically careful and thorough captures and descriptions of how people experience a phenomenon.

According to Giles (2007), phenomenological research will engage the researcher in a dynamic process to deeply divulge to the research phenomenon, question or focus. This approach integrates into the research through how individuals perceive, describe, feel, judge, remember, make sense of, and talk about the phenomenon with others. To gather such data, the adapted use of an action research approach with youth volunteers who have direct experience of the leadership phenomenon is important. In essence, it is beneficial to

explore how these youth volunteers have ‘lived experience’ as opposed to an account of second-hand experience from secondary sources.

In keeping with this phenomenological philosophy, the research will engage youths serving in leadership roles or functions as its target research participants. Qualitative-based data in the form of participants’ inputs, experiences, beliefs, desires and aspirations form an important knowledge pool. This will be used to derive insights and potential answers to the research focus and objectives, as well as in guiding a research methodology that allows a deepening of the participants’ contributions for this research (Giles, 2007).

3.2.4 Analytical Technique Employed

The objective of this research is to identify leadership dispositions that young people or youths find important in fulfilling their leadership roles and responsibilities. Youths will be engaged in this research as the actual research participants through a qualitative-based research process that is gained through an interpretivist perspective. Such a research approach aligns well with the social developmental nature of the research focus, as Cunningham (2008) suggests.

This entails a strong emphasis on qualitative research, analysis and evaluation approaches as essential parts of this research. Their importance is helpfully characterized by Nicholson et al. (2004) who state that such research methods allow effective strategies and best practices to be identified through qualitative studies. Such studies support listening to and understanding youths’ voices about the programs they choose and what works for them as leaders.

To achieve the research’s objectives and derive the desired data, a heuristic inquiry approach is integrated into the research as it allows the recognition and integration of personal experiences, reflections, and insights of the researcher. Essentially, heuristic inquiry becomes the approach of choice for this research as it enables a beneficial platform to engage both the researcher and research participants in acquiring and analysing qualitative data. Heuristic inquiry facilitates this process for the research in allowing the discovery of meaning and the rationale of the leadership phenomenon through self-reflections and explorations (Djuraskovic & Arthur, 2010). These are gained through shared reflection and inquiry with the research participants to understand the research problem and objectives, while assisting in the search for critical meaning and answers needed to fulfil this research focus and objectives.

3.3 The Adapted Research Methodology– Action Research

With the conceptual framework and theoretical underpinnings established for this research, the attention shifts towards the construct and design of the study that is guided yet grounded in the philosophies of Interpretivism and Heuristic Inquiry. The following section in this chapter describes the methodology from which the research has been considered and adapted with. Action research has been adapted as a research methodology and approach from which the acquisition of qualitative data needs and analysis will be based on. As this section will further explain, adapting action research provides a useful platform for which the importance in active engagement of participants through social inquiry allows shared learning to formulate across a wider spectrum of outreach in any organization (Whitehead, 2005).

Such shared learning is important for the research as it allows individual youth participants to be engaged in the form of social interaction needed within a social environment, such as youth-led social capital activities, and in undertaking actions and making decisions that has an impact onto the interaction with peers and other social relationships (Di Domenico & Morrison, 2003). It is in adapting an action research approach that this research is able to build a conducive and heuristic research environment that aligns with McPherson and Nunes (2002) perspective of a joint and collaborative framework for ethical and mutual learning towards the desired research goals. The use of an action research-related platform can provide benefits to the research by allowing youth participants to better understand their existing roles as social capital contributors. It also allows participants the opportunities for reflections to be carried out on their current knowledge areas, such as leadership in concept or practice. Future efforts on the part of these youth participants in their own individual social roles may lead to empowered efforts to effect social changes based on newly-aware knowledge and experiences (Rubin & Jones, 2007; Whitehead, 2005).

3.3.1 Defining Action Research

While researching and designing the parameters for this research, it was critical to first understand the philosophical and fundamental bases for adapting an action research methodology. Action research is indeed a useful methodology to consider, as it encourages

active engagement between participants and the researcher while making available an approach that teaches participants to critically evaluate their own actions and efforts. Action research is defined as a cyclical process of inquiry with which to identify a problem or situation, plan action-oriented investigative steps, implement and evaluate eventual outcomes. The efforts to evaluate will lead to a fresh diagnosis of the problem or situation, based on learning gained from the previous cycle of activities (Marsick & Gephart, 2003; Rowley, 2003; Cunningham, 2008).

This entails that the educational potential in adapting an action-related research and similarly action-based learning approaches can induce individual or collective change processes through a structure of engagement. This flow of educational and re-educative qualities action research embodies is particularly useful for generating research data and answers that includes participants' untainted perspective or perceptions. Utilizing an action research related approach can enable research participants to engage in cycles of reflection. As Coghlan and Jacobs (2005) and Cunningham (2008) suggests, these cycles enable a transformative cycle of change for participants to undergo systematically, and while contributing new knowledge gained from participants' individual awareness and analysis.

This educative quality is an important component of the relationship shared between action research and action-based learning. Employing an action-related research encourages an individual or collective learning approach through a structure of interaction and engagement. This allows the generation of change within the individual and the environment. Change initiation and management is an underlying consequence of action research. Adapting an action research approach allows, as Herington and Weaven (2008) identifies as opportunities or transformative changes. This is aided by reflective iterations, to draw support from the collection and analysis of data through an iterative, systematic, analytic way to reflect as Cunningham (2008) informs.

Encouraging transformative change through action research and learning is instilled in the actions of leadership development as well as the receptivity by a follower who accepts the leaders' values. As Jarvis et al. (1997) helpfully points out, such forms of engagement provides a holistic manner for which even young people can effect some form of change to their environment or community. In engaging the individual in the change process, a leader may gain insights on how interactions with followers can help prepare the latter for changes within themselves and the environment.

Transformative change generated from new learning enables further extension of knowledge and capabilities in more diverse settings for both a leader and a follower. This

increased knowledge and ability to identify resources generates value in terms of social capital as well. Adapting an action research approach supports an organization or system to develop the capacity to learn the change management approaches towards structures, culture, climate, and practices that may inhibit progress. To overcome them, better understanding of the theories for increasing knowledge for action in various diverse settings would be essential for implementing action research (Marsick & Gephart, 2003). This must be balanced and considered from multiple perspectives so as to disallow potential conflicts from emerging. This is to avoid individual leaders and followers from becoming overwhelmed by an overt focus on accomplishing the vision and goals while learning takes a back seat as a consequence (Petriglieri, Wood, & Petriglieri, 2011).

Emerging actions, through participative exploration or discovery by the research participant, allows the generation of awareness and self-driven understanding of the individual, community and the environmental aspects of leadership. This follows the principle in which change-oriented behaviours in a real-life setting can induce or enhance the perspectives of followers through the collaborative, participative and empowering process of action research (Rubin & Jones, 2007; Whitehead, 2005). To facilitate the emergence of these behaviours or action, utilizing leadership dimensions of a task, relational or change orientation can help to encourage the potential for more fluid change management processes to be accepted and undertaken by these engaged in participative self-reflections (DeRue et al., 2011).

3.3.2 Action-based Learning and the Similarities to Action Research

As we explored the fundamental principles within the action research related methodology, particular attention is drawn towards the presence of action-based learning within the action research methodology. Upon comparison, though action-based learning may be structured through inter-related elements with action research, it does bear certain unique qualities on its own. This is presented in developmental approaches that engage participants to learn by working on critical issues facing their own organization or groups. For example, Coghlan and Jacobs (2005) mentions that action research is very much a group approach and are conducted through downstream and in second-person aspects. Approaches such as action learning do take a similar group approach and uses the structure

and process of a group to support the learning environment from which the individual participant draws meaning from.

In context, as action research provides a framework for generating new knowledge using action-oriented philosophies, individuals participating in them do undergo an action-based or -oriented learning process. Developmental formats such as action learning necessitate a continuous process of learning and reflection built around the collaborative sharing of members in a structured or formalized environment through actions and reflections. The emphasis placed on such 'learning by doing' focuses attention on conducting activities in groups, addressing real organizational challenges or opportunities, engagement of participants in problem solving, and requiring decisions or actions to be formally presented. In essence, action learning is about utilizing practices and techniques of action and reflection with a focus on inquiry based on participants' perceptions (Marsick & Gephart, 2003). This focus contributes to the advancement of knowledge within action research and action learning frameworks by allowing transformative changes on thinking through an individual or collective perspective, or the reflection of underlying social perspectives (Dickens & Watkins, 1990). Thus, this accumulated understanding can be gained through a constant process of thinking, planning, acting and reflecting or reflective practice which are values that as Coghlan and Coughlan (2008) suggests as well matched and shared to the strengths of the action research process and action learning. Social capital generation can also be fostered through Schyns, Kiefer, Kerschereiter, and Tymon's (2011) suggestion that with such reflective practice, individuals engaged in action research and using action-based learning approaches can contribute significantly through learning and self-improvement.

Action research participants and individuals who undergo action learning assume a commitment towards knowledge creation, awareness, and sharing. Through reflection, these participants sift through acquired information and perspectives. Reflective practicing allows engaged participants to undertake actions to gain further self-actualization and awareness goals concurrently as they manage change to gain new perspectives and understand the meaning of the new experience gained (Ashby, 2006).

A key element in utilizing an action research related or action-based learning approach consists in providing a structure for reflective practices or thinking for participants. Reflective practice plays an important role in allowing an individual to think critically about a thought, experience, or action representing a means to increased self-awareness and professional competence (Levine, Kern, & Wright, 2008).

This may be achieved when greater self-actualization, self-efficacy and character development within a team setting is facilitated, thereby increasing the value of social and community development through collective engagement and growth. Self-efficacy may occur as a result of a person using self-reflection and self-monitoring gain meaning from an experience. Fundamentally, as Hunzicker, Lukowiak, Huffman and Johnson (2009) supports, this form of sense-making is attained through exploration of thoughts and beliefs, evaluation of actions and outcomes, and utilization of all this information and experience to positively modify leadership thinking and behaviour.

Organizations and leaders using action-based learning platforms complement the action research process. Their experience forms part of the continuous learning process as they undertake focused and explicit attempts to learn a certain objective (Poell & Van der Krogt, 2003). Deeper learning approaches may arise from engaging in group settings where the level of psychological ownership in individual learning may be actualized and reinforced through collective learning and sharing (Herington & Weaven, 2008).

Evidence supporting the interconnection between action learning and action research was also observed by Krogh (2001, as cited in Rowley, 2003) who pointed out that the application of action research as an action learning tool in the field of social and community services has contributed a great deal to the furtherance of positive educational aims that induces learning at multiple levels. In consideration for this research, the extension of individual knowledge bases contributes further to a successful engagement in action research and action learning by introducing accessibility. Different knowledge, ideas, observations, analysis and findings can be ascertained reflectively and gathered from different sources that adds pieces to the construction of a holistic picture of the learning process (Osmond & Darlington, 2005).

Through such critical examination, an interrelationship between action learning and action research fosters integration of educational learning with research outcomes and analysis. The search for knowledge or in this case action-based learning requires a balanced and realistically encompassing learning paradigm (Margetson, 2001). The reflexivity and knowledge that emerges can be used to monitor and evaluate the effect it instigated. This entire process encourages learning as a result of an emerging connection being made between action research and action learning that contributes towards the notion that practice as research and research as practice is real and applicable (Coughlan & Coughlan, 2008).

3.3.3 Distinguishing Action Research and Action-based Learning

Both action-based approaches share certain similarities or inter-relationships, in that both approaches require participants to assume some form of responsibility to seek out knowledge and learning. However, a fundamental distinction could still be made between these two approaches individually as unique concepts on their own, even while they share common elements. While the process of discovery and exploration by participants may share similarities, the outcomes for both action learning and action research do differ in certain aspects. As Rubin and Jones (2007) can attest, action research is distinct from action-based learning since, as a methodology, action research uses an open and engaging approach to gain information and data. This occurs entirely from the participants' own understanding and standpoint, as they would be able to contribute opinions and thoughts proactively about issues and solutions. Action research is exploratory in nature and focuses on individuals or even youths taking responsibility to learn and develop their understanding by empowering them to live and proactively change their lives and environment.

Action-based learning contributes to changes within the individual learner's self as part of the process of education, at times through guided learning and also through learning premises designed prior to the educational experience. Action-based learning provides the platform for an individual to critically examine a pre-existing conception or an assumption. This type of learning supports actions that require reflection; its focus is inquiry that may be more aligned towards the perceptions of research participants rather than systematic data collection and analysis of the research problem and context (Marsick & Gephart, 2003).

One observation that can be reached from comparing both action research and action-based learning is that while both emphasize 'learning by doing,' the learning environments in which each takes place plays an important role in distinguishing between both formats. In context, action-based learning is essentially 'learning as you do.' Such learning occurs when an individual practices or carries out actions that concurrently create assumptions to be affirmed and evaluated by oneself and others. Action-based learning distinguishes itself from action research in that it is about the learning or personal process of inquiry into what the individual learner receives from engaging in the learning environment and from others. This is similarly shared by Rowley (2003) in that action-based learning is a process of self-exploration and comparative reflection, action research

is geared toward group-research forms of learning so as to foster comparative reflection and value derivation from action-based learning.

This highlights a key difference between action research and action learning, in that while both share similar values towards collaborative learning, action learning takes place in the learning set process while action research involves working with others. Hence, in terms of primary objectives and aims, both forms of participative platforms diverge to some extent to its focus on learning versus the emphasis on research (Coughlan & Coughlan, 2008). Some of these fundamental differences between these approaches can be visualized in Figure 2.

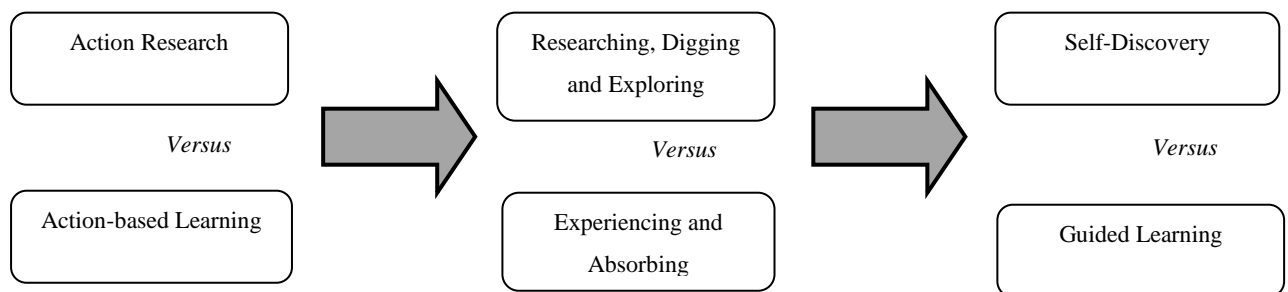


Figure 2 Contextual Interpretational of Action Research and Action-Based Learning

Considering the constructivist, interpretivist and heuristics Inquiry perspectives, action research has been adopted as the chosen research methodology for the gathering and analysis of qualitative data through youths as participants. Action research is strongly integrated into this research, as compared to action-based learning, in part due to the nature and structure of the research. The research seeks to undertake a data collection and evaluative process directly from youth participants. The underlying objectivity is to garner perceptions, information, analysis and observations developed through the unguided or open-ended inquiry. Similarly, as Di Domenico and Morrison (2003) expressed, adapting an action research methodology is particularly useful for this research as it provides a more humanistic and interactive approach to social analysis as the research participants construct and interpret their social environment. The importance of this constructivist inquiry approach gains value as the subjective experiences of the youth participant in turn contributes to a shared inquiry within the social environment and thus draws a strong relationship to the use of action research (Coughlan & Jacobs, 2005).

3.3.4 Applying the Adapted Action Research Methodology to the Research

Once we have examined the theoretical basis between action research and the complementary use of action learning, a closer examination of action research in the actual course of research within this study is required. Such a closer examination and discussion is important as we consider adapting action research as an approach, concerns both short and long term importance through immediate problem solving and wider scientific knowledge as intended for this research (Coughlan & Coughlan, 2002). This provides clarity to the application of the action research methodology to the research and focus.

This research is structured with a primary focus on adapting an action research cycle as a format for qualitative data collection and analysis, or as Coughlan and Coughlan (2002) describes, a cyclical four-step process of consciously and deliberately: planning, taking action and evaluating the action, leading to further planning and so on.

From this research's perspective, it engages youth participants who are volunteers in some form of leadership-related activities or roles. Youths are targeted to be engaged in the process of gathering information and data that reflects the individual and collective perspectives of youth leadership in action or in behaviour towards managing others. Such individuals are an important part of the research process as their engaged partnership in the research reflects the form of leadership and facilitation that is increasingly important in collaborative community efforts, as Anderson-Butcher, Stetler, and Midle (2006) suggests.

Fertman and van Linden (1999) suggests that leadership amongst youths needs to involve both transformational and transactional forms, in particular as leadership among youths is a process on what it means to be a leader and it is concerned with how youths use their abilities to influence people. This places importance on the research focus to explore with the research participants include the general understanding of leadership as well as dispositions that a youth leader expects to find or receive from a youth in a similar role. Such young people perspectives are considered important to the inducement of leadership as, Fertman and van Linden (1999) further surmises that, youths generally have leadership potential that are exhibited in many ways and a variety of situations every day. This suggests the importance for the research to leverage on the youth participants' abilities to recognize situational influences that can support and promote leadership potential.

Through identification of leadership dispositions, education and training of youth leaders can be more accurately scoped in program development. Identified dispositions

allow a better understanding of a leader's own pattern of action or a natural tendency to exhibit behaviours as guided by individual attitudes, values, interests, self-concept, and motivation (Hunzicker, 2013). Integrating the development of dispositions can be facilitated through the design of learning objectives that reflect and are imbued with functions that support youths to undergo change processes while leading their peers effectively (Augustyniak, 2014). With the assistance of Oreg and Breson (2011), these can be reflected in how a youth dispositional resistance to change is likely to influence the response to different leadership situations.

A list of leadership dispositions may be collectively drawn from not only the research data, but also from a review of the leadership literature. Current literature reviews highlights a diverse range of dispositions that contribute to the foundations for this research. It provides an encompassing insight centred on at least twenty-two types of leadership dispositions that have been identified by Bass (2008). These leadership dispositions will be used to compare with the first level qualitative data collection during the early stages of the adapted action research cycle.

The term 'reviewed leadership dispositions' is introduced to scope specifically, for this research, the various dispositions identified by the research participants and which have been further examined and compared with those identified from the review of academic literature. These reviewed leadership dispositions reflect those that have been evaluated and considered relevant to the perspectives of youth leaders. This list of reviewed leadership dispositions are then presented during the interview sessions in the later part of the research for research participants to re-evaluate.

From the review of the academic literature, we can cite a study by Murphy, Hunt and Wasonga (2004, as cited in Wasonga & Murphy, 2007) who identified several dispositions as examples a leader would require when engaging followers in co-creating efforts. These dispositions are: (i) Collaborating; (ii) Active Listening; (iii) Cultural Anthropology; (iv) Egalitarianism; (v) Patience; (vi) Humbleness; and (vii) Trust and Trustworthiness.

An eighth disposition, Resilience, was also identified in the review of academic literature in the course of this research. Three dispositions were also identified as essential in terms of impacting youth outcomes through empowerment. These were identified by Wasonga and Murphy (2007) as: (i) Collaboration; (ii) Active Listening; and (iii) Trust and Trustworthiness.

Other dispositions identified from the literature reviewed include: (ix) Caring; (x) Strong Work Ethic; (xi) Critical Thinking; (xii) Initiative; (xiii) Fairness; (xiv) Decency; (xv) Service; (xvi) Pro-Social Behaviours; (xvii) Honesty; (xviii) Humility; (xix) Empathy; (xx) Healing; (xxi) and A Sense of Community. Courage was also identified as an essential disposition which can be considered as part of this list of literature reviewed dispositions as the twenty-second leadership disposition characteristic (Helm, 2010). These dispositions drawn from academic literature provide the comparative basis with which to structure the desired list of reviewed leadership dispositions derived from the research participants' contributed data.

The action research methodology adapted for this research engages individual participants in a cycle that is comprised of learning and sharing processes involving the four stages of the action research model as identified by Lewin (1946). An overview of the stages of the action research model and corresponding objectives may be referred to in the following Table 1:

Table 1
Descriptions of the Adapted Action Research Cycle

Adapted Action Research Cycle	
Stages in the A.R.C:	Objectives for the Research Participants:
Thinking	<ul style="list-style-type: none"> ▪ To gain an awareness of the youth development environment while utilizing prior knowledge and experiences related to leadership and dispositions in developing concepts and inputs relative to leadership needs, desires, as well as the tools or knowledge to achieve positive leadership behaviour or dispositions.
Planning	<ul style="list-style-type: none"> ▪ Planning helps the participants to structure their thoughts and understanding in response to specific reflective tasks posed as part of the research requirements.
Acting	<ul style="list-style-type: none"> ▪ To allow participants opportunities to project their planning efforts into action and allow real-life observations on and comparative reflections of what they know and believe versus what they see. Participants will also act upon their structured interpretations, observations, insights and thoughts gained from the thinking and planning stages into performing an actual task required for the research.

Reflecting	<ul style="list-style-type: none"> ▪ To provide opportunities for individual and group reflective processes in terms of leadership behaviour exhibited throughout the action research stages. This reflective thinking process will often be initialized and facilitated throughout the commencement and completion of many research required tasks.
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The adapted action research cycle conducted for the research is conducted over a period of approximately three months so as to facilitate the process of thinking, planning, acting and reflecting. In application, it allows consented participants to undergo a period of reflection and exposure to leadership activities so as to gain insights from these experiences; and to validate and develop perspectives on what constitutes leadership dispositions. This is necessary to allow what Cunningham (2008) refers to as an alternation between critical reflection and action, which is grounded in reflection and serves as a mechanism for establishing the research's initial findings and analysis.

Qualitative data will be primarily used as the foundation for this research, within the conceptual framework of Constructivism and Interpretivism. Action research enables the use of interactive and experiential opportunities for the youth participants to generate such qualitative data. This process aligns with the intent of action research in providing a useful framework for research, learning, and practice by incorporating authentic and realistic scenarios depicting cross-cultural experience and knowledge (Starr-Glass, 2011).

Such a focus allows a structural process to be in place to facilitate the research to be holistic in terms of being committed, intentional, informed and systematic to achieve the research outcomes objectivity. It also involves cooperative inquiry that relates to action research in the focus of the research generally more centred *with* people rather than *on* people. As Gray (2009) supports, this depth of cooperation considers participants to be engaged via individual contributions grounded in action and experiences.

The emerging inputs, beliefs, perspectives and shared information derived from youth participants will play an important role in answering the research topic and empowering change and social capital growth, as Hirsch (2000) can similarly attest to. As the research participants undergo the cycle of problem recognition and data collection, changes in understanding and inclusion of new perspectives and knowledge allows better informed action and practices as a result. This is fostered by the proactive participation of people who create new realities of understanding through an emphasis of possibility rather than in predicting specific outcomes (Marsick & Gephart, 2003; Starr-Glass, 2011).

To implement this component of the research, the adapted action research cycle will be facilitated by the researcher, and coordinated through an administrative staff from the educational institution or youth development organization identified in this research. The engagement of a separate partner in this respect allows for a form of collaboration between the researcher and the researched organization, and facilitates the functional tasks to engage six youth participants in undertaking the stages of thinking, planning, acting and reflecting for contributions to new knowledge (Small & Uttal, 2005).

The flow of the research and the first stage of synergistic collection and analysis of qualitative data are conducted through the use of reflection journals, as visualized in Figure 3:

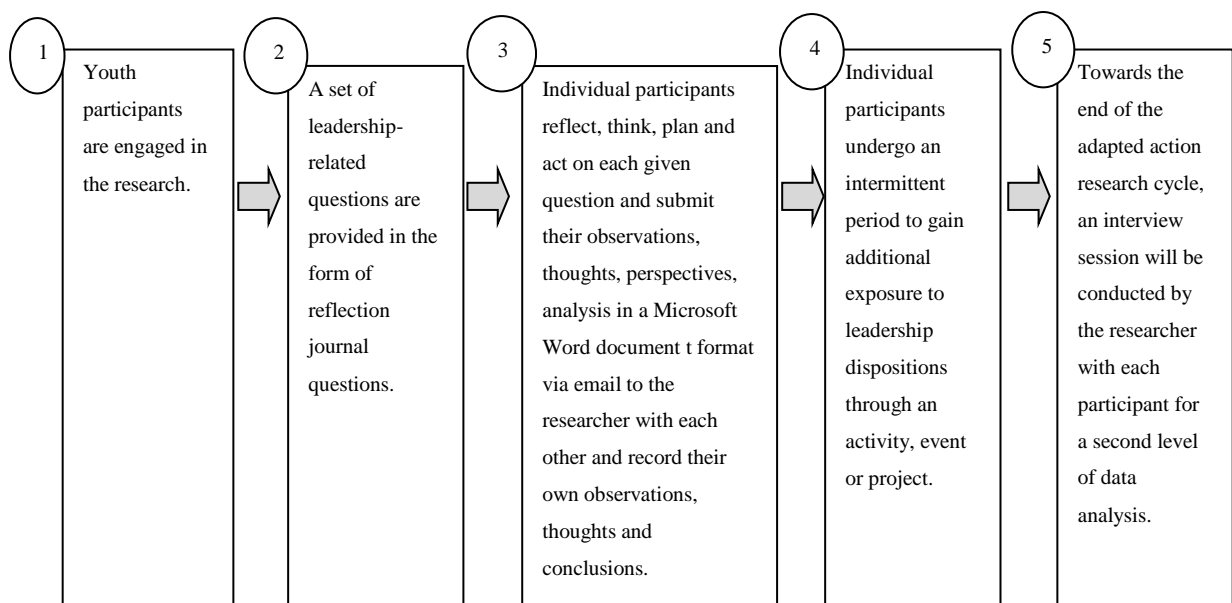


Figure 3 Collecting Qualitative Data: The Reflection Journal Process

An additional research stage conducted through the adapted action research cycle serves to assist in validating and extending the research results and outcomes established by the first level of analysis and findings. This allows the researcher to undergo a reflective process in interpreting the received initial data “upstream” where basic assumptions, desires, intentions or perspectives can be considered, or “downstream” where identified dispositions revealed by participants allows for potential avenues in connecting with the given data with rationale established with the leadership environment form which leadership is actualized (Coghlan & Jacobs, 2005).

To summarize the flow of the adapted action research cycle, the cycle comprises of three tasks or activities structured through three stages:

- Stage 1 - the submission of reflection journal questions to help establish the initial awareness and impression of leadership context and dispositions from a participant's viewpoint.
- Stage 2 - an intermittent period of exposure to activities, events or projects of a social capital generating nature that allows further displays of leadership dispositions.
- Stage 3 - an interview conducted by the researcher to encourage reflections on new tasks or questions and validate newly experienced dispositions as well as on previously identified impressions, observations, insights and thoughts.

3.3.5 Stage 1 of the Adapted Action Research Cycle

In this first stage, the data collection and analysis process is designed to help focus the research participants to experience and reflect upon the prior understanding of leadership concepts or exposure. It encourages individual actions to leverage on such reflective information in ascertaining the leadership dispositions youth leaders are engaged with. An example of this follows Kinsella's (2001) observation that this relates to an experiential learning cycle where it begins with a concrete experience, and with reflection, conceptual theories are grown from the meaning of the experience and further validated through actions.

This youth centric-perspective is a crucial component of the research, as it allows the research participants to generate qualitative data and analysis through a reflective action of learning from their own individual perspectives. This contributes to the core philosophical emphasis of the research in that such reflective actions would allow an examination of participants' actions in practice that encourages implicit knowledge to emerge and influence individual actions (Kinsella, 2001) from a constructivist-interpretivist and heuristic inquiry perspective.

In stage 1, the reflection journal and questions mentioned earlier in this chapter will provide a critical research focus for the youths to reflect upon and develop their observations for the research. Reflection is a critical element in action research in fostering

each cycle's process of inquiry. These inquiries, as supported by Starr-Glass (2011), provide a critical data collection and analysis tool from the participant's perspective allowing data to be collected in a holistic perspective gained through action-oriented learning and experience.

Reflections are an important catalyst for learning that provides opportunities to transfer skills learned in a structured environment to a real-world setting. Martin (2010) describes reflections as a link between theory and practice that can foster the development of a new kind of knowledge, which cannot be gained from an experience, observation or reading alone.

As examined earlier, reflective practice used in action research serves to build an internal system for encouraging individual awareness and desires to seek out new knowledge. It presents opportunities for the research participants to weigh the possibilities, potential and consequences of this pursuit for self-growth while grounded in self-awareness (Kinsella, 2001).

During the first stage of the adapted action research cycle, reflection journals will be administered through an online submission via email, to enable individual submissions in private. Sharing and co-viewing of the information by others is restricted and privacy or integrity of the data maintained to protect each participant's individual right to information confidentiality. These reflection journals also function as tools to assist in the participants' recording of key observations, learning and reflections to help in the data collection and analysis process. Journals also encourage the self-reflective process of reviewing what was recorded and to learn more, or to simply be reminded of the learning gained (Ashby, 2006).

The research and this adapted action research cycle's stage requires individual participants to first share and reflect on their initial understanding and awareness of leadership, which according to Gibson et al. (2011), encourages service to the community. Leadership-related questions are formulated in consideration of the following areas:

- The perceived understanding and beliefs of leadership in general
- Concepts of leadership
- The expectations of being a leader
- Needs and requirements for being an effective leader

- Potential leadership concepts or competencies to be developed
- Current or precedent practices of leadership seen as positive

During this first stage in the adapted action research cycle, participants are required to pen down a list of their understood or perceived leadership-related dispositions deemed crucial for youths to be effective in their leadership roles. This initial list serves to form the original impressions and understanding of leadership by the participants at the start of the research, and would capture “reflections-on-action” or the pondering of past experiences (Bleakley, 1999).

Qualitative data including the composition of a list of identified leadership dispositions by the research participants will be compiled. These will be explained more in detail later in the chapter on data analysis. The youth-learner centric data will be analysed and grounded using the current leadership related literature, to validate and analyse a set of reviewed leadership dispositions. This set of reviewed leadership dispositions will then be grounded from the current academic literature as driven by the youths’ perspectives and reflections of youth leadership experience and adult leadership theories.

Reflections are increasingly gaining importance in qualitative research through an emerging interest on how pedagogical approaches that reach into the intrapersonal domain can encourage participants to provide data. These allow insights upon the ways youths’ personal history, idiosyncrasies, and aspirations affect their perceptions, decisions, and behaviour (Petriglieri et al., 2011).

Hence, reflections are a critical source of data collection and the use of reflection journals provide a useful resource to encourage reflective thinking which is essential for the adapted action research process (Coughlan & Coughlan, 2002). Reflection journals are used as the initial and primary sources of qualitative data gathering. These will be administered in the early stages of the research with the objective of developing a list of leadership dispositions grounded in the findings and perceptions of youth leaders. These reflection journals will be comprised of five leadership-focused questions each which will be disseminated in a word document format via email for participants to respond to in their journals.

Subsequently, an initial early approach will involve collation and analysis of the data from the research participants that will then be analysed by the researcher. This will

provide parameters and structure for further qualitative data collection using interviews in the later stages of the action research. This flow aligns very well with the initial stage of youth development, as youths generally commence leadership development through the growth of awareness of one's leadership potential and abilities to accumulate a perspective of how people become leaders or gain such distinction (Fertman & van Linden, 1999).

3.3.6 Stage 2 of the Adapted Action Research Cycle

In the first stage of the adapted action research cycle, youth participants will undergo an initial flow of information gathering and self-reflection that allows the awareness of what it means to be a leader and their role in a similar capacity. This flow will further guide youths to progress to a next or secondary stage of intermediary growth for leadership development for which aligns well with this research in that youths seek to expand their leadership confidence, understanding and competencies through interaction (Fertman & van Linden, 1999).

During the intermittent or second stage, research participants may utilize what they understand and know of leadership in part from the initial reflection journals to structure their understanding, observations or awareness of leadership dispositions. These may have emerged during participation in individual activities, events or projects in the intermittent period. This approach allows participants to continue the reflective thinking process through a form of deliberate thinking that can be characterized by knowledge gained from multiple and diverse sources (Danielson, 2008). This enables a continued application of the thinking, planning and acting stages while engaging in a form of second person inquiry-practice as each participant will continue engaging others and build up exposure to other leadership experiences through individual contacts (Coghlan, 2007).

3.3.7 Stage 3 of the Adapted Action Research Cycle

The third stage consists of a process in identifying problems, collecting data, interpreting appropriate actions, and reflection on these actions. The focus once again in this stage is towards building a list of youth leadership dispositions perceived as important for youth leadership development, as well as any other findings that can be drawn from the data analysis. Such dispositions must be grounded with relevance to both the practical expectations and necessity of youths practicing leadership to current academic literature and prior research findings. This flow of knowledge would in turn fit well with the use of

reflective practice for the research, in which active and careful considerations of any knowledge that has been identified aligns well with the grounding from which such knowledge has drawn meaning from (Serafini, 2002).

The process becomes cyclic with each step in the research process becoming more inclusive for the research participants, as Starr-Glass (2011) suggests. This is critical as the third stage encourages the formation of individual youth participants' perspectives to help validate the research. This is emphasized in particular to the engagement of each participant as a third person in disseminating gained experiences and perspectives or clarified experiences of leadership as a continuation from the earlier stages and first to second person's work (Coghlan, 2007).

An interview was used as the data collection mechanism for this stage of research with each participant individually to discuss and assist collating observations and records of leadership dispositions as they are useful tools in observing and recording cultures such as leadership (Marcinkoniene & Kekäle, 2007).

An advantage in conducting interviews is seen in the ability of research participants to clarify or ask questions about the individual meaning attached to each question posed by the researcher. This process includes the possibility that the concise meaning of a question posed may not be clear for a particular participant. Utilizing face-to-face interview allows for meanings of the questions posed to be immediately clarified by the interviewer and allows a more accurate facilitation of the data collection process. Thus, interviews are well complementary of this research as they allow an exploratory examination of human related, psycho-social elements linked to the observations, reflections, analysis and findings of the research participants. The use of interviews is thus justified in this approach from its need to attain personalized data from each participant. It allows opportunities to probe deeper into the reflections of each participant (Gray, 2009).

The following Figure 4 refers to a continued visualization of how this stage in the adapted action research cycle is conducted.

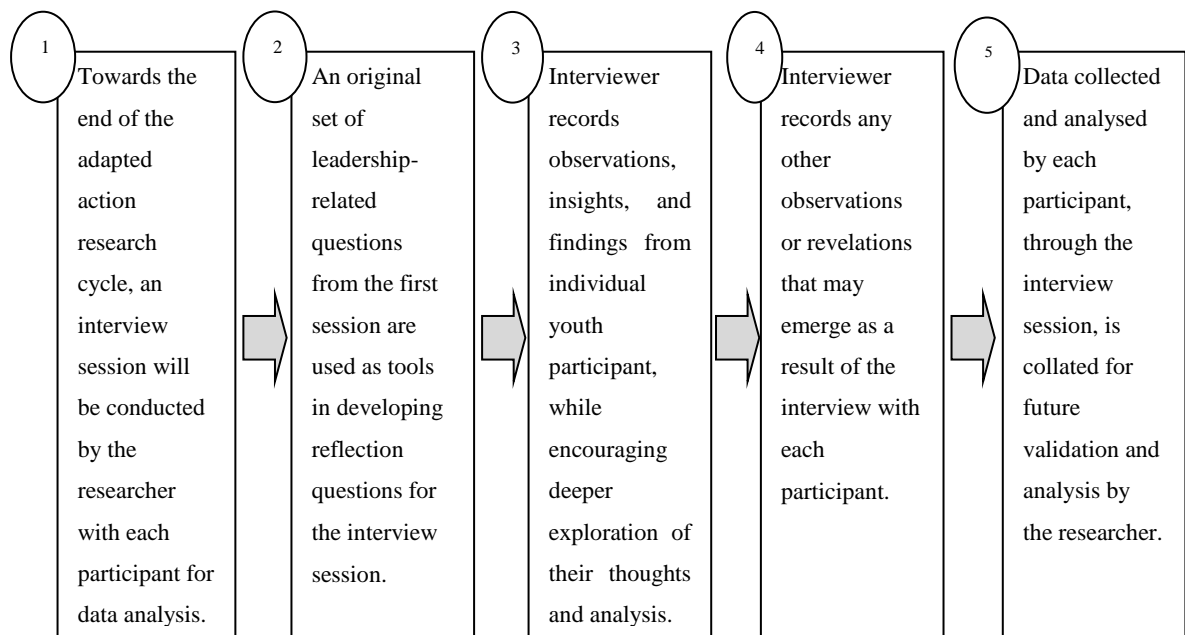


Figure 4 The Interview Process

Lasting approximately forty-five minutes in duration, these structured interview sessions require participants to identify and rank a list of leadership related dispositions that enable a youth to function in a leadership capacity. This list is used during these interview sessions to help facilitate and focus the participants' reflective processes and in validating the perspectives of the participant formed during the action research process. Responses are then recorded by the interviewer on a standardized and systematic manner to maintain consistency in the data collection and in fulfilling the research element of an action research (Burns, 2005). Allowing participants to undergo this reflective practice in this third stage in the action research cycle enables the youths to utilize a critical realist approach to reflect and build upon their gathered data, understanding and reasoned judgment, founded on a rigorous epistemology and quality research manner (Coghlan, 2007).

3.4 The Design and Parameters of the Research

This following section describes the design considerations paced onto the research. It emphasizes on the specific areas that the research has incorporated and targeted for its research focus. This is to ensure that the research can be properly carried out from a heuristic inquiry, and concurrently a constructivist-interpretivist philosophical standpoint

while minimizing potential deviations from the research objective of youth leadership and dispositions (Hillon & Boje, 2007). This section will establish key research and administrative contexts such as: (i) the scope of the research participants; (ii) the youth development organization that was engaged for the study; (iii) descriptions on how the action research cycle and stages were implemented; (iv) the theoretical grounding to the data analysis that was applied; and (v) the theoretical considerations made in constructing this research.

3.4.1 The Scope of the Research Participants

The research or action research will focus on participants comprised of youths aged between 18 to 35 years, as adapted from the National Youth Council of Singapore's definition of youths in the country (National Youth Council, 2013). These participants will be engaged in activities that are facilitated by youth leaders. The research participants are youths enrolled in or engaged with a youth developmental organization that provides activities related to individual and team development.

These youth leaders will be invited from various communities within social capital organizations, in particular Republic Polytechnic of Singapore for this study. Youths aged 18 to 30 years were invited to participate in this research through the organization's administrative staff. Youths under the age of 21 were required to have parental consent to participate in this study through signed consent forms in similar application to various indemnity forms used by the research organizations.

Using an adapted action research methodology will facilitate engaging these youth volunteer participants in the research. The adaptation of action research provides a platform for participation, collective consideration, and the recognition of new and emergent issues as identified by these youth participants (Starr-Glass, 2011). This platform will also enable participants to express their insights about and experiences they have had in leadership positions. It also encourages research participants to reflect on and analyse possible leadership-related impacts they had on environments in which their leadership took place.

Engagement in the research allows these youth learners to move towards authentic awareness of issues and functional competence of leadership. This can facilitate construction of a 'picture' of the youths' impressions of leadership in action during a social capital activity in the context of a youth development organization (Starr-Glass, 2011).

With the findings gained from this action research, the elements required for a well-designed, well-implemented, youth-centric program that consciously uses a youth-development model may be potentially identified. Such programs can have positive outcomes for youths who engage proactively as leaders in the social environment (Nicholson et al., 2004).

The research will draw on experiential reflections of on-going leadership-related activities by the research participants. The invited and engaged youth participants are generally trained or developed in a leadership capacity through performance of functional tasks. These youths have prior engagements with community development activities within or outside the youth development organization to which they have been appointed. Thus research participants have experienced prior orientation to social capital generation. Their active engagement as leaders provides opportunities to examine leadership capabilities. This will be helpful in that the intended purpose of action research is to reveal the different truths and realities constructed legitimately by different groups and individuals, and not to present finalized answers to confounding problems. People with identical information will interpret it in different ways, depending on their previous experiences, knowledge, perspectives and culture (Gray, 2009).

For the action researcher, bringing divergent views and perceptions together allows a collective understanding of these truths and realities as grounded in the environment from which they have been drawn. For the youth participants, it will also provide an action-oriented opportunity for youths within this age category to voice their perspectives on how leadership is perceived as important and what is required to fulfil leadership (Fertman & van Linden, 1999).

3.4.2 Engaging a Youth Development Organization for Research

Contemporary volunteer service organizations, in particular youth development organizations, tend to operate in environments undergoing rapid change and escalating complexity. Such organizations are communities or groups formed around shared interests, values and motivations of their participants (Kok, 2010). As a consequence, a leader's development and personal adaptive strategies have gained importance. As DeRue, Sitkin, and Podolny (2011) highlight, these leadership attributes adaptability allow effective mitigation and effective performance in these dynamic and multifaceted environments.

The ideal organization to be engaged in this research must be actively engaged in recruiting youths to participate in various social capital activities that consistently offer leadership opportunities. Such an organization provides an individualized developmental focus either in terms of an educational curriculum or from a personal self-development and actualization perspective. Ideally, such a target organization for researching youth development would need to offer youths opportunities to be engaged in leadership roles, and social capital generating activities.

Reasonable support in terms of educational direction and learning outcomes would be an important contribution to the youths in terms of fostering leadership development by means of a structured and objective system already in place. Personalization of leader learning or development, as Petriglieri et al. (2011) mention, may transform potentially challenging or regressive experiences for a leader into useful knowledge sources for personal leadership learning and growth. Regressive experiences, for example, are/include a social environment that negatively induces or discourages an individual leader's experience and action as a result from conflicting habitual responses or personal sensitive embedded in the environment.

One such organization brought into consideration, and subsequently engaged with in this research is the Republic Polytechnic of Singapore. The Polytechnic is a tertiary educational institution in Singapore that specializes in various educational curriculum programs related to:

- Sports, Health, and Leisure
- Engineering
- Hospitality
- Infocomm
- Applied Sciences
- Innovation and Enterprise
- Culture and Communication

- Technology for the Arts

The institution provides various diploma-related programs and curricula for youths who are enrolled students. Aside from the academic development for youths in the role of students, the polytechnic features the Office of the Student and Graduates Affairs (OSG) that specifically is charged with developing non-academic activities and programs for students on campus. Citing an extract from the Republic Polytechnic's (2012) website, the OSG is responsible for the administrative planning and implementation of youth life activities. These include graduate services, student activities, leadership development, recreation and wellness (which include student psychological counselling), student engagement and specific events.

This administrative purpose contributes to various developmental activities in the form of interest groups and clubs that are made available for students. These smaller sub-communities provide a diverse range of interests and focus such as sports, community and social development, and personal growth. These are linked with specific diploma courses as an extension in the practical form of educational development.

Such groups of individuals engaged in a collaborative environment can be categorized as 'Communities of Practices'. In essence, such 'Communities of Practice' can be described as a set of relations among activities, people, and the world over time and in relation to other communities of relevance (Hildreth, 2000). As Kok (2010) attests, this is demonstrated as groups of people who are engaged in sharing a concern, problem solving, common interests and passion for a cause. These groups deepen their knowledge and expertise through proactive interaction which is continuously facilitated within the group as 'social learning systems'. Engaging youths through such peer-to-peer collaborative activities foster the sharing of ideas, establishment and communication of performance standards and allows deep relationships to form among these communities of youths. This is necessitated to allow effective leadership development and potential to grow in an environment that encourages it (Fertman & van Linden, 1999).

Student or youth volunteers engaged in these communities or activities are elected to leadership positions by annual election to each group or club's main organizing committee. Youth volunteers may also be appointed. Other leadership opportunities occur for ad-hoc events and projects such as a freshmen orientation program; ad-hoc leaders may also manage peers as volunteers in external events such as the 'Singapore Marathon'.

Problem-Based Learning (or PBL) is the foundation of course curricula and youth development at Republic Polytechnic. PBL includes such distinctive features as a one-day, one problem cycle, one facilitator for 5 teams of 5 students per class, an integrative curriculum and a holistic approach to grading and assessment. These encourage enrolled students or youth leaders to be actively engaged in activities that require self-awareness, self-actualization and self-development in terms of knowledge and experience bases (O'Grady, 2004).

The benefits of a Problem-Based Learning methodology is also reinforced by Margetson (2001) in that this methodology prepares students or youths to acquire relevant knowledge in preparation for real-life opportunities such as careers or furthering their education. The benefits of such problem-based studies are that engaged learners become adept at functioning in a sometimes unpredictable working environment. This contributes to a capacity for dealing with unforeseen problems, in communicating effectively, and engaging in cooperative team efforts. Such a learning methodology adopted by the research organization aligns very well with this action research in that both approaches are carried out in a form of action research mode of learning and is based on a fundamental philosophy that embraces the notion people or youths learn in different ways (McConnell, 2002).

Enrolled as students, such youths are engaged in an educational learning environment that encourages self-developmental learning in discussions and exploration with their peers and in using reflective thinking to go beyond basic concepts to deeper levels of explore theories and to approach various challenges and problems (Smith-Stoner & Molle, 2010). This serves the objectives of an action research methodology for this research in that such youth leaders are familiar with and able to utilize reflections and self-awareness approaches to seek relevant information and build knowledge through self-assessment and actualization.

A problem-based educational approach also adds value to the individual leadership development of students by allowing individuals the opportunities to grow and enhance their leadership skills. This can be facilitated through multi-feedback systems, and developing a systematic approach in identifying, validating and applying information and concepts with the engagement of others (Groves & LaRocca, 2011). Usage of this approach allows emerging leaders to gain an astute awareness of operational and actualization requirements or norms that induce effective leadership behaviour or practice, through multiple sources of feedback.

In consideration of the diverse potential of and compatibility with action research as an approach to the design of the study, the Republic Polytechnic was selected as the target organization for research with approval granted from Monash University, and Republic Polytechnic's Research Ethics Committee.

3.4.3 Selecting the Research Participant Pool

The research participants comprised a group of students who have volunteered as youth leaders in service to various interest groups at Republic Polytechnic. These interest groups or communities include groups or clubs focusing on the personal development of students through leadership appointments and service. These interest groups were targeted as ideal sources of research participation due to the availability of experienced youths in leadership roles and their familiarity with the organization in implementing a variety of community or social cause-oriented projects and events. These youths are regarded as relevant and important sources of participation in the research since they are leaders in every right and sense regardless of the organizational environment in which they are engaged as leaders.

Four interest groups and clubs in Republic Polytechnic were identified for participation in the early stages of the research. These include groups from the School of Hospitality and the Centre of Educational Development, and they are named as follows:

- SOH Ambassadors
- STORM IG
- FUZE IG
- Club X-Synthesis

As highlighted in the earlier segments of this chapter, initial invitations to join in the research were communicated through the individual liaison officer advising the respective interest groups and clubs. These invitations were sent out via electronic mail by the liaison officers and responses were received directly by the researcher. Each invitational email provided details on the research, as established with the advice of the

Monash University Ethics Committee and with consent drawn from the Republic Polytechnic Ethics Committee.

Prior consent from Monash University's Ethic Committee was necessitated to ensure the ethical and secured collection of data conformed to the most stringent standards so as to mitigate any potential harm to any potential research participant or the environment. Similarly, as the research audience is focused on students enrolled and engaged in various interest group and club activities in Republic Polytechnic, equally stringent and necessary approval was sought from the polytechnic's Ethics Committee. This approach helps to ensure that the research process is free of harm and undue influence onto these students or youths. Both forms of approval were received respectively.

Each invitational email contained instructions and a description of the research. Two sets of accompanying documents were enclosed with each invitational email. These included consent forms related to joining in the research and the initial qualitative data set in the form of reflection journal questions to be answered by each participant. This was administered through an email drafted by the researcher and sent on their behalf by a designated liaison officer with the respective student groups.

A respondent was deemed to have been accepted into the research project with the receipt of two signed or acknowledged sets of consent forms for the research: one set as required by Monash University and another set required by the Ethics Committee from Republic Polytechnic.

The personal details of these confirmed research participants were entered into a central database using a Microsoft Excel document, and centrally stored on the researcher's laptop with one copy made available to the Principal Investigator where necessary. No other copies were made in respect to the ethical management and protection of the data received.

Of the four groups and clubs identified, six respondents in total were recruited from the STORM IG and Club X-Synthesis groups. All six respondents were accepted into the research and their submitted reflection journal questions and content were entered into a data analysis database. All consent forms were received via electronic mail and stored in the researcher's laptop for data security purposes.

These respondents are students who function as youth volunteer leaders of various interest group committees. These respondents are constant participants in various Polytechnic and school level events. Each participant had previously gained prior "hands-on" experience in leadership roles.

3.4.4 Implementing the Early Stages of the Action Research Cycle

Of the reflection journal questions communicated to the research participants a total of five questions were designed and posed to prompt a reflective thinking process by individual participants. This reflective thinking process engages each participant's prior knowledge and experiences as a basis for reflecting on foundational leadership constructs they perceived as important.

Reflection journals are cited by O'Grady (2004) as an important method for assessment of Problem-Based Learning. Reflection journals were utilized as a qualitative data collection tool for this research as they are widely used by the Polytechnic to facilitate reflective thinking on and application of concepts taught to students on a daily basis. Since they are familiar to research participants, reflection journal questions are designed to encourage a wider and deeper response than that afforded by generalized survey tools.

Reflection journals allow these research participants to take the time to reflect and collect their thoughts. It encourages the action research process of thinking, planning, acting, and reflecting on their prior knowledge gained and experiences as leaders, while focusing this information in the structured context of the reflection journal questions. This enhances the value of the qualitative data by means of deeper dimensional thinking by participants. Thus the reflective journals provide the possibility generating of a more holistic perspective of leadership development for youths.

Reflection continues to be an important catalyst that transforms prior or public knowledge gained through research or life experiences into private practical knowledge. Such private and practical knowledge enjoys a continuous reinvigoration by vibrant experiences that are constantly shaped and realigned according to individual values (O'Grady, 2004). The reflection journal questions used for the research include the following:

- From your prior experiences, what do you think leadership is about?
- Take 5 minutes and list out leadership dispositions that you think are important now (NOT personalities or characteristics)

- Rank the leadership dispositions you have identified in question ii (rank number 1 is the most important, number 10 is the lowest)
- What is needed or required to be an effective leader?
- Example: “For a leader to perform effectively, and from your experiences in this project, what would you think is needed for a leader to be effective in their roles”?
- What were some positive examples of leadership you experienced?

The possession of prior knowledge and experiences related to leadership is an important precursor to this research that individual participants should have. The foundations of such prior knowledge happen to influence the way individuals derive meaning from their experiences. Thus, an individual leader may utilize for new understanding by transforming existing thinking into an ability to conceive of new relationships with a changing environment. Prior knowledge that is utilized in this way is thus actively constructed, rather than simply being passively recalled (O’Grady, 2004).

In reference to the earlier segments of this chapter, such prior leadership knowledge and experiences are essential to the reflective process. The research utilizes an action research approach to draw initial insights, observations and conclusions from each participant. This provides direct interpretations and analysis by the participants as to what constitutes leadership dispositions.

Once all initial qualitative data has been collated from each engaged participant, a first level analysis was administered to the collected data to identify and relate the participants’ contributions to findings of current leadership literature. The collated list of youth leadership dispositions identified by the research participants is then introduced as a reviewed leadership disposition in the latter stages of the adapted action research cycle (stage 3).

3.4.5 Implementing the Latter Stages of the Action Research Cycle

Identified youth leadership dispositions are categorized and grouped together into more comprehensive leadership dispositions, during the intermittent or second stage of the

adapted action research cycle. This review by the researcher places similar dispositions into a single disposition type, to reflect their intended purpose. The reviewed dispositions are then introduced to each research participant in an interview session, scheduled approximately four to five weeks after the initial qualitative data collection period.

An individual interview session is scheduled for each participant within the first weeks of the academic semester. This is intended to provide a period of reflection to be undertaken by each participant. During the intermittent period, participants will have undergone experiences related to events or projects that required their engagement, either in a leadership or supportive functional role, thus providing more qualitative data to include in this research. These reviewed leadership dispositions are then introduced during each interview session by the researcher to each participant. This helps induce the participants to further reflect on their leadership experience. During the interview, each participant is required to rank these reviewed dispositions in accordance to their perceived level of importance. The interview session will also draw perspectives from a participant's viewpoint on any changes or deviations from their initial sharing of: leadership dispositions, including defining what leadership is about as far as the participants are concerned, and what they feel is required to facilitate effective leadership for youths.

The contributions from these participants provide a second source of qualitative data to allow further analysis of youth perspectives on leadership dispositions, which is necessary for effective youth leadership development. It also validates some of the initial data and analysis gained through the reflection journals submitted during the initial analysis stage.

3.4.6 Theoretical Grounding of the Qualitative Data Analysis

Throughout the research, the analysis of collated data will be facilitated using a grounded theory approach which can be described as a theory or process that allows discovery, development, and provisional validation of information learned through systematic data collection along with analysis of such collected data (Gray, 2009). Adopting this approach is particularly relevant and useful for the research as the active construction of data allows the researcher to go beyond static analysis to encourage creation of multiple depths of meaning by participants.

The key fundamental principles of grounded theory will be adapted and used to guide the qualitative data analysis process through a clear structure for analysis of the

participants' contributions. This follows the use and interpretation of any symbolic meanings, artefacts, words and gestures that may emerge in the course of the research and what they may mean to the individual participants and the researcher (Goulding & Saren, 2010). The qualitative data analysis process is facilitated through two sequences of coding to the adapted action research cycle, comprising: i) Open Coding; and ii) Selective Coding.

3.4.6.1 Opening Coding

Comparisons and the enquiry of data will be facilitated throughout the first and third stages of the action research cycle. This is presented in the process of gathering qualitative data from the participants and then comparing them to prior research work collated from the review of academic literature. Open coding incorporates two analytical procedures that necessitate the making of comparisons; and the asking of questions.

Open coding is present in the first stage of data collection and analysis where the respective reflection journal contributions are analysed and compared with different sources of academic literature. The reviewed list of leadership dispositions is then posed to the research participants in the third stage process of interviewing. Further probing and questioning then allows more clarity and validation of the findings to be understood.

Each interview session also uses a set of leadership-related questions as a data collection guide. Comparisons are made with precedents established in the relevant academic literature and shared and reported points made by the interviewed youth participant to the researcher. Patterns or trends may also be noted for further analysis and reflection by the researcher as data are recorded.

These patterns and data will then be categorized according to their leadership relevance to dispositions and less towards leadership characteristics and attributes in nature. These approaches, in context, allow a process of making constant comparisons (Gray, 2009). The open coding process may be exemplified in the following table 2:

Table 2
Tabulated examples of the Open Coding Process

<i>Category (or Leadership-</i>	<i>Task Requirement</i>	<i>Property:</i>	<i>Dimensional Range:</i>
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<i>Related Question):</i>			
<ul style="list-style-type: none"> Leadership in Concept (What is Leadership) 	<ul style="list-style-type: none"> To identify a leadership disposition from the provided data set. 	<ul style="list-style-type: none"> Leadership is about the effort in encouraging collective efforts to achieve goals. 	<ul style="list-style-type: none"> The property is considered as relevant (as this is dispositional-related or in nature)
		<ul style="list-style-type: none"> A leadership characteristic of authoritativeness 	<ul style="list-style-type: none"> The property is considers as irrelevant and no longer considered further in the data analysis (as this is not a disposition).

3.4.6.2 Selective Coding

Gray (2009) mentions that in the use of grounded theory, relevant coding processes are not necessarily completely distinct and sequencing is not a requirement. In a single coding session, a researcher might shift from one coding method to another. This means it is critical that the data collection and analysis process be consistent with the intended research purpose.

This position links well to the adaptation of action research in that the process of data collection and analysis is driven by the research prices of thinking, planning, acting and reflecting. The selective coding process is instilled in the action research through the selection of the data. This provides an in-depth analysis of the emerging ‘story or picture’ of the research participants’ contributions.

With the compilation and review of the identified leadership dispositions, this utilization of the selective coding process allows the construct of a ‘storyline’ of what the research participants’ individual observations and perspectives are collectively drawn towards. This process will involve the researcher in identifying underlining essences of the story or picture being constructed. This relates to the research’s objective of identifying a list of leadership dispositions for effective youth leadership.

The Selective Coding process is also undertaken as a continuation from the first, via the second, and to the third stages of the action research cycle. This is reflected in the arrangement of the data into specific categories of leadership dispositions and analytical

points, in identifying key patterns and relationships with the list of reviewed leadership dispositions.

This key step in the Selective Coding process allows a review and re-interpretation of the data drawn from the research participants' contributions that allows greater clarity in the analysis and findings as each review is carried out. From the list of reviewed leadership dispositions, research participants' analysis and findings related to this list are examined during the interview sessions. The foundations of the Open Coding and the Selective Coding process applied in analysing the data gained in the adapted action research cycle can be viewed from the Figure 5:

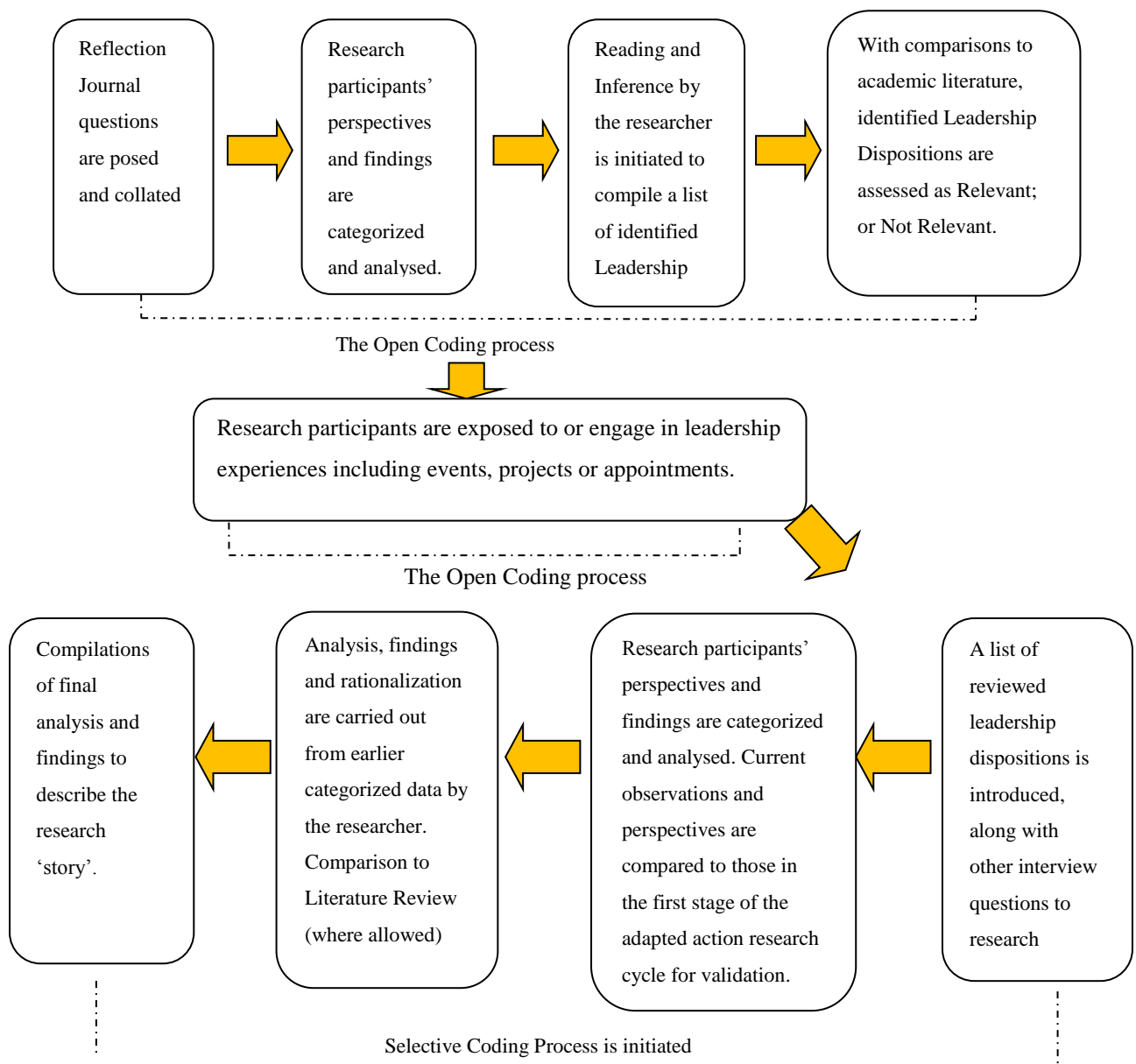


Figure 5 The utilization of grounded theory approaches for stage 1 and stage 3 of the Adapted Action Research Cycle

3.4.7 Integrating Measures to Minimize Ethical Pitfalls

The adapted use of the action research methodology does possess ethical considerations, in particular when the researcher is part of the organizational culture in which the research is carried out. The research requires the engagement of participants in a manner that best allows for full self-exploratory reflection in terms of interpretations and discovering meaning in the research questions. The involvement of a researcher who is immersed within the research organization's culture can incur situations where the researcher may not be able to view everything openly or be able to stand back from being involved too greatly to the point objectivity in assessing and critiquing acquired knowledge is compromised (Coghlan, 2007).

In preserving participants' privacy, an array of requirements such as restricted access to the data, data and participant confidentiality, and allowing participants the right to withdraw, are just examples of critical ethical measures that have been taken into consideration to the research. These requirements are necessary in preserving an ethical climate that allows the research to mitigate ethical dilemmas while keeping the research philosophy within the heuristic inquiry and constructivist-interpretivist philosophy established at the onset of the study (Reed, Vidaver-Cohen, & Colwell, 2011).

Another ethical pitfall to consider lies in any possible relationship formed between the researcher and participants while collaborating in this research. As highlighted by (Walker & Haslett, 2002), such relationships can give rise to potential ethical dilemmas relating to the selection of and voluntary participation by research subjects, informed consent, decision-making, anonymity and confidentiality, as well as conflicts of interest (Coghlan, 2007).

The management of such possible ethical issues will be facilitated through the early dissemination of an explanatory statement to potential research participants (refer to Appendix 2). The explanatory statement will contain key information concerning the research and provide details that allow a more weighted decision about whether or not to participate to be made by potential youth participants. This is important in establishing clarity in the research commitment to participants in reflecting and collaborating or participating directly to the research without any lingering hesitation or resistance that may affect the course of the research (Marshall, 2011; Akdere, 2003). The following measures have been identified as key implements to address such concerns for the research:

3.4.7.1 Ethical Measures #1 - Researcher Influence and Connection

The researcher for this research was an academic staff member with the School of Hospitality in Republic Polytechnic of Singapore. In considering the interactive nature of the research, bonds and relationship may emerge as a consequence between a youth participant and the researcher. A possible risk of undue influence or role conflict may impact on the accuracy of data interpretation and analysis, particularly if initial perceptions or influences from the staff to student relationship influence the credibility, plausibility, trustworthiness, and transferability of data. Familiarity with an organization can lead to problems with confidentiality protection of the participants. Should the researcher be known to participants early on, this can lead to a possibility that participants may not answer as honestly as they otherwise should, or even withdraw from participation (Gray, 2009).

These considerations can gain in importance particularly if research participants are pressured or coerced into participating. Such pressure could include coercion designed to influence participants who already have made hard refusals. This highlights the importance of informed consent, especially if some participants are considered ‘vulnerable’ to open coercion, exploitation or harm than others (Gray, 2009).

To manage this potential pitfall, the research is first initiated and facilitated through an administrative staff. This staff member is engaged to function as a communications intermediary between potential participants and the researcher. This measure requires communication and administrative aspects of the research to be clearly defined and implemented. The researcher will only engage the participants directly during the research stages once research consent forms have been responded to. Once responses have been sent directly to the researcher with no prior communications established, direct contact to the youths is initiated by the researcher so as to ensure that no prior relationships or possible influence on participation is made. Any youths who as students have been under the care of or in contact with the researcher prior to the study will be released from participation in the research. In this research, no participants had to be released.

3.4.7.2 Ethical Measures #2 - Diversity of Consent Requirements and Access to Information

Doyle, Mullins, and Cunningham (2010) emphasizes that informed consent is one of the most important fundamentals for research studies as it is within the realm of

responsibility of the researcher to provide measures that explain comprehensive requirements of the research to potential participants in making an informed decision to join. Taking this emphasis forward, consent will be sought from the invited youth participants and the youth development organization. Consent parameters will include the permission to participate in the research. Permission is sought both to acquire data and analysis collected from participants in the course of the study along with use of any citations or quotations by individual participants. This will be administered through a research consent form for the research participants to complete and return to the researcher before the study begins. These documents are necessary to facilitate informed consent so that research participants are provided with sufficient and accessible information about a project in which they will be subjects.

The consent forms also highlight the research participant's right to withdraw at any instance during the research. The right to withdraw is an important condition for the research. As Gray (2009) critically identifies, this is necessary to allow clear communication with participants assuring them that their participation in the research is entirely voluntary and that they have the right to withdraw at any time. It also assists in the prevention of possible situations where coercion to participate in the research emerges by allowing informed consent to be communicated and shared (Doyle et al., 2010).

Ethical concerns may arise from possible requests for access to research information and participants by the youth development organization's managerial or academic staff. This is possible as the youths would be both students and volunteers with pre-existing connections to organizational programs, as part of their identity search in experimenting different roles, beliefs and attitudes (Rose-Krasnor, Busseri, Willoughby, & Chalmers, 2006).

Anonymity and confidentiality of data are managed with the adherence to ethical and data security guidelines as highlighted by the UK Data Archive (2011). This allows data integrity to be preserved through strict adherence to the regulations by sanitizing and protecting the confidentiality of research data from unauthorized access (Gates, 1998). Confidentiality in this regard is essential to the research as such safeguards help to foster interaction and protection from the acquired data from accidental or intentional disclosure (Gelman, Pollack, & Weiner, 1999). This is managed by restricting the access of the data and coding them so as to remove any confidential information with regards to each participant from being shared beyond the researcher study's scope.

3.5 The Design of the Research Questions

In carrying out a research on youth leaders using an adapted action research approach, establishing clear research questions at the onset is an essential first step in terms of structuring and guidance of the research process. The following research questions were introduced to guide the design of the research:

- “Are there any unique leadership dispositions or behavioural traits that youths exhibit when engaged in leadership capacities and roles?”
- “Are there any possible leadership related contexts and concepts that may emerge as significant in connection to youth volunteers in leadership roles”?

The structure of the research is dependent on factors such as the projected time to be committed or the depth of available knowledge about the research area. In considering the constructivist nature of the conceptual and methodological frameworks, a qualitative approach is necessary to provide a systematic approach in data collection and analysis. The design of the research questions emphasizes the identification of observable leadership behaviour or dispositional elements among youth study participants.

To assist in answering these research questions, additional prompts have been provided to communicate aspects of these research questions. These prompts are designed to help guide the reflective learning and thinking process during data collection and analysis, both for the research participants and the researcher. As Gray (2009) suggest, this structured approach in using prompts helps identify the research areas to be investigated. The following objectives incorporate these reflective prompts:

- The research will seek to identify the presence of behavioural or dispositional qualities required by youth leaders to function effectively in leadership roles. It also considers the possibility of integration of developmental or training mechanisms to help actualize this potential for leadership development.
- The research shall systematically adapt an action research methodology. It shall empower research participants with ownership in the research process and in identifying areas of leadership role or identity.

- The targeted participants for research will comprise of both youths who are in transition to leadership roles, and young adults known as leaders of youths who have experienced the transition to leadership roles.

The following are reflective considerations incorporated into the development and design of both the research questions and the adapted action research methodology and conceptual framework:

- i. *What are the motivating factors and considerations that drive the research participants to take up leadership roles?*

This reflective consideration seeks to guide the research process in enabling an initial look into the motivations directing youths toward work as volunteers which may evolve into their assumption of leadership roles. This may require a focus on the individual factors that contribute towards the self-stated needs of youth leaders in assuming leadership roles. This takes into consideration that youth leaders may not apply their leadership competencies when a decline in motivation is experienced (Schyns et al., 2011).

- ii. *What are the possible conditions that seem to enable smoother or more difficult assumption by youth leaders of leadership roles?*

One major focus of this research will be ascertaining whether demonstrated dispositions for leadership in youth participants in the study may encourage a smoother or more difficult transition from passive to proactive leadership roles. From a social context, this may provide indications as to the verification of implicit leadership theories or developmental needs in terms of how youth participants in the study perform evolving leadership roles. The study will also seek to identify requirements for youths in terms of whether they are qualified candidates for leadership positions.

- iii. *If youths are indeed found to be capable of integrating seamlessly into leadership roles, what are the possible best practices that can be recommended as potential training or developmental tools for youth leaders?*

One way of answering this crucial question is to collate a possible pool of identified best practices in terms of leadership development for youth volunteers. This collated list can support formulation of a leadership theory that could suggest a possible best practices standard, benchmark or reference with which to guide leadership training and development curriculum. As Vinod and Sudhakar (2011) supports, this will enable leadership responsibilities to be understood and rationalized by prospective youth leaders, and would support predictions about the consequences of leadership behaviours and dispositions.

3.6 Summary of the Chapter

The adapted use of action research allows for a useful platform in examining self-reflections generated by those practicing leadership from a youth perspective by youths, as leadership skills and proper cognitive structures for facilitating such leadership can be developed as a result (Dinh & Lord, 2012). This relates strongly to the research on hand as integrating action research allows for such qualitative-based perspectives to be gathered and from which interpretations of this data supports the examination of the key components of leadership that are considered important by youths and how they would be more receptive to such leadership practices as a result. This chapter helps to describe out the methodological process from which the research has been structured with and from which the study is designed with due considerations made to ethical and conceptual requirements in ensuring that the gathered data is unbiased and appropriate for research analysis as described in the subsequent chapters.

Chapter 4 – Results

4.1 Overview of the Analytical Process

While conducting the adapted action research cycle, two levels of analysis were applied to the qualitative data received from the youth volunteer participants. With regards to the terminology used for this research, these youth participants will hereafter be referred to as research participants.

As mentioned earlier, two separate levels of qualitative analysis were conducted by utilizing the structure of the adapted action research cycle to elicit observations, analysis and findings from the research participants. Additional analysis by the researcher is also applied in the later stages of the research cycle to allow collated and comparative analysis of the different sets of qualitative data. This would then provide the basis for establishing critical and reflective findings.

The first level of analysis deals with qualitative data derived from answers provided in submitted reflective journal questions by the research participants. Research participants contributed their individual assessments of and reflections on the required data as part of the design of the reflection journal question. The researcher then assessed and interpreted the collated data submitted by the research participants.

The afore-mentioned second level of analysis will be applied to the list of reviewed leadership dispositions that were drawn from the first level data analysis and subsequently examined. These reviewed leadership dispositions are seen as important by the research participant, as revealed by the qualitative data and analysis.

The reviewed list of dispositions was then used as validation tool. This was designed to establish, more clearly, the level of importance accorded to each identified disposition by the research participants. This was ascertained through interviews with each individual research participant during the third stage of the adapted action research cycle.

4.2 First Level Analysis – Reflection Journal Questions

The analysis was structured based on individual reflection journal questions, or hereafter referred to as prompts, to reveal the perspectives, observations, insights and opinions offered by each individual research participant. The following data analysis will list and describe the research participants’ interpretations and observations provided in these questions.

4.2.1 Analysing the First Reflection Journal Prompt

This reflective question is worded as follows: *“From your prior experiences, what do you think leadership is about”?*

This question seeks to initialize use of prior knowledge and experiences in leadership in each research participant, as a foundation for further analysis and application. This question also prompts participants to think on their prior experiences and understanding of leadership. It allows participants to plan their responses clearly in a structured format, while drawing on impressions gained from previous experiences to reveal their understanding and interpretations through a reflection process. The rationale for this approach allows these research participants to self-examine how life stories may affect or be affected by the way these youth leaders act and interpret those actions in the world.

Conceptual learning may then be complemented by reflective writing about the youths’ life stories and their effect in terms of how they feel about the world of work. Through effective normalizing and legitimizing within the journal format, the exploration of stressful and puzzling experiences, this approach encourages a key step forward in fostering leader’s rationalization and personalization of individual learning (Petriglieri et al., 2011).

The collation of responses to this question will also allow interpretation of perspectives, observations and insights for each participant that can be linked to the review of current leadership literature to help provide a grounded basis for analysis. The research participants’ contributions to this first question are compiled in the following table 3:

Table 3

Compilation of response for Reflection Journal Prompt #1

Participant No.:	Question 1 (Contributions):
	From your prior experiences, what do you think leadership is about?
1	<p>I feel that leadership is about taking the initiative to lead a team of people. It is like giving instructions to the people and make sure that things are carried out in a way that you want it to be. However, there is a need to know the people's opinions and suggestions and not just solely based on your own thinking and mindset. It is important to know what others think and putting ourselves in their shoes so that there is also equality and things will work out better because the people will feel that they are also part of the decision making and not just followers of the leader.</p>
2	<p>In my opinion, I feel that leadership is all about setting a good example to your peer. Apart from that, it is also about lending the extra hand to help others who are in need and lead accordingly.</p> <p>From my prior experiences, I would say that leadership is all about doing the right things as well as being able to set good example. As a leader, a lot of people are going to look up to you or follow your ways. As such, I feel that it requires one to know what he is doing or understand the consequence of his action; thus setting a good example.</p>
3	<p>To me, leadership is something that actually everyone possesses. But whether they actually perform and poetry out it's another thing. Leadership is when you can lead your followers by having a good image and taking the lead, taking the charge. But it can also mean by following someone. A leader did not necessarily be the one that's always leading the group; they can also be the follower. To cut it short, I think leadership is having the responsibility to shoulder some role.</p>
4	<ul style="list-style-type: none"> ▪ To be a role model to others and help guide people to what is right. ▪ Be able to make the right decisions and work well and communicate well with the people I am working with. ▪ Be fast-witted and think of ways to solved situations ▪ To conquer a common goal with the people I'm working with.
5	<p>To me, leadership is about inspiring a vision. As leaders tend to lead others hence it in a way motivates others to reaching a particular vision.</p> <p>In addition, leadership is also about having courage as leadership itself means having people to look up to you and leading others. Hence, one needs to have courage in order to step forward, out of his/her comfort zone to lead others. However, leadership is not just about having courage but also having other qualities such as patience to lead others and to endure when one do not cooperates.</p>

6	I think leadership is being able to be able to take charge in a group/organization and instruct them to complete the task as asked/told. The ability to lead a team no matter what happens and able to stay with them throughout is a person with good leadership.
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4.2.1.1.1 Inference and Analysis from Research Participant #1

From the perspective of research participant #1, leadership is a form of engagement with people and taking the initiative to lead a team. Leadership involves the provision of instructions and follow-through, to ensure that matters and tasks are carried out properly. Leadership requires being open-minded to the suggestions of others and understanding the perspectives of others. This is to ensure equality and impress upon others that they are part of decision making rather than just mere followers in the leader-member exchange (Le Blanc & González-Romá, 2012).

This description on leadership provides some useful links to transformational leadership. As Wang and Huang (2009) suggest, transformational leaders provide individualized consideration and intellectual stimulation. They also carry some form of charisma to garner the attention and respect of followers. A deeper examination and discussions of transformational leadership is included in the established findings chapter, as this leadership approach or style is identified as a critical result of this research.

To set the relational context for transformational leadership for this question response, Wang and Huang (2009) note that there are several reasons to suggest transformational leadership is critical. Firstly, a leader possesses idealized influence only if his or her followers seek to identify with, and want to emulate, him or her. This establishes a sense of admiration, respect and trust conferred upon the transformational leader. Secondly, transformational leaders behave and act in ways that motivate and inspire their followers through meeting meaningful challenges. Such leaders describe for followers attractive future states which they can then ultimately envision for themselves. Intellectually stimulating leaders seek to expand their followers' efforts in terms of innovation and creativity. This is achieved by questioning assumptions, reframing problems, and approaching situations in new, perhaps untried ways. Transformational leaders encourage their followers to put forth additional commitment and effort to achieve group goals. This relationship takes the leader-follower relationship to a more engaged level. This in turn provides accountability for decisions made by the leader.

For this research participant, the key elements most prominent in transformational leadership were ‘individual consideration’ and ‘inspirational motivation’. As inferred from Simola et al. (2010), the element of ‘individual consideration’ is evident from the participant’s perceived need for a leader to engage each member of the team of followers in roles that allow more involved information sharing, leading to more informed decision making. ‘Inspirational motivation’ is present in the successful influence exerted through a strong affinity with the role portrayed by the leader that would inspire or encourage followers to consider the need to behave appropriately in order to achieve common goals and visions together.

4.2.1.1.2 Inference and Analysis from Research Participant #2

Participant #2 indicates that leadership should be by example and that to provide a good support or help whenever possible is an important aspect of leadership. The research participant uses prior experiences to build upon her opinion that leadership is about doing the right things while setting a good example for others. This entails leading followers in the performance of positive actions through use of appropriate approaches and fostering effective attitudes while being willing to be held accountable for such actions and eventual consequences (Zacher et al., 2014).

The element of ‘idealized influence’ is evident in that followers will allow themselves to be led by a leader if they share a common belief with the leader through shared actions, as Y.C. Huang and Liao (2011) point out. Followers tend to gain increased satisfaction from transformational rather than transactional leadership behaviours. Shared belief is transformational in nature, as opposed to transactional compliance mechanisms, such as penalties and rewards.

A transformational leadership style encourages followers to show affinity with and approval of the leader's decision-making behaviour (Nielsen & Cleal, 2011). This contributes to the practice of transformational leadership which can further generate ‘inspirational motivation’ to effectively achieve a common vision and goal, if encouraged. Similarly, ‘inspired motivation’ is encouraged through this shared belief of the vision and a follower draws strength and confidence from this shared belief to achieve group goals (Li et al., 2012).

4.2.1.1.3 Inference and Analysis from Research Participant #3

Research participant #3 asserts that leadership is inherent in any person, requiring some form of effort or growth to allow it to manifest visibly or in actuality. The research participant identifies leadership as being able to lead by a positive image in assuming a visible leadership role in a situation. Leadership, to the youth, may also be present in the role of a follower, as leadership entails the ability to assume and fulfil a specific role among others who share the same values or world view. Leadership, according to research participant #3, is generally present in each person. It exists as a potential which requires active engagement and actualization for leadership to become firm and visible.

Leadership is positively exercised through portraying an attractive image among followers, which combines the ‘idealized influence’ and ‘inspirational motivation’ elements of transformational leadership. This can be inferred from the identified need to project an attractive image that can inspire followers to be led. In this case, the assumption is that leadership is visible in a relational form to followers where it fosters ‘idealized influence’ on followers to respond and decides to allow the leader to lead. This is present if the leader's actions and behaviour in taking charge of a particular situation are delegated and communicated to followers, which will contribute to a positive image of the leader (Nielsen & Cleal, 2011).

This perspective and observation connects well with DeRue et al. (2011) who suggest that a common theme connecting relational-oriented behaviours indicates that the leader acts in ways that build follower respect and encourage followers to, in response, focus on the welfare of the group. It was also noted that certain aspects of transformational leader attitudes and behaviours, such as ‘individualized consideration’, also consist of a relational orientation.

4.2.1.1.4 Inference and Analysis from Research Participant #4

An inference can be made from research participant #4's reflections that a positive role identity seems to be an important aspect of leadership. It serves as a visible reference and guide towards making decisions that are perceived as right in purpose and intent. Leadership also requires the need to work well with others through effective communications in problem-solving and achieving a vision common to both leader and followers (Walumbwa et al., 2011; Mumford et al., 2008).

Warrick (2011) notes that a leader's role is to communicate with followers in a manner that is as clear as possible. The leader also ensures that followers are committed to the direction presented, and that followers gain the perception of being empowered to accomplish what needs to be done. In analysing this research concerning participants' perspective on leadership, it has been discovered that this entails consideration of individual perspectives and dynamics, while assuming a visible role is played in enacting the decision making process and problem solving approach. This facilitates a joint effort in achieving a common goal among the leader and followers which is built on a foundation of effective communication.

'Individualized consideration' is enabled when the leader is aware of the needs of individual followers and makes an active and personalized effort to help connect, inspire and provide guidance (Maslin-Wicks, 2007). This is a collaborative effort that allows a closer alignment in the expectations of leadership through clear communication of goals and acceptance of these goals by followers.

The 'individualized consideration' could help in generating a positive image by followers for themselves that reflects the positive role played by the leader. Such a role suggests that helping followers to achieve common goals could be an action-oriented aspect of 'idealized influence'. Li and Hung (2009) note of 'Idealized Influence' that the leader-follower relationship is communicated through positive image perceptions. This is initiated through effective communication by the leader that elucidates common goals to be achieved and continues through followers' accepted perception of the leader as an effective problem solver and decision maker. Followers generally identify with a charismatic leader.

4.2.1.1.5 Inference and Analysis from Research Participant #5

According to research participant #5, leadership requires an act of inspiration received and actualized by followers through a common acceptance of a leader's vision. This motivates followers to work together to achieve this vision.

Courage and firm conviction were identified as an important attribute to be communicated by leaders. Followers depend on leaders to lead by example, especially by taking them out of their comfort zones by means of original thinking, or in similar terms, intellectual stimulation through transformational leadership (Zacher et al., 2014). Conversely, Helm (2010) notes that when being pressured by the majority of followers to lead in a direction that goes against his or her vision, a leader's courage would translate

into inaction. Courage is one of five absolutely essential dispositions of character every leader must possess, as Dottin (2009) identifies, and which are evidently identified in this research.

Patience is another quality or disposition identified, as it contributes towards goal attainment and inspires motivation toward achieving common goals by a group of diverse members. This disposition of patience was highlighted by Wasonga and Murphy (2007) who noted that it is important along with other qualities such as subtlety and trust.

This research participant's perception indicates the necessity for not only generating a clear vision, but of taking the next step and inspiring acceptance of it among followers. Successful leaders know how to make sure their vision is shared and understood well by followers. This will motivate them to work towards fulfilling the leader's vision that functions as a form of 'inspirational motivation' in transformational leadership. In this way a leader's clear vision can function as a catalyst in common goal attainment and vision fulfilment. This can be complemented through various means such as the generation of 'idealized influence'. DeRue et al. (2011) provide evidence in support of this notion by mentioning that the behaviours of a change-oriented leader encompass actions such as developing and communicating a vision for change. Such a leader also encourages innovative thinking and risk taking. This could generate a positive image of strong leadership which encourages followership through an affinity with the leadership behaviour as perceived by followers.

4.2.1.1.6 Inference and Analysis from Research Participant #6

For research participant #6, leadership is the ability to take charge of a situation in any group or organizational structure. Leadership requires the ability to instruct followers to complete tasks as required. A leader is also seen as someone who should be able to lead or manage a team in spite of adversity, while maintaining a continuity of engagement and connection with the followers.

Analysing this research participant's perspective and observations suggests that youth leadership may require an ability to take charge and make clear decisions for a team. Effective leadership was described as possessing the ability to effectively communicate, ensure the completion of tasks, and that the leader must be present throughout the team's goal accomplishment efforts. Reed et al. (2011) describe an ethical leader as a person who demonstrates normatively appropriate conduct through personal actions and interpersonal

relationships. Such a construct of a leader promotes positive conduct to followers through two-way communication, reinforcement and effective decision making.

The transformational leadership element of ‘idealized influence’ can be evident through the actions of making clear decisions. Ensuring successful follow-through of task completion by followers requires a leader to exercise measures of influence on them. Youth leaders would need to be consistent in their connection with followers through underlying ethics, principles, and values. This helps link the emotional or psycho-social links of both youth leaders and followers by considering the needs of others’ above their own through peer social interactions (Kroenke, 2008; Sun & Anderson, 2012).

‘Idealized influence’ is initiated through this continuity of enforcement of the clear role the leader portrays among followers. Such role affirmation generates positive acceptance and belief in the leader's direction towards goal attainment. This is initiated through what Moynihan, Penday and Wright (2011) identify as transformative efforts to reinforce the acceptance and importance of positive behaviours through the followers’ own words and actions, which reflect dispositional engagement through idealized influence.

4.2.2 Analysing the Second Reflection Journal Prompt

The second reflection journal prompt is: *“Take 5 minutes and list out leadership dispositions that you think are important now (NOT personalities or characteristics)”*.

Research participants responded with lists of important leadership dispositions. These were grounded in actual events experienced with leadership personnel. This provides a basis to develop a streamlined listing of leadership dispositions. This list of dispositions will then be reviewed and further analysed by the participants in the later stages of the research.

The six research participants have identified a total of 45 dispositions that can be allocated into 34 segments of perceived leadership related dispositions that are considered important for a leader. These contributions represent the reflected perceptions, observations, insights and analysis of the participants. These are important leadership dispositions for leaders to have and exhibit from a youth viewpoint. The collated dispositions are presented in table 4:

Table 4

Compilation of response for Reflection Journal Prompt #2

Participant No.:	Prompt 2
	Take 5 minutes and list leadership dispositions that you think are important now (NOT personalities or characteristics)
1	<ul style="list-style-type: none"> • Communicating principles to fellow team members • Show empathy to the people and lend them a listening ear • Taking a stand to make important decisions • Showing trust in people of the group • Be flexible and adapt to changes • To lead by example • Being impartial and listen to everyone not just the selected ones
2	<ul style="list-style-type: none"> • Role model • Integrity • Able to communicate well • Listen to others • Positive thinking • Calm – able to make better decisions, evaluate • Engage and capture people's attention • Knows how to motivate others to work • Knowing how to manage time and prioritise tasks • Focus
3	<ul style="list-style-type: none"> • Responsible • Honest • Efficient • Integrity
4	<ul style="list-style-type: none"> • Intelligence • Confidence • Fluency • Extroversion • Height • Self-awareness • Integrity • Cooperation
5	<ul style="list-style-type: none"> ▪ Intellectual skills ▪ Verbal skills ▪ Patience, courage

	<ul style="list-style-type: none"> ▪ Persistency ▪ Consistency ▪ Self-motivation
6	<ul style="list-style-type: none"> • Self-discipline • Responsible • Achiever • Well-trusted • Hardworking • Well-managed • Understandable • Patience • Courageous

The first step taken in assessing the data generated from the second reflection prompt is to streamline the data contributions from the research participants. This action filters out identified points which do not fall within parameters of leadership disposition. Generally, such identified contributions relate more towards individual personality characteristics or attributes. Such grouping is carried out with reference to the classification of leadership traits as identified by Bass (2008).

The compiled list of youth leadership dispositions identified by the research participants provides an inclusive look into the desired leadership dispositions a leader should exhibit, from a youth perspective. This would allow insights into how leaders could actualize what Wasonga and Murphy (2007) describe as individual tendencies or dispositions to orient and act with respect to people in certain ways, and then to expect certain consequences from these actions.

Further elaboration has also been added to a number of disposition descriptions to allow the researcher to capture the inferred intent more clearly for a more thorough analysis. On comparison, as indicated in the table below, the dispositions identified by the research participants in this research bear similar results to the various cited researchers' work on leadership dispositions (e.g., Wasonga & Murphy, 2007; Helm, 2010; Dinh & Lord, 2012; Sun, 2013; Mumford et al., 2008; Qing et al., 2010; Dottin, 2009).

Table 5

Comparison of Identified Researched Leadership Dispositions with Literature Review

Comparison of Identified Leadership Dispositions (Research versus Literature Review)	
Research Participants' Identified Youth Leadership Dispositions	Leadership Dispositions derived from Literature Review
i. Communicating principles to fellow team members.	(i) Collaborating (ii) Active Listening (iii) Cultural Anthropology (iv) Egalitarianism (v) Patience (vi) Humbleness (vii) Trust and Trustworthiness (viii) Resiliency (ix) Caring (xvii) Honesty (x) Strong Work Ethic (xi) Critical Thinking (xii) Initiative (xiii) Fairness (xiv) Decency
ii. Showing empathy to the people and lending a listening ear.	
iii. Being Impartial and listen to everyone, not just the selected ones.	
iv. Listening to Others	
v. Leadership through a Role Model	
vi. Leading by example	
vii. Taking a stand to make important decisions.	
viii. Be flexible in adapting to changes.	
ix. Showing trust in people of the group.	
x. Knowing how to manage time and prioritize tasks.	
xi. Able to be calm and make better decisions and evaluations.	
xii. Keeping a strong focus on tasks and decisions.	
xiii. Able to maintain a positive thinking approach.	
xiv. Able to make decisions with integrity and maintain it.	
xv. Able to motivate others to accomplish tasks and goals.	
xvi. Able to engage and capture the attention of others.	
xvii. Able to communicate well and convey messages clearly.	
xviii. Possesses intellectual skills.	
xix. Possesses and exhibits patience to others.	
xx. Leaders should be self-motivated in achieving goals and instructing others.	
xxi. Leaders should exhibit a sense of courage in making decisions and accomplishing tasks.	
xxii. Leaders should be persistent in following through on decisions and tasks assigned.	
xxiii. Leaders should be seen as consistent in their decision making.	

xxiv.	Leaders should be able to manage people well.	(xv) Service
xxv.	Leaders should possess an Achiever attitude in seeking the accomplishment of tasks and achievements.	(xvi) Pro-Social Behaviors
xxvi.	Leaders should convey a sense of trust among others.	(xviii) Humility
xxvii.	Leaders should be seen as hardworking.	(xix) Empathy
xxviii.	Leaders should be seen as responsible for others and their actions.	(xx) Healing
xxix.	Leaders should be efficient in their decision making.	(xxi) A Sense of Community
xxx.	Leaders should be confident in their decision making and management of others	(xxii) Courage
xxxi.	Leaders should be extroverts in engaging others actively.	
xxxii.	Leaders should be of certain height	
xxxiii.	Leaders should be understandable in their decisions and communications.	
xxxiv.	Leaders should be honest in their decision making and engagement with others.	
xxxv.	Leaders must possess a certain level of intelligence	
xxxvi.	Leaders should be self-aware of their surroundings and themselves.	

As indicated in table 5, the identified youth leadership dispositions that are more closely aligned with leadership attributes or traits, such as skills or personality have been deleted from this initial listing. This is necessary to allow a more precise list of reviewed leadership dispositions to be collated and used in the third stage of the adapted action research cycle.

These deleted points were deemed low in importance to the data analysis due to their lesser relevance to leadership dispositions. This approach has been included into the following table 6:

Table 6

Comparative Analysis of Identified Researched Leadership Dispositions with Literature

<p align="center">Comparative Analysis of Youth Leadership Dispositions versus Literature Reviewed Leadership Dispositions</p>

Research Participants' Identified Youth Leadership Dispositions	Reviewed Leadership Dispositions that are evident in the Youth Leadership Dispositions
i. Communicating principles to fellow team members.	<i>Deleted (i) With reference to Bass (2008), this will be discounted as it is more of a leadership characteristic or competence of communication.</i>
ii. Showing empathy in listening, to the opinions of others.	<i>(xix) Empathy</i>
iii. Being impartial when engaging with others.	<i>(ii) Active Listening</i>
iv. Listening to Others	<i>(ii) Active Listening</i>
v. Leadership through a Role Model	<i>Deleted (ii) as this can be classified as a leadership characteristic of Personal Integrity as referenced from Bass (2008).</i>
vi. Leading by example	<i>Deleted (iii) as this can be classified as a leadership characteristic of Ethical Conduct as referenced from Bass (2008, p. 107).</i>
vii. Taking a stand to make important decisions.	<i>Deleted (iv) as this can be classified as a leadership characteristic of Strength of Conviction as referenced from Bass (2008).</i>
viii. Be flexible in adapting to changes.	<i>Deleted (v) as this can be classified as a leadership characteristic of Adaptability as referenced from Bass (2008).</i>
ix. Showing trust in people of the group.	<i>(vii) Trust and trustworthiness</i>
x. Knowing how to manage time and prioritize tasks.	<i>(x) Strong Work Ethic</i>
xi. Able to be calm and make better decisions and evaluations.	<i>(x) Strong Work Ethic</i>
xii. Keeping a strong focus on tasks and decisions.	<i>(x) Strong Work Ethic</i>

xiii. Able to maintain a positive thinking approach.	<i>Deleted (vi) as this can be classified as a leadership characteristic of Self-Confidence as referenced from Bass (2008).</i>
xiv. Able to make decisions with integrity and maintain it.	<i>Deleted (vii) as this can be classified as a leadership characteristic of Personal Integrity as referenced from Bass (2008).</i>
xv. Able to motivate others to accomplish tasks and goals.	<i>None matched (Motivation)</i>
xvi. Able to engage and capture the attention of others.	<i>(i) Collaboration</i>
xvii. Able to communicate well and in conveying messages clearly.	<i>Deleted (viii) With reference to Bass (2008), this will be discounted as it is more of a leadership characteristic or competence of communication.</i>
xviii. Possesses intellectual skills.	<i>Deleted (ix) Another participant also mentions the point of intelligence. With reference to Bass (2008), This will be discounted as it is more of a leadership attribute or trait of intelligence.</i>
xix. Possesses and exhibits patience to others.	<i>(v) Patience</i>
xx. Leaders should be self-motivated in achieving goals and instructing others.	<i>Discounted (x) as this can be classified as a leadership characteristic of Self-Confidence as referenced from Bass (2008).</i>
xxi. Leaders should exhibit a sense of courage in making decisions and accomplishing tasks.	<i>(xxii) Courage</i>
xxii. Leaders should be persistent in following through on decisions and tasks assigned.	<i>(x) Strong Work Ethic</i>
xxiii. Leaders should be seen as consistent in their decision making.	<i>(x) Strong Work Ethic</i>
xxiv. Leaders should be able to manage people	<i>(i) Collaboration</i>

well.	
xxv. Leaders should possess an Achiever attitude in seeking the accomplishment of tasks and achievements.	<i>(x) Strong Work Ethic</i>
xxvi. Leaders should convey a sense of trust among others.	<i>(vii) Trust and Trustworthiness</i>
xxvii. Leaders should be seen as hardworking.	<i>(x) Strong Work Ethic</i>
xxviii. Leaders should be seen as responsible for others and their actions.	<i>Deleted (xi) as this can be classified as a leadership trait of Drive for Responsibility as referenced from Bass (2008).</i>
xxix. Leaders should be efficient in their decision making.	<i>(x) Strong Work Ethic</i>
xxx. Leaders should be confident in their decision making and management of others.	<i>Deleted (xii) as this can be classified as a leadership trait of Self-Confidence as referenced from Bass (2008).</i>
xxxi. Leaders should be extroverts in engaging others actively.	<i>Deleted (xiii) as this can be classified as a leadership trait of Extroversion as referenced from Bass (2008).</i>
xxxii. Leaders should be of certain height	<i>Deleted (xiv) as this can be classified as a leadership physical trait of Height as referenced from Bass (2008).</i>
xxxiii. Leaders should be understandable in their decisions and communications.	<i>None matched (Communication)</i>
xxxiv. Leaders should be honest in their decision making and engagement with others.	<i>(xvii) Honesty</i>
xxxv. Leaders must possess a certain level of intelligence	<i>Deleted (xv) With reference to Bass (2008), This will be discounted as it is more of a leadership attribute or trait of intelligence.</i>
xxxvi. Leaders should be self-aware of their	<i>Deleted (xvi) as this can be classified as a</i>

surroundings and themselves.	<i>leadership trait of Alertness as referenced from Bass (2008).</i>
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As mentioned earlier in this chapter, the consolidation of these identified leadership dispositions and further evaluation of their relationship as actual dispositions versus characteristics of leadership presents an important step in the adapted action research cycle. These reviewed youth leadership dispositions are used in the third stage of the adapted action research cycle in which the research participants reflect on and validate them during an individual interview session with the researcher. Each participant will continue to reflect and re-examine their prior understanding of leadership in context during the interview. Further validation is encouraged through a period of self-awareness and reflective thinking.

The objective of the second stage in the adapted action research cycle is to use the time period in between the journal submissions and the interview sessions to reassess and collect their thoughts on the posed leadership questions. From the participants' identified dispositions, ten distinct leadership dispositions were reviewed and re-introduced to the research participants for their reflection and prioritization in terms of importance. This information will be used to identify the importance of key dispositions for youths in youth volunteer leadership development.

The qualitative data derived from the participants' prior experiences and perspectives reveals what they understand of the reviewed leadership disposition list. The comparison of the leadership dispositions identified from the research participants' perspectives with the review of literature showed similarities across a number of dispositions. The following observations were obtained from the data comparison in this first round of qualitative data collection and analysis. This was drawn in comparison with a range of dispositions Bass (2008) has collated and contributes to the process conducted in acquiring a list of reviewed leadership dispositions for reflective use in the third adapted action research stage:

- Sixteen identified youth leadership dispositions were discounted as they were found to be more aligned towards attributes or traits of leadership as referenced and compared from Bass (2008).

- Two youth leadership dispositions were identified as falling under the reviewed leadership disposition of Collaboration.
- One youth leadership disposition was identified as falling under the reviewed leadership disposition of Empathy.
- Two youth leadership dispositions were identified as falling under the reviewed leadership disposition of Active Listening.
- Two youth leadership dispositions were identified as falling under the reviewed leadership disposition of Trust and Trustworthiness.
- Eight youth leadership dispositions were identified as falling under reviewed the leadership disposition of Strong Work Ethics. These dispositions were grouped together under the identified disposition as each specified an action or behaviour reflects an accomplishment of tasks and goals by a leader.
- Two youth leadership dispositions were unable to be grouped into any of the reviewed leadership dispositions. From the research participants' perspectives, these refer to specific actions or roles that a leader is expected to have, which are distinct from the list of reviewed dispositions. These unmatched leadership dispositions can be classified as (a) Motivation, and (b) Communication.
- One youth leadership disposition was identified as falling under the reviewed leadership disposition of Patience.
- One youth leadership disposition was identified as falling under the reviewed leadership disposition of Courage.
- One youth leadership disposition was identified as falling under the reviewed leadership disposition of Honesty.

Taking these matched leadership dispositions into consideration, a review of youth leadership dispositions can be established for further data collection and analysis in the

research. These reviewed leadership dispositions have been collected and reflect actual dispositions identified by the research participants as important for a youth leader to exhibit. These will be used during the second level data collection and analysis as will be explained in the later parts of this chapter.

This renewed list of ten specific youth leadership dispositions is constructed in consideration of the inter-relatedness of each disposition to each other, while sharing a common grounding in specific actions by a leader. The parameters for these reviewed dispositions are as follows:

- A grounded approach to compare the identified leadership dispositions gained from a review of literature from researchers such as Bass (2008).
- A disposition identified by a participant is grounded by a specific form of behaviour, action or task, such as making a firm decision, or communicating with others, as shared from the respective first level data.
- The identified disposition does not bear a strong link or fit as a leadership attribute or trait.

The list of reviewed youth leadership dispositions are indicated in the following brackets and refer to examples identified from Bass (2008):

- i. Showing empathy in listening, to the opinions of others - (Empathy)
- ii. Being an active listener to others - (Active Listening)
- iii. Conveying a sense of trust in people of the group - (Trust and Trustworthiness)
- iv. Able to carry out the role and duties of a leader professionally - (Strong Work Ethic)
- v. Able to motivate others to accomplish tasks and goals - (Motivation)
- vi. Able to manage the expectations of others - (Collaboration)

- vii. Possesses and exhibits patience to others - (Patience)
- viii. Leaders should exhibit a sense of courage in making decisions and accomplishing tasks - (Courage)
- ix. Leaders should be understandable in their decisions and communications - (Communication)
- x. Leaders should be honest in their decision making and engagement with others - (Honesty)

4.2.3 Analysing Reflection Journal Prompt 3

The third reflection journal prompt involves reflecting on and responding to the following: *“Rank the leadership dispositions you have identified in question ii (rank number 1 as the most important, number 10 the least)”*.

This third prompt is a continuation of the second prompt that was posed to the research participants, in which they rank the identified dispositions in order of importance. The introduction of this question intends to gather insight into the priority and critical importance each individual participant places on their own respective observations as to values they believe leaders should have, as expressed in their behavioural actions.

The adapted action research process is reflected in the actions of the research participants, where each participant actualizes their prior knowledge and experiences to think, plan out and act upon the identified dispositions, using individual perceptions and understanding. This enables each research participant to generate self-efficacy, as Hunzicker et al. (2009) mention, when the research participant utilizes self-reflection and self-monitoring to make sense of an experience, explores their thoughts and beliefs about it, and evaluates their actions and resulting outcomes. A modification of the participants' thinking and behaviour will result, in accordance with experience of greater success in subsequent attempts to reflect on and have positive experiences with leadership.

The following table provides a collation of the research participants' perceived ranking of the respective identified leadership dispositions:

Table 7

Compilation of Responses for Reflection Journal Prompt #3

Participant No.:	Prompt 3:
	Rank the leadership dispositions you have identified in question ii (rank number 1 is the most important, number 10 is the lowest)
1	<ol style="list-style-type: none"> 1. Communicating principles to fellow team members. 2. Being impartial and listen to everyone not just the selected ones. 3. Show empathy to the people and lend them a listening ear. 4. Taking a stand to make important decisions. 5. Showing trust in people of the group. 6. To lead by example. 7. Be flexible and adapt to changes.
2	<ol style="list-style-type: none"> 1. Listen to others 2. Integrity 3. Role model 4. Calm – able to make better decisions and evaluation 5. Knowing how to manage time and prioritize tasks 6. Knows how to motivate others to work 7. Able to communicate well 8. Focus 9. Positive thinking

	10. Engage and capture people's attention
3	1. Responsible. (Tied as 1 st) 2. Honest. (Tied as 1 st) 3. Integrity. 4. Efficient.
4	1. Confidence 2. Cooperation 3. Intelligence 4. Integrity 5. Extroversion 6. Self-awareness 7. Height 8. Fluency
5	1. Self-motivation 2. Courage 3. Patience 4. Persistency 5. Consistency 6. Verbal skills 7. Intellectual skills
6	1. Patience 2. Self-discipline

3.	Responsible
4.	Understandable
5.	Achiever
6.	Courageous
7.	Well-trusted
8.	Well-managed
9.	Hardworking

In drawing and analysing the qualitative data to this question, it provides some indication that the research participants placed a strong emphasis on the following leadership dispositions from a youth perspective:

- Communicating principles to fellow team members.
- Listening to others.
- Leaders should be seen as responsible for others and their actions.
- Leaders should be confident in their decision making and management of others.
- Leaders should exhibit a sense of courage in making decisions and accomplishing tasks.
- Leaders should possess and exhibit patience to others

One disposition was earlier identified by a research participant as self-motivation. This was deleted as it constituted more of a leadership characteristic or attribute rather than a disposition.

The practice of patience in paying attention to followers' views, perspectives, opinions and thoughts is deemed critical to the decision making process. This may be referred to as a form of supportive leadership which Ridwan, Muhammad, and Ismail (2011) relates to as a leader listening to their followers, helping them out when they need help and educating followers in confident decision-making.

Another important point ascertained from the given responses was the need for leaders to exhibit a sense of responsibility for their actions and decision making. This instils a sense of self-efficacy and confidence among followers. It forms the perception that a strong leader is confident and consistent in decision-making. This establishes a sense of trust between leaders and followers.

Youth leaders with high self-efficacy set ambitious goals for themselves and approach difficult tasks with confidence. Once committed to a task, they persevere onwards by recovering quickly from setbacks. When failure is experienced, it is attributed to factors, such as lack of sufficient effort or insufficient knowledge that can be remediated. This is carried out through a process of self-reflection and actualization. Youths of a highly efficacious nature would possess a strong record of accomplishment and a positive sense of well-being (Hunzicker et al., 2009).

From the collation of responses in this third question, it is deduced that the research participants generally found the following leadership dispositions less of a priority in importance. However, their individual importance remains an essential aspect of youth leadership to be considered. Intellectual skills, as a contributed point, was discounted from the list as it is more aligned towards a leadership characteristic or attribute, rather than a disposition.

- Be flexible and adapt to changes
- Engage and capture people's attention
- Efficient
- Fluency
- Verbal skills

- Hardworking

Engaging and capturing people's attention is seen as less important than actually listening to others with the inclusion of perspectives, opinions, thoughts and views on a personal one-to-one basis. In this fashion, inclusion of other viewpoints provides better value to the decision-making process as compared with just capturing the attention to, or, in other words, promoting the decisions already made, according to the research participants.

This could be attributed to the greater emphasis placed by the research participants on the need for leaders to meaningfully communicate with and include followers in the decision making process. This allows trust to be encouraged between the leader and follower. In order to interact effectively, influence people and learn the ideas of others, it is necessary for leaders to understand each follower individually as well as part of the collective. This places importance on what Wasonga and Murphy (2007) identify as listening, which takes practice, energy, and hard work on the part of the leader.

A strong emphasis is placed on the foundations of how 'meaningful contributions [are made] versus going with the flow of the action'. Verbal skills were identified as a leadership disposition of lesser importance though somewhat related to the disposition of communication in general.

Being hardworking is another lesser leadership disposition identified by the research participants. This could be due to the expectation for effective leaders to be perceived as hardworking and that it is a necessary disposition for followers to reciprocate. From the youth leader's perspective, this may be misconstrued to mean that a leader would expect the followers to perceive leader effectiveness to be result- and relationship-oriented, while being less focused on how the results are achieved through hard work or performance. Leaders who perceive organizations and people beyond the traditional measurement of leadership effectiveness will become increasingly important in a profoundly interdependent society (Reed et al., 2011).

4.2.4 Analysing Reflection Journal Prompt 4

The fourth reflection journal question asks each research participant to reflect on and respond to the following: *"What is needed or required to be an effective leader?"*

(Example: For a leader to perform effectively, and from your experiences in this project, what would you think is needed for a leader to be effective in their roles?)”

Research participants’ responses to this question have been included in the following table 8:

Table 8

Compilation of Responses for Reflection Journal Prompt #4

Participant No.:	Prompt 4:
	What is needed or required to be an effective leader? (Example: “For a leader to perform effectively, and from your experiences in this project, what would you think is needed for a leader to be effective in their roles?”)
1	For a leader to perform effectively, and from my experience in this project, I think a leader need to collaborate effectively with others. As a leader, we have to communicate the goals to the rest so that everyone will work towards a common goal. When there is collaboration, it reduces the distance of achieving the goal because there will be more people to contribute more ideas. To be an effective leader, I also believe that one have to be future oriented. We have to think far and be able to make decisions for the team. There is also a need to look at the possible challenges that we might face and think of solutions to overcome those challenges.
2	<ul style="list-style-type: none"> -Good time management -Able to look and see things from the bigger picture -Knows how to connect with his co-workers - Openness and willingness to listen to others
3	To me, in order to be an effective leader, I feel that firstly, the leader must know the task well and also their roles well. Focus on what has to be done first, and by saying so, they must know what to prioritize. Apart from that, the leaders must also take the initiative and lead the group to be effective in their role. And also to keep away the mind-set on how people are going to see them as (being judged) because that often stops us from doing what we really want to do, and thus lower down the efficiency level.
4	To perform effectively, one must acquire the traits of being a leader and is able and willing to open up to new ideas at the same time keeping in mind of what is the correct decisions to make. Understand their roles at all times, keeping in mind of their position that they are holding as they are to take responsibilities for their actions.
5	What I think is needed for an effective leader is for one to have the courage to make efficient and correct decisions as it would not be too good if a leader keeps asking others what to do as he/she being a leader, he/she should be able to make decisions him/herself.

6	For a leader to perform effectively, they must have full of patience and separated work and self equally. Knowing that they are there to strive for the aim, representing a group of people and leading them is very important. They also must have good self-discipline to lead the team as one.
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The analysis of the research participants' contributions to this prompt allows a useful conclusion to be drawn. It suggests that effective leadership would require a leader to collaborate positively with others to achieve goals which every person, leader and followers, shares and accepts as their own. This analysis accords with the findings of DeRue et al. (2011) who observed that prior research has suggested that leader traits related to task competence and interpersonal attributes are important predictors of leadership effectiveness.

An effective leader would then need to be able to achieve goal attainment through a future orientation. This means having a clear vision of what is required to accomplish the goals set for both leader and follower. Effective decision making is a key aspect of effective leadership as a means of assessing and solving challenges when they arise. We can further deduct from the participants' perspective that effective leadership would require various capabilities and dispositions, such as good time management approaches and the ability to look from a 'macro' perspective.

DeRue et al. (2011) note that leadership effectiveness can relate to task performance from an individual or group performance perspective; affective and relational criteria such as satisfaction with the leader or overall judgments of effectiveness encompassing both task and relational elements including the overall effectiveness of the leader. Leadership effectiveness is conceptualized at the individual, dyadic, group, or organizational level.

Understanding the larger picture of what contributes towards leadership effectiveness is only part of the systematic approach towards effective leadership. This is suggested by research participants' observations that an effective bond between leader and follower is essential in accomplishing goals and in effectively communicating desired visions and decisions to be made. This must be balanced with the leader's willingness to listen to the input and thoughts of others, while considering these perspectives in the decision making process.

A mention was also made by the research participants that an effective leader needs to be courageous in taking the initiative or lead by standing firm on decisions made.

Clearly communicating the leader's decision making role with followers is also an important consideration. This will necessitate patience in fostering close cooperation with followers, and encouraging change-oriented behaviours to attain the required goals.

This position relates well to the how leadership effectiveness reflects a leader's ability to facilitate task performance and in managing relationship or interpersonal concerns within the group. Task-oriented, relational-oriented, and change-oriented leader behaviours are important criteria determining overall leader effectiveness (DeRue et al., 2011; Hannah et al., 2008; Rowold & Heinitz, 2007; Dinh & Lord, 2012).

Research participant #3 noted that role clarity and knowledge of one's role is an important component of effective leadership. Effective leadership, from the participant's perspective, incorporates the need to focus on the tasks and goals on hand and the ability to exercise good judgment in prioritizing the actions needed.

This entails the need for a leader to exhibit authentic leadership through positive behaviours in encouraging the tackling of challenges as a group. This would be facilitated through cultivating close working relationships with followers to keep them focused on fulfilling their respective functions. Leadership behaviours of an authentic form can have a positive effect on followers who may need direction in fulfilling their tasks through transformative concerns for followers (Maslin-Wicks, 2007). In addition, such authentic behaviour encourages attributions of moral worth, culturally defined worthiness, or other facets that make leaders attractive role models. As Hannah, Walumbwa, and Fry (2011) point out, this aids in motivating followers to emulate or model the leader's exemplary conduct.

Role clarity within the leader and follower relationship is important for effective leadership as this helps to attain established goals and vision. Leader role consistency is essential to keep communications clear and on track so followers can be engaged with a common understanding of the decisions made. This also enables leaders to be fair and open to the inputs of the followers. As DeRue and Ashford (2011) highlight, all effective leader-follower relationships flow from authentic leadership.

The research participants also provided insight into the importance of leaders acquiring effective dispositions, behaviours or traits of leadership (Dottin, 2009). Two traits can affect leadership effectiveness. The first involves actual behaviours that result as a function of the leader's disposition. Prior review of the literature on leadership suggests that leader traits or behaviours can be independent of leader effectiveness (e.g., DeRue et al., 2011). The second mechanism, through which leader traits might impact effectiveness,

is not an actual behaviour but rather how followers perceive and identify with the leader's dispositions or traits (Dottin, 2009).

Specifically, certain traits may have symbolic meaning and can be the basis upon which followers make judgments about a particular leader that are independent of any actual behaviour. While personality traits may be an initial foundation in assessing the effectiveness of a leader, these need to be considered from a follower's perspective as well to determine what effective leadership is. After all, dispositional approaches to leadership have considered that individual characteristics or traits produce leadership behaviour and subsequent leadership outcomes such as perception and effectiveness (Dinh & Lord, 2012). Although possessing certain traits may predispose leaders to certain behaviours, their behaviours themselves are the more important predictors of leadership effectiveness (Nielsen & Cleal, 2011; Li et al., 2012; Dinh & Lord, 2012; DeRue et al., 2011; Dottin, 2009).

4.2.5 Analysing Reflection Journal Prompt 5

The fifth reflection journal question poses the following question: "*What were some positive examples of leadership you experienced*"? The responses from these case participants have been collated in table 9.

This question seeks to establish criteria of positive leadership from either a leader or follower perspective. Examples provided by each research participant provide insight into the identified leadership dispositions.

This exercise can help to facilitate 'reflectivity' and support the action research process of thinking through the relevant leadership experiences. Strand (2011) describes 'reflexivity' as an individual ability to make sense of uncertain, unique, or conflicted situations related to assigned responsibilities or roles. 'Reflexivity', with consideration of the reflective element of connective thinking, has been cited as an important ability for a leader to have in promoting sustainable support of followers for the leadership effort.

An adapted action research approach is engaged to ascertain what parts of each experience are deemed as important to the individual research participant. This is actualized through the interpretation and description of how positive experiences of leadership relate to each participant.

Table 9

Compilation of Responses for Reflection Journal Prompt #5

Participant No.:	Prompt 5:
	What were some positive examples of leadership you experienced?
1	<ol style="list-style-type: none"> 1. Taking initiatives and being proactive. E.g. Start the ball rolling in a team. 2. Being impartial and make the right decision. 3. Giving instructions and delicate tasks to team members. 4. Helping out in thinking of solutions to get the team out of the difficult situation that they faced. 5. Came up with team bonding activities that will Be beneficial to the team.
2	<p>From my past experiences, some positive examples of leadership would be:</p> <ul style="list-style-type: none"> ▪ Looking out for your entire team. ▪ Listening to your fellow team mates for any idea/suggestions or improvements. ▪ Able to accept negative remarks and turning it into an area for improvement.
3	<p>Since primary school, I was given various leadership opportunities all the way till Polytechnic. Fortunately, I suppose all of them were positive and they weren't any bad leadership experience I had. Maybe minor ones which will be taking responsibility when something happened.</p> <p>Some positive examples will be that my teacher or in-charge will actually be proud of me and that my friends grow to look up to me. In the sense that, I will feel the sense of accomplishment and feel that I have done something good for them to look up to me as their role model.</p>
4	<p>During events, there are bound to be hiccups around and sometimes it is inevitable. Therefore, there was once I was in charge of the event and we must also keep in mind to keep our cool and try to mitigate situations. Therefore, I stayed calm, solved the situations and carried on with what I am supposed to do.</p>

5	<p>Some positive examples of leadership I experienced is this guy who was in charge of our committee in a farewell party and he was able to cope between his studies and this event. In addition, he has the consistency to persistency to keep up with his good work as a leader and always being persistent in reminding us what we have to do in a polite way.</p> <p>In addition, he also has the courage to speak up whenever it is needed and dares to stand out and support whatever he says no matter how absurd it may be.</p>
6	<ul style="list-style-type: none"> ▪ Gaining self-confidence within self. ▪ Have a sense of responsibility. ▪ Being a pillar to the members. ▪ Be supportive.

A point of interest that can be construed from the positive examples of leadership provided has to do with the leader being responsible for followers and proactively engaging them in decision making. Leaders, from the research participants' perspective, must have certain level of integrity and demonstrate this by keeping firm while making decisions and balancing this process with strong team management and dynamics. This point relates to a servant leader paradigm when a leader demonstrates moral courage and integrity to meet the highest priority needs of those being led. Leaders displaying the highest level of moral development will inspire followers to emulate their actions (Reed et al., 2011).

Positive leadership allows for the acceptance of negative feedback and a share in the decision making process. The disposition of integrity also relates to being accountable and responsible for the leadership actions undertaken. This is in concurrence with sharing a sense of accomplishment among the followers as recognition of their efforts and progress. From a leader's perspective, moral integrity and behaviour can inspire trust and promote transparency and honesty among followers (Zhu et al., 2013; Moss et al., 2009). To achieve this, Reed et al. (2011) suggest that the refusal to use manipulation or deceit to achieve personal goals, freely admitting mistakes, and valuing integrity over profit or material gain, would be important values to instil.

4.3 Second Level Analytical Process

The second or next level of analysis draws from the contributions of six research participants that reflect their prior understanding of leadership in general contexts. This also elicits inferences and analysis related to the identified leadership dispositions and experiences from both the first and second stages of the adapted action research cycle. The second level analytical process is comprised of (i) an examination of the various answers made to five interview questions, enquiring as to each research participant's perspectives and viewpoints; and (ii) examining the individual reviewed leadership dispositions that were drawn from the first level analysis.

4.3.1 Second Level Analysis – Interview Questions

Qualitative data in the form of interview questions were posed to these research participants, and were analysed individually during the third stage of the adapted action research cycle, otherwise referred to as the interview sessions.

This second level of data analysis used data questions 1 and 2 in interview sessions during the third adapted action research cycle. The next step undertaken in the second level analytical process was to utilize the answers to the first two interview questions. Then the researcher will examine the highest two and lowest two ranked reviewed leadership dispositions to provide a qualitative analysis of what the data may signify. A summary analysis of the other interview questions and possible inferences that can be made will be examined in the later sub-sections of this chapter.

This analysis seeks to elicit from each research participant what their respective top and bottom ranked reviewed leadership dispositions are. This also allows the researcher to gain insight into the rationale and perspectives the participants considered in their ranking process. Ultimately, the goal is to build up a larger, more comprehensive picture of what a youth in a leadership role would perceive and deem as important for leadership dispositions.

4.3.2 Inferring and Analysing the Contributions of Research Participants

This sub-section includes key inferences and analysis established from examining individual contributions by each research participant. These analytical sets provide a reflective assessment of the respective roles of a leader and a follower and how the connection functions. This context considers the perspective of Burns (1978), who discussed the symbolic relationship between a leader and followers. This considers the perspective that leaders who teach and are taught by their followers can acquire various benefits. Such benefits can be apparent in every experience, on-the-job-training, or in dealing with other leaders and followers. The flow of influence can be multiple, although it requires what Y.C. Huang and Liao (2011) highlight as a two-way relational flow to be effective.

Relational interactivity between a leader and a follower can be grounded in the organizational culture via, as Y.C. Huang and Liao (2011) discuss, an open and positive environment that allows reflection on past experiences, and translation of them into simplified interpretations that help to explain the complex environment or organization for both the leader and follower. The culture of the organization represents significant thinking prior to action and is implicit in the decision-making behaviour of leaders and implementers. Through this relational engagement, leadership processes become embedded in the culture of the organization both shaping it and being shaped by the culture as a result of dispositions and feedback provided (Dottin, 2009).

This explains clearly the role organizational culture can play in influencing the decision making and thinking processes for both a leader and a follower. This may have an impact on the rationalization of the leadership process for these stakeholders. Examining the relational interactivity between a leader and follower gains credence when we consider the thoughts shared by Avey, Palanski and Walumbwa (2011) that suggest fundamentally, understanding work or task related behaviour should consider that different individuals react differently to similar circumstances.

To understand and predict behaviour in organizational settings, a leader needs to consider both person and situational factors in their interaction. This suggests that understanding the relationship between a leader and a follower would require an evaluation of the leader, follower, and the leadership situation that influences the depth of their interaction with one another.

In reference to the relational interactivity that was observed in this research, examining the relationship between a leader and a follower could also be grounded through what Hayibor et al. (2011) describe as the ‘similarity-attraction theory’. This theory postulates that with higher levels of similarity between a leader and a follower, a cultivation of positive interpersonal affect occurs. This leads to increased attraction and harmony between individual leaders and followers due to a greater sense of value within the leader-follower relationship. Individuals engaged in a relational interactivity that, as a result, expresses higher levels of psycho-social liking for similar parties and wish to interact and reciprocate similar values between one another on a more frequent basis (Gould, Flett, & Lauer, 2012; Liden et al., 2008). This contributes to a form of reciprocal learning that utilizes the social interaction between the leader and follower to build value and commitment in the relationship and to consider each other’s role as important and complementary (Kok, 2010; Walumbwa et al. 2011; Liden et al., 2008).

4.3.2.1 Analysing the Second Level Contributions from Research Participant #1

4.3.2.1.1 Overview of Analysis

Research participant #1 is a youth volunteer leader who was actively engaged in a personal enterprise with her compatriots in building an online business entity during the intermittent stage or second stage of the adapted action research cycle.

Research participant #1 relates her leadership experiences during the intermittent stage in leading or observing various leadership dispositions among her fellow partners in the online business venture. From this series of leadership activities, the participant observed a need to ensure that clear communication is actively promoted. This was intended to ensure each member of the business entity adheres to the collective objectives and that goals are achieved collectively.

The participant also observed that a leadership effort is required to keep everyone aligned with achieving the same objectives together. This leadership effort needs to be balanced with additional efforts to ensure each member, peer, or follower is treated fairly. Moreover, it should allow a sense of fair treatment by the leader or case participant. This follows closely with the observations of Avey et al. (2011) that a correlation exists

between leadership of an ethical nature with leader consideration, interactional fairness, leader honesty, and idealized influence.

The research participant further mentions that an important consideration in generating functional and positive leadership dispositions is the need to appropriately delegate tasks and roles for each individual member of the group. The participant places importance as well on the need to mediate or balance differing perspectives and conflicts within the group. This matches well with one of the key requirements identified by Seidman and McCauley (2011) for a transformational leader which is to be able to manage a team to achieve a balance between a drive for goal attainment and support for achieving these goals.

Research participant #1 does consider the relational interactivity of the leadership effort to be an important component in a functional leader-follower team. This includes the management of peers or followers in a group and team setting, and has a necessary importance placed on developing and leveraging on these forms of relational interactions.

Such considerations can allow the leveraging of relationships to manage human and team dynamics. This can then possibly help ensure that an open line of communication is established to facilitate a clear alignment and consensual achievement of collective goals. These positions reflect Wang and Huang's (2009) position that an accurate recognition of the emotions of others is critical to a leader's capability to inspire and build relationships through affinity, empathy and incorporation into the leadership efforts. This recognition contributes to a sense of fairness perceived by each team member or follower, which may translate into more effective management of efforts and individual identities to achieve goals.

4.3.2.1.2 Inference and Analysis of the Highest Ranked Reviewed Leadership Disposition for Research Participant #1

Two questions were posed during the interview session to research participant #1. The participant was presented with the list of ten reviewed leadership dispositions and the need to rank them based on their perceived levels of importance. Research participant #1 provided a perspective on these reviewed leadership dispositions.

The research participant placed the highest level of importance, ranked as number one, on the need for leaders to be honest in their decision making and engagement with others. From the participant's inference from and reflection on this reviewed disposition, the participant values trust as a critical consideration when engaging peers and others. The

participant stated that dishonesty would betray trust and compromise the sense of belief of followers in the leader. This reflects a shared perspective from Boehm, Enoshm, and Michal (2010) that a considerate leader pays a great deal of attention to the needs of individuals, trusts and respects them, involves them in decision making and creates a pleasant or engaging atmosphere for followers.

This research participant's reflections indicate that there must be a strong inter-relationship existing between the leader's actions and dispositions and how they are perceived by a follower. This would contribute to the self-belief of followers to remain engaged and committed to the decisions made. A leader's perceived honesty by another person allows the acceptance of decisions the leader makes and is facilitated by a level of trust. Such trust is built on the emphasis that the decision has been made fairly and individually considered for everyone in the team and is built on a mutual obligation to one another (Sun, 2013; Sun & Anderson, 2012; Zhu et al., 2013).

When probed with a question on the rationale for ranking the disposition related to trust as the top in importance, the research participant responded that trust is important among a team and it is only fair to be honest with individual members. As Walumbwa et al. (2011) point out; effective leaders are those who can instil such trust among followers as perceived principled decision makers who care about them. Followers have the right to know the reasons why a decision has been made as it supports the identification by followers to the leader and the leadership cause.

The participant regards the leader-follower relationship as a critical success component of effective leadership from this research participant's perspective. It encourages a reciprocal and high quality dyadic relationship in which there is an in-group involvement of both parties to understand and execute decisions (Huang et al., 2008). These decisions are made with the belief that they are established with honest intentions, and that enhances the credibility of a leader in motivating followers to perform and accept decisions reached (Fry, 2003). This provides the foundations of the relational interactivity relationship that seem to be a necessary consideration in fostering effective youth leadership among youths through trust and commitment on the belief that the leaders care about them (Walumbwa et al., 2011).

When ranking the next most perceived leadership disposition of importance, the participant identified the reviewed leadership dispositions of 'conveying a sense of trust' among others in a group. This ranking supports the importance placed on trust, and it can be inferred further a relational importance on the need for trust to be established between a

leader and a follower. Having a sense of trust allows a leader to make decisions and to facilitate the implementation of these decisions effectively as followers commit themselves to the decision and leader (Fry, 2003).

On analysis, trust and honesty work both ways in terms of the sense of trust conveyed and perceived by a follower that the decisions made are well thought out and balanced. This allows followers a sense of freedom to carry out the decisions without too overtly concerning themselves with the consequences of and rationale for the decisions. Trust enables confidence to be instilled between the leader and follower through a measure of respect, which allows strong relational engagement to achieve team goals as the relationship between them matures (Clarke, 2011). As described by research participant #1, the placement of trust in others helps in implementing effective work performance through followers feeling confident in their ability to complete tasks, which reflects effective leadership (Hannah et al., 2008).

4.3.2.1.3 Inference and Analysis of the Lowest Ranked Reviewed Leadership Disposition for Research Participant #1

Research participant #1 placed the reviewed leadership disposition of being an ‘active listener’ as the least important among the list of ten leadership dispositions. Although on the lowest level of importance placed by the participant, the participant does describe this leadership disposition from a leader-follower perspective. This means that a leader should always be ready to carry out the action of listening to others, and to fulfil the role of a good listener. This could perhaps be engaged through the establishment of a mutually acceptable format for two-way communication between the leader and the follower.

When prompted as to why listening was given the lowest ranking, the research participant reflected that this attribute as compared to the next lowest ranked disposition, was based on the perception that people have different expectations of each other. It was observed by the participant that it is more important to manage these expectations than simply utilizing active listening. To the participant, the priority lies in not only being present and accessible to followers, but that a leader should be able to take action in helping and resolving any possible conflicts that arise. Such conflicts may be induced from the mismatch of expectations between the leader and follower and active listening alone

would not solve this problem as followers would consequently withhold trust for the leader (Zhu et al., 2013).

The second lowest ranked disposition ranked by the participant was the disposition of ‘managing the expectations of others’. According to the participant, this disposition in her opinion reflects the view that it is important that leaders manage the expectations of others using different methods. Examples of this effort may include those of actions to solicit feedback and information through a collective sharing and evaluation of their understanding of each team member’s performance. This can help reduce the likelihood of conflicts. It is also important to manage individuality among followers to achieve collective goals. Collaboration in this regard would necessitate what Wasonga and Murphy (2007) identify as a leader’s understanding of the diversity of what followers can offer through their unique knowledge, gifts, talents, and/or skills.

When compared with the lowest ranked disposition of being an active listener, it can be inferred that these two dispositions are ranked lowest in priority among the ten reviewed leadership dispositions, as they lack a proactive effort for reciprocal communication with people to seek consensual alignment towards achieving established goals.

4.3.2.2 Analysing the Second Level Contributions from Research Participant #2

4.3.2.2.1 Overview of Analysis

Research participant #2 is a youth leader for the School of Hospitality in the organization being studied. The youth leader is actively engaged in various activities and clubs including a Student Ambassador’s role with the school and was one of a number of research participants who volunteered individual services with a freshmen orientation programme for the polytechnic during the second stage of the adapted action research cycle.

The research participant identified the need for ‘communications with peers and others in the leadership role’ as an important leadership disposition based on her experiences and knowledge gained during the intermittent stage. This identified leadership disposition relates to the earlier position undertaken by research participant #1, who

mentioned the need for clear communications as one form of leadership disposition observed from the intermittent stage.

From this contribution, it can be inferred that research participant #2 regards communication among peers as a critical disposition. However, in comparison to research participant #1, this youth leader seems to value this disposition in terms of working with others in a group oriented setting and in accomplishing key goals collectively.

Communication is an important disposition in facilitating effective decision making between leaders and followers as it contributes to proper leadership (Walumbwa et al., 2011). The intended message must be clearly constructed and expressed with the intended purpose and context for interpreting the information received (Maslin-Wicks, 2007). This form of collaboration would in turn help to establish professional groups. Such groups would enable leaders and followers to value each other with mutual respect and communicate openly. This allows a collaborative effort in considering and discussing issues or problems and sharing decision making while generating joint ownership of the collaborative effort in programs or goal attainment (Wasonga & Murphy, 2007).

From the research participant's position, communication can be interpreted as an important disposition in working with others to achieve organizational or group goals. It may allow each member of the group to understand their roles and identities well enough to instil confidence. Empowerment in fulfilling individual responsibilities with minimal supervision may be encouraged as well. Citing an observation from Zhang and Bartol (2010), such empowerment would in turn develop the role identity of a leader or a follower to the extent to which an individual would view him or herself as a person who proactively seeks to be empowered in a particular role.

4.3.2.2.2 Inference and Analysis of the Highest Ranked Reviewed Leadership Disposition for Research Participant #2

In analysing the research participant's ranking of reviewed leadership dispositions, 'showing empathy to others' was deemed of the highest of importance as compared to the other types of reviewed leadership dispositions. According to Mittal and Dorfman (2012), empathy is about a leader placing oneself in the position of others and understanding them. This research participant views the need to show empathy to others as a leader taking a personal position and making a commitment to develop an understanding of others as crucial. This perception is built on the perspectives of different followers in the group and

in paying careful attention to the contributions each follower in the group is making so as to support individual follower's development growth through experiential learning (Sun, 2013).

Empathy is an important consideration as it is one of a number of key elements to be considered in developing emotional intelligence. This was discussed by Wang and Huang (2009) who suggest that emotional intelligence involves the abilities that can be categorized as self-awareness, emotional management, personal motivation, empathy, and relationship management. An effective leader should possess all these attributes in managing relationships with others. Youth leaders need to be able to connect relationally with followers, perhaps through strong emotional intelligence. They would need to build upon this form of connectivity with strong interpersonal relationships to communicate intended messages and decisions through a two-way pathway of receiving and delivering messages (Walumbwa et al., 2011).

Such channels may need to be developed to convey mutual understanding of the rationale for projects undertaken by the group. This is possible through a positive perception of the leader's decision making process by followers, when the decision made is seen as collaborative in considering the rationale and perspectives of followers. These positive perceptions can subsequently generate value through an established grounding of trust and confidence, as strengthened through actions of cooperation (Ruiz et al., 2010).

From the research participant's perspective, this reviewed leadership disposition is described as not only paying attention and listening to what others are communicating. It also incorporates the need to ask thoughtful questions. This form of two-way communication can be inferred to necessitate youth leaders to take action. Such actions should be undertaken to manage followers in providing important information related to the team and the decisions. This should take advantage of a two-way form of communication in utilizing questions to co-construct meaning and rationale collectively in the decision making process.

This draws a connection with the highest placed reviewed disposition of 'Empathy with others', as the role of communication allows the dual sharing of information and understanding to take place. This can then foster an encouragement of trust and confidence between the leader and the follower. As suggested by Hayibor et al. (2011), leaders will need to be cognizant of the values of their followers and actualize these values in the communication and the development of the leader to follower exchange and relationship. This may support the leadership related action to resolve conflicts among team members

early on in the decision making process, such as through having a stronger sense of affinity with the group or leader. Such beneficial interactions can be generated when followers gain a sense of self-actualized satisfaction and meaning when their work environment has a perceived positive objectivity to relate to (Vinod & Sudhakar, 2011).

4.3.2.2.3 Inference and Analysis of the Lowest Ranked Reviewed Leadership Disposition for Research Participant #2

On the other end of the ranked list of reviewed leadership dispositions, research participant #2 indicated the reviewed disposition of ‘managing the expectations of others’ as the least important among the ten reviewed leadership dispositions. Research participant #2 describes this lowest ranked reviewed disposition as an effort to listen to each person’s viewpoint in collaborating towards a common solution. On the surface, this may bear similarity to the description provided to the top ranked disposition of showing empathy to others.

However, a key difference that may be inferred from these two displaced dispositions of importance is that the latter can refer to a more engaged form of two-way communication between a leader and a follower. This can be in contrast to the disposition of ‘actively listening to others’ in that it could include a lack of follow-up in actualizing the use of follower inputs and sharing to incorporate into the leadership decision.

As mentioned earlier, a proactive form of two-way communication can foster trust and confidence in the decision making process through consensual engagement by members in a group. This may induce a positive perception of decisions made by both leaders and followers. Such an approach may require the development of some form of authentic leadership that can encourage followers to self-determine individual commitment to achieve deeper levels of performance and adherence to the collective goals of the group (Avolio & Gardner, 2005; Hannah et al., 2011).

As expressed by the research participant, any decision made is dependent on the leader’s holistic perspective that need not necessarily involve the consensus of each team member. This may consequently place a limitation on the receptivity to decisions made, and the depth of confidence and trust in facilitating the execution of these decisions by followers. Such reduced receptivity may induce other possible impacts on the leader to follower exchange relationship. This can be exemplified through an observation by Ruiz, Ruiz and Martínez (2011) that attitudinal and behavioural results may follow, that induce a

lower perceived sense of role satisfaction, affective organizational commitment, citizenship behaviour in the community and stronger intentions to lead by a follower.

Following this lowest ranked reviewed leadership disposition, research participant #2 placed the next lowest reviewed disposition as ‘exhibiting a sense of courage in making decisions and accomplishing tasks’. According to the participant, this means that a youth leader should have confidence in the follow-through after the actual leadership decision is made.

Exhibiting courage in making decisions allows a leader to build up perceived confidence among followers as to the rationale and considerations placed into a decision through awareness of the leader’s own reasoning process (Qing et al., 2010). This lesser placement of the disposition may infer that the need to exhibit such courage is perceived to be less of a necessity, as compared to the need for a youth leader to encourage a perception of empathy.

Arguably, this may entail a more visible emphasis for a youth leader to instil confidence in the decision making process itself, rather than the sense of courage a youth leader exhibits after a decision is made. Hence this lower placement could reflect a focus on the decision making process itself, and possibly the reciprocal role of communication between both a leader and follower, rather than in a singular communication perspective.

In comparing both sets of higher and lower placed dispositions, the analysis highlights communication as an important element. Proactive communication forms part of the relational interactivity to establish trust and confidence, that engages both the leader and follower throughout the decision making process. This may facilitate more harmonious, morally acceptable and self-transcendent considerations of the dynamics between a leader and a follower, while building on the authenticity of the leadership effort from a follower’s perspective (Sun & Anderson, 2013).

This perspective may be reinforced by the following rationale from the research participant. In ranking the disposition of ‘showing empathy to others’ as a first priority of importance, the participant wrote that showing empathy to listen to others would be most important as a good leader would need to understand and empathize with the role of a good follower first. The ability to listen to others and understand things from the followers’ point of view is of importance in facilitating this understanding. This perspective could assist in de-limiting the impact of an overtly focused impression of a management attempt to convince others of the authenticity of the leadership effort. The desired outcome is the

contribution towards more transparent relationships with followers and other organizational stakeholders (Reed et al., 2011).

4.3.2.3 Analysing the Second Level Contributions from Research Participant #3

4.3.2.3.1 Overview of Analysis

Research participant #3 identifies a number of leadership dispositions from the experiences gained during the intermittent stage of the adapted action research cycle. These comprise:

- i. Taking the initiative to make decisions.
- ii. Bearing responsibility for actions and decisions taken.
- iii. Leading the group or team.
- iv. Keeping the group or team organized on the tasks on hand.

The identified disposition of ‘taking the initiative’ can be inferred to signify negotiating and implementing tasks and functions related to the team setting. Taking the initiative could entail a proactive effort to make decisions without delaying the effort to achieve team goals. This may present a good practice of leadership among youths as it could help to put emphasis on decisiveness, as well as situational awareness when decisions need to be made, and also contribute to the depth of trust between a leader and follower (Zhu et al., 2013).

Bearing responsibility for these leadership actions also reflects a positive practice of leadership, as it can instil a sense of confidence and trust by followers in the leader as a person and the decision making process itself. Bearing personal responsibility for the decisions made also contributes to the integrity of the decision making process, and the decisiveness of the decisions (Sun, 2013; Zhu et al., 2013).

Leading a group of followers and keeping them organized is seen as an important leadership action or behaviour. These are visible efforts in terms of performing the leadership role in guiding and directing the effort of followers towards goal accomplishments. These are managed while keeping tasks, functions and duties clear as well as formulating a concerted purpose in synchronization with followers. These contribute to effective leadership among youths as decisions and instructions are made clear within defined roles and identification with the group identity (Clarke, 2011). Clarity on how team goals can be achieved and the rationale for such decisions and actions to be undertaken can also be obtained as a result.

4.3.2.3.2 Inference and Analysis of the Highest Ranked Reviewed Leadership Disposition for Research Participant #3

A visible effort to lead and undertake leadership dispositions as perceived by followers is strongly linked to the highest ranked reviewed leadership disposition by this research participant. The highest ranked reviewed leadership disposition was indicated by the research participant as the disposition for ‘conveying a sense of trust’ to people in a group.

It can be inferred that this disposition contributes towards a key strength behind the need to exhibit firm convictions in making a decision. Showing empathy to others, such as through transformational leadership, can foster a sense of trust and confidence between a leader and a follower. Such leaders would be able to meet the emotional needs and development of a follower through the exhibition of sincere empathy (Wang & Huang, 2009).

An important quality related to the need for trust and confidence by followers lies in the relational interactivity between the leader and followers. This can be inferred from the reflections by the research participant that a good leader would need others to place unwavering trust onto the leader. This would facilitate an engaging process whereby followers would fully do what is being asked of them and that work and tasks can be better collaborated on together as part of the leadership exchange (Epitropaki & Martin, 2013).

It may be inferred that a need exists for followers to trust leaders to the extent that they will carry out tasks and functions in harmony with the vision of the leader. It complements the goal of a participative and less resistive approach to task fulfilment and team work. This may be evident from how transformational leaders show empathy to

followers and are able to better understand how their followers feel or gain enhanced commitment to the group.

From the perspective of this research participant, such leaders can achieve receptivity from followers through participative forms of leadership. This requires an establishment of trust among subordinates in order to achieve high standard performance (Ridwan et al., 2011). It is inferred, as well, that the engagement of followers to achieve goals and tasks in accordance with the leadership direction requires the need for reciprocal engagement. Such engagement among the leader and follower will be presented in the decision making process as well as the collaborative efforts towards the shared vision.

With the insights shared by Waterman (2011), collaborative efforts towards vision fulfilment can be realistic and achievable, but acceptability is another consideration when commitment and performance by followers is required. Constant feedback and gauging responses to the vision is a required effort by the leader with key parties. A vision would need to be able to inspire or enable followers to interpret and adopt the values and behaviours expected in the conveyed vision. Hence, the decision making process and vision setting benefit from a sense of trust and confidence (Moss et al., 2009).

Two-way communication channels can enable clarity in leadership decisions and the rationale in making them. This can be construed as a form of supportive leadership, which can encourage reciprocal interaction among followers in the decision-making process. Through two-way communication, less resistance to and mistrust about a decision can be fulfilled with clearer understanding and acceptance of the leader's intentions, as perceived by followers (Ridwan et al., 2011).

The second highest ranked disposition by research participant #3 refers to a leader 'showing empathy to', and in 'listening to others'. According to the research participant, such a disposition is important in showing to followers that leaders do care and value followers' opinions and views. This is important as some followers may be sensitive about certain issues and a negative perception of bias may form should followers feel their views are being ignored. As inferred from this research participant, trust and confidence in the relational interactivity between a leader and follower can be made evident. This may emerge when followers perceive that through participative forms of leadership, their opinions and views are being considered and valued by the leader.

The process of arriving at a decision by the leader may induce certain negativity or resistance. This may be a result of differing opinions or values. Thus it becomes even more critical for a leader to utilize two-way communication. This would support the reduction of

such resistance through a more participative platform for sharing, considering and clarifying individual perspectives consistently throughout the decision making process. Such actions reflect what Ridwan et al. (2011) refers to as a participative leadership behaviour or style directed at encouraging and consulting the subordinates in considering their opinions and suggestions in terms of a balanced decision.

4.3.2.3.3 Inference and Analysis of the Lowest Ranked Reviewed Leadership Disposition for Research Participant #3

‘Exhibit a sense of courage’ in making decisions and accomplishing tasks is ranked the lowest. This lowest placed reviewed disposition is described by this research participant as being needed in the role of a leader because it is important for a person to exhibit a positive sense and that they have the power and courage to make decisions.

An analysis can be made that this leadership disposition is of a lesser importance in terms of the leader to follower perspective. A leader must be positively perceived by followers to be able to make decisions. With enough confidence and trust, regardless of the outcomes and consequences, the leader and followers will be able to achieve goals collectively through collaborative consultation, exerted influence and instilled confidence for a decision (Hannah et al., 2008). It can be inferred from this research participant’s position that in ranking the exhibition of courage in decision making and accomplishing tasks lower, it is comparatively seen to be not as important as other dispositions. As Hannah et al. (2008) highlight, leaders can still make decisions without courage but do need confidence to deliver effective leadership through established knowledge, skills, and abilities in leading others.

In drawing reference to Wasonga and Murphy (2007), the action of exhibiting courage is seen by followers as complementary to but not necessarily essential in the decision making process. It is of a lesser priority for the leader to exhibit courage visibly in making decisions than the actual effort to proactively engage followers in the decision making process so as to encourage transformative forms of leadership that can induce others to be leaders in their own right and make decisions decisively.

This could support the effort to manage conflicts within the team by the leader, that can stem from misconception of the decision making process by individual followers. This is enabled through clarity and confidence that a decision made is built on the foundations of a balanced rationale and consideration of team perspectives. This is made even more

necessary where leaders possess the self-belief that through hard work, positive and consistent performance, developmental growth will be attained. This could be a fallacy; leaders often need to ground themselves with inputs from followers to gain a realistic understanding of the environment in which they make decisions. This can be sought through soliciting third opinions from followers or other stakeholders (Ridwan et al., 2011).

On further analysis, this second lowest ranked disposition by this research participant identifies that a leader will need to carry out duties and responsibilities professionally. According to this research participant, this becomes important when leaders are required to function as role models to peers and others. Poor performance or the inability to actualize such leadership roles effectively can contribute towards having a lesser motivation to empower and lead followers to carry out responsibilities and remain committed to the shared vision and goals (Hannah et al., 2008).

A youth leader needs to be visibly demonstrates an individual effort to function as a reference for professional behaviours by followers. Schyns et al. (2011) highlight a similar point in which social awareness of the respective roles held by both a leader and a follower relate to relational and collective levels of identity. This requires that leaders and followers need to understand how their images of leaders and leadership may shape their relationship and their collective identity. This disposition contributes to being able to carry out leadership-related duties and responsibilities while making decisions objectively and with clarity.

Although there is an element of inter-connectivity to the need for establishing trust with followers, this lesser ranked reviewed leadership disposition emphasizes the role of the leader. This focuses on the leader's position in making decisions and for followers to be inspired or emulate the leaders as an example for their actions. As Warrick (2011) points out, the positive influence inspiring leaders can provide is reflected among engaged followers who gain a sense of satisfaction when they feel involved and empowered to meet any challenges that may arise.

A failure to consider the perspectives and engagement of followers in the decision making process could lead to a situation where the respect between a leader and follower is lost due to a misalignment of values or objectives (Clarke, 2011). Such situations may drive leaders to become unwilling to treat followers as partners in the leadership effort, instead adopting a more authoritative state of engagement as blame for the failure for collaborative leadership is shifted to the follower (Martinko et al., 2007). Such an

environment could hinder sharing critical information among followers and limit the reciprocal effort in assuming ownership over the desired goals (Zhu et al., 2013). Consequently, as Wasonga and Murphy (2007) relate as well, a lack of engagement in the decision making process between the leader and followers may affect the quality of the decision reached and thus jeopardize implementation as well.

This becomes a concern if a leader makes a decision driven by personal judgments or with the help of others (Ridwan et al.). Careful consideration of the disposition to discharge duties and responsibilities professionally would thus be necessary to allow the individual follower to benefit from a consistent decision making process. This should be reinforced by a sense of trust and confidence in the leader's actions as followers can only be motivated by being inspired or encouraged in responding, adapting and regulating their own behaviour (Moss et al., 2009).

4.3.2.4 Analysing the Second Level Contributions from Research Participant #4

4.3.2.4.1 Overview of Analysis

Building on the prior experiences gained during the intermittent or second stage of the adapted action research cycle, research participant #4 reflected on the presence of a number of leadership dispositions observed as important for youth leadership. These comprise:

- Being seen as helpful by others
- Taking initiative in tasks and functions
- Being decisive in making decisions
- Actively participating in the required tasks and leadership role
- Listening to others
- Staying organized

- Keeping good relations
- Communication with others.

From this research participant's perspective, being seen as helpful by others would entail a need for a leader to be perceived as helpful and approachable so as to generate a depth of trust and confidence in the decision making process. Actively participating and taking initiative in performing tasks and functions can also be inferred as a need for a youth leader. This may be based on an individual sense of the situational environment to effectively exercise self-judgment in making decisions with a strong sense of conviction.

Functioning as a good listener is also a perceived requirement for a youth leader as this entails a need to pay attention to the inputs and perspectives of others when engaged in the leadership role. Staying organized can be inferred as keeping tasks and functions aligned with shared objectives in a systematic manner so as to ensure tasks and responsibilities are managed efficiently. In the midst of managing the various leadership roles and functions, the responsibility of a leader is to manage positive relations with others through good communication that encourages positive experiences through open feedback and sharing (Sun & Anderson, 2012; Manolis et al., 2013).

4.3.2.4.2 Inference and Analysis of the Highest Ranked Reviewed Leadership Disposition for Research Participant #4

When asked to rank the highest reviewed leadership disposition of importance, this research participant ranked the reviewed disposition of being an 'active listener to others', as the most important among the list of ten reviewed dispositions.

This research participant describes his perceived understanding of this reviewed leadership disposition as listening carefully to others regardless of whether inputs are positive or negative. Listening should be viewed by a leader as an opportunity to learn and improve. A leader must take into consideration the opinions of others as alternate sources of information that can provide enhancement or improvement of the leadership environment. Failure to do so may result in a hindrance of leadership efforts through a loss of respect (Clarke, 2011). Hence, the value of self-awareness is important for leaders as it

contributes to the authenticity perceived of the leadership effort that influences collaborative leader-follower relationships (Avolio & Gardner, 2005).

DeRue and Ashford (2011) note that a neglect of good listening may present limitations on the effectiveness of leadership or personal development, or even induce confusion and conflict with the leadership and within leader-follower relationships. Such views align with this research participant's perspective and reflections for placing this reviewed disposition as the highest priority. In essence, leaders are seen as being required to constantly improve personally and professionally as individual leaders are often seen as role models for followers (Walumbwa et al., 2011). This allows a leader to be grounded in humanistic qualities and remain realistic about the leadership challenges which can be obscured by ignorance and bias.

Youth leaders should undertake proactive action in seeking out knowledge and information from their social environment, including peers and followers, to adapt behaviours to the required context (Samnani & Singh, 2013). This undertaking will, at the very least, validate their own perspectives as part of the decision making process. The proactive engagement of followers in this aspect is supported through what DeRue et al., (2011) observe, that leaders who have concern and respect for individual followers exhibit qualities or styles that are friendly and approachable. Such leaders maintain an open approach towards the input of others, and treat all followers as equals in the decision making process.

The research participant placed a top ranking of importance to the disposition of 'listening to others' which may also mean that leaders should build on the foundations of team work. This is to foster a deep sense of affective trust and confidence in the followers that builds the emotional bond and faith with the leader, where followers take the initiative in collaborating on the group goals rather than just relying on the leader (Zhu et al., 2013). A sense of disharmony erupting within this leader-follower bond can induce a human tendency to stay suspicious of any espoused vision or leadership action. This may suggest that followers can negatively avoid involvement in and ownership of the leadership effort (Wasonga & Murphy, 2007). Leadership effectiveness is thus affected by such a lack of reciprocal belief and sensitivity by either the leader or follower in committing holistically to the leader-follower relationship and exchange (Epitropaki & Martin, 2013).

We can build further on these positions to observe that, the more open and intense the relational interactivity between a leader and follower, the more legitimacy can be positively perceived by followers through a validation of perspectives with shared

information and understanding. This can be achieved, as Reed et al. (2011) noted, where leaders enhance or increase the legitimacy of their leadership by treating followers fairly through care and concern for them. Credibility of leadership actions and decisions is enhanced by building on the perceived trustworthiness of the leader's values being espoused. Such leaders tend to be role models of open, honest, communication that establishes high standards of action.

This can be a result of a stronger perceived 'relational transparency', which refers to a leader's presentation of their true thoughts and emotions in an open and transparent manner versus being fake or manipulative (Hannah et al., 2011). This allows the leader to build up a foundation for followers to make a collaborative effort in understanding the position of the leader and taking a more engaged role in the decision making process through more trust gained in the leader.

Research participant #4 indicated a tied ranking for the second highest in priority importance, for two reviewed leadership dispositions: (i) A leader should be able to 'possess and exhibit patience to others'; and (ii) a leader should be 'honest in their decision making and engagement with others'. In analysing the former disposition, the research participant mentions the importance of having patience with others as each person has different perspectives, views that are borne of different characters.

This is grounded on the perspective that a leader is regarded as an adaptive person in dealing with the variety of different individuals with whom he or she engages. The leader also considers the impact of poor change management to induce effects of disharmony or disenchantment among followers. This is particularly important as leaders are functional role models in leading followers by raising aspirations and unity among diversity, to achieve a shared vision and objectives. When this is not effectively achieved as Warrick (2011) points out, followers become unfocused, unmotivated, at a loss for direction and generally undeveloped as future leaders.

With this research participant's perspective, patience is an important quality a leader has and should exhibit when managing followers of different backgrounds and personalities. Not all followers can be managed or engaged in the same way and each individual person requires a thorough understanding of their unique needs as well as flexibility when being led (Liden et al., 2008).

Often, it is the shared vision which binds each follower together in a collective whole. To actualize this, leaders must possess and embrace the vision fully before communicating or sharing with followers. To achieve this requires leadership development

that takes advantage of knowing the situation, having the interpersonal and intrapersonal skills to achieve ideas and tasks and strong communication skills to engage and inspire followers (Walumbwa et al., 2011). Essential qualities or dispositions such as patience, trust, and a realism of the leadership environment would also be of help (Helm, 2010).

In further examining this position, different views, opinions and interpretations of the shared vision or leadership action can be influenced by different personalities and characters. Gardiner (2011) similarly suggests this in the context a leader's success is often unpredictable in outcome as it is often beyond the control of the leader to dictate the success or accuracy of any leadership outcome. Potential conflicts may emerge in the course of making a decision and a leader should embrace this eventuality as a developmental challenge.

In this regard, a leader's decision making process should be flexible enough to adapt to changing perspectives and opinions, so as to leverage on diversity to build a holistic and balanced decision. One possible way to engage followers is to identify 'positive deviants' among followers (Seidman & McCauley, 2010). This suggests that positive deviants, or otherwise known as positive supporters of the leadership cause among followers, can better communicate the leadership vision and decisions to others. Their individual efforts can collectively enable a stronger culture of acceptance trust and confidence with followers to adapt to change while committing and contributing towards the leadership decision.

The other reviewed disposition that is co-ranked as second highest in importance, concerns the need for a leader to be 'honest in making decisions and engaging others'. Research participant #4 explains the rationale and understanding of this reviewed disposition in that when a leader is honest with the decision made, and assumes responsibility for mistakes made, leadership benefits may arise. For example, leadership credibility is established and encourages followers to reciprocate feedback to leaders and commit towards understanding the rationale for decisions made.

These positions can be inferred to relate to a youth leadership need for inspiring a sense of trust and confidence among followers through fostering an open and honest relationship. Honesty in this regard can be argued to be an important mechanism for the leader and follower relationship. As Waterman (2011) similarly observes, honesty reflects integrity and humility as important character elements in the interactivity between a leader and a follower to work towards the collaborative vision and goal attainment.

4.3.2.4.3 Inference and Analysis of the Lowest Ranked Reviewed Leadership Disposition for Research Participant #4

The lowest ranked reviewed leadership disposition by this research participant concerns the disposition of a leader being required to ‘manage the expectations of others’. As the research participant describes, leaders are treated as role models although every expectation need not always be fulfilled individually, nor are all expectations proper or realistic. While the concept of leadership is about influencing, guiding, and changing the approach, expectations and behaviour of people seeking to achieve shared objectives, such diverse views may not be universally accepted by others. This corresponds with an observation from Boehm et al. (2010) that the identities of leaders should be constructed from a collective whole by followers.

Such an identity construct is a continuous development until perceived as ineffective or inconsistent with individuals’ implicit theories of leadership. This supports the inference from DeRue and Ashford (2011) that a youth leader may experience various degrees of expectations among individual followers and it can be considered a norm for such expectations to emerge as a result of a need to function as an ethical role model to different followers.

Leaders are generally perceived as legitimate, credible, and attractive because of the authoritative positions they assume (Reed et al., 2011). However, a fine balance needs to be made when managing the expectations of followers as not all perspectives and expectations can be managed by the leader.

Care and attention is then necessary in this regard to manage the expectations of followers through a clear understanding and acceptance of the role expectations by followers. To achieve this, individual leaders will need to understand individual, social, and cultural constructions more than on the characteristics and behaviours of the leader as such. Understanding this notion requires self-awareness of individual leadership styles and approaches; the rationale of why such approaches are beneficial; and the unique diversity of leadership approaches for different leaders that have implications for followers and leaders (Schyns et al., 2011).

Further analysis of the second lowest ranked reviewed leadership disposition refers to the disposition for leaders to be able to ‘motivate others to accomplish tasks and goals’. This encourages followers to accomplish tasks faster while helping to improve the personal self through self-actualization.

A youth leader needs to utilize motivation as a mechanism to encourage and prompt followers to accomplish tasks while supporting each follower to gain self-improvements. For a youth leader, understanding what drives a leader or a follower to be motivated during leadership actions is crucial in taking up ownership in the engagement with one another (Hannah et al., 2008). Such familiarity with self-improvement approaches may be facilitated by a greater sense of self-awareness.

This may be achieved by leaders through actions that allow an understanding of individual behaviour and responses to specific actions. Social awareness of followers' implicit leadership theories can help leaders to understand how to effectively motivate followers. The integration of both forms of awareness may facilitate transformative changes that allow the generation of intrinsic motivation (Schyns et al., 2011). According to Zhang and Bartol (2010), intrinsic motivation is particularly important as it functions as a driver for an individual to be interested in a task and engage in it for the sake of the task itself.

This disposition of motivation is less complementary to the highest placed reviewed disposition of 'active listening', as a leader arguably utilizes a one directional approach in using motivation for task and goal fulfilment purposes. This may suggest a lesser engagement of followers in the decision making process, in particular when followers minimally engage in the process as a result.

With a task oriented perspective, the management of followers may induce fewer opportunities to actively listen and consider individual perspectives and opinions, as the focus will be on prompting and driving followers to achieve goals first. This is in contrast with being engaged in the holistic construct of a decision when a follower exerts effort to be less involved with a leadership action and less engaged in the collective sharing of the vision, the direction towards the decision making becomes one directional in information sharing (Zhang & Bartol, 2010). In that scenario, a leader simply gives orders without considering input from followers.

From a relational interactivity perspective, the limited engagement of followers by the leader through poor motivational behaviour could impact the depth of trust and confidence in the leader to follower relationship. To mitigate this, leaders cannot rely on predefined structures that spell out means or even precise ends. Instead, they must encourage follower motivation to solve these problems and fulfil objectives through self-motivation to identify solutions and means that enact such follower behaviours to arrive at solutions of their choosing and device (Hannah et al., 2008; Zhang & Bartol, 2010).

On the other hand, lack of motivation on the part of followers could be a result of a less direct engagement by a leader in specifying the direction and parameters or development for followers, rather than a collaborative and creative effort with a follower. To address this, as Zhang and Bartol (2010) similarly share, leaders can actively encourage engagement by articulating the need for creative role outcomes, spelling out the specific values and goals required, and drawing followers to engage in processes and platforms that can likely to lead to creative outcomes.

As interactions with followers are maintained, expectations by others on the leader and concurrently those of the leader on followers can occur. To engage followers proactively and fairly, the inducement of trust can ensure reciprocal communication is facilitated in managing such leadership expectations by establishing clearly the roles within the leader-follower relationship (Huang et al., 2008). This is dependent on the leader's ability and consistency to consider objectively all information before making leadership decisions. Leaders would then need to promote the perception that followers' opinions and collaborative efforts must be of value, sanctioned, and supported by the leader. Collaboration without conviction, as Wasonga and Murphy (2007) mention, is without actualization of the recognition espoused about the followers' efforts and will be counterproductive.

Perceptions of fairness, proactive concern for followers and their individual perspectives and opinions would be areas for a leader to consider. These elements contribute to the relational interactivity connection between a leader and follower when engaged collaboratively in achieving team goals. As Avolio and Gardner (2005) suggest, these considerations may be built on prior research that suggests self-awareness, transparency, balanced processing, and positive moral perspectives which significantly contribute to teamwork and productivity. Citing Hannah et al. (2011), youth leaders in a formal or informal role can utilize these qualities to positively influence followers and achieve desired collective outcomes.

4.3.2.5 Analysing the Second Level Contributions from Research Participant #5

4.3.2.5.1 Overview of Analysis

During the intermittent stage of the adapted action research cycle, research participant #5 reflected on the experience of witnessing leaders undertaking initiatives proactively in engaging followers. The participant also shared that taking the initiative is aligned with the role of leadership and this can be inferred to reflect the value of leadership roles strengthened by proactive efforts to lead.

A leadership disposition which this research participant felt was important for a youth leader is the action of discharging responsibilities rather than only assuming them in the visible execution of required tasks and functions. This can be inferred as important to followers considering how a leader functions in role expectations can contribute to similar perspectives on the significance of the leadership experience and induce the construct of similar knowledge structures (Huang et al., 2008).

These points collectively suggest that for youth leaders to be effective, visible cues need to be made to followers in building up positive perceptions or beliefs in the leader as an authentic authority. As such, authentic forms of leadership rest on the belief of followers that their leader is able to maintain a resolute stance and confidence in manner and action (Gardiner, 2011).

4.3.2.5.2 Inference and Analysis of the Highest Ranked Reviewed Leadership Disposition for Research Participant #5

Participant #5 ranked the disposition of ‘honesty in leaders when making decisions and engaging others’ as the highest in importance. According to this research participant, the rationale for this reviewed disposition lies in the notion that no matter how leaders communicate with followers, sincerity and honesty play an important part in how followers respond to the leadership action, in particular if reciprocal actions on the part of followers are to be expected. To this research participant, a youth leader should be honest in their engagement with others as the depth of communication with followers would matter as much as honesty and clarity. This would possibly necessitate a more authentic form of leadership, such as transformational leadership, where leaders of moral standing possess critical values such as fairness and honesty, as highlighted by Reed et al. (2011).

Sincerity would contribute to the level of honesty placed on encouraging ownership and commitment in collaborative exchanges with followers. On further analysis, it can be argued that this would influence the sense of trust and confidence between a leader and followers in the leader to follower relationship. Collaborative exchanges may complement

any depth of engagement and relationships with followers to induce a greater amount of communication and collegiality. This would require what Wasonga and Murphy (2007) point out as the replacement of traditional hierarchical roles with peer relationships that rely on leadership actions that contribute towards trust, openness, risk-taking, problem identification, problem-solving and goal setting.

From a transformational leadership perspective, honesty can be encouraged through idealized attributes and idealized behaviours which generate credibility and respect from followers. Such critical commitment is founded through the careful consideration of followers' needs above their own and engaging followers in terms of their respective values and beliefs while ensuring that leadership actions are consistently moral and ethical in actualization (Groves & LaRocca, 2011; Bass, 1985).

With reference to the research participant's rationale for this ranked disposition, to be a leader would require honesty as leaders need to be seen as transparent before followers can accept being led. Honesty is vital as leaders have to be transparent themselves before they can lead others. Any attempt by the leader to put on a false front can affect the respectability of the leader where the authenticity of the leader's action is called into question. To mitigate this, a leader would need to be self-aware of the value of honesty as a disposition, reflect and regulate such behaviours in the engagement with followers (Sun & Anderson, 2012).

This helps to affirm that honesty, as a leadership disposition is related to the need for positive trust and confidence when making decisions with the truest intent and ethical objectivity. Positive communication with honesty allows various benefits or outcomes for followers. These may be exemplified in outcomes identified by Avey et al. (2011), such as perceived satisfaction with the leader and leader effectiveness and an engaged willingness to look for solutions to problems instead of awaiting instructions.

Research participant #5 has also ranked the disposition for a youth leader to 'possess and exhibit patience to others' as the second highest in importance. According to the participant, this reviewed disposition is deemed important as possessing patience defines the construct of a leader in a professional sense. This means that a youth leader may need to consider the visible value of exhibiting patience to others and followers in a group.

It can be inferred as well that while followers may refer to a leader as a role model, losing patience with followers can affect the depth of communication and receptivity between each other. It may thus prove prudent for leaders to consider the necessity for on-

going moral development and continuous dialogue through the exchange of modal values with followers and other stakeholders (Reed et al., 2011).

A perceived lack of value by followers in the relationship with the leader could impact the level of value congruence perceived by both parties when a leadership decision is being made (Hayibor et al., 2011). Such a lack of genuine similarity between the values of the leader and the follower may be borne from a gap in perceived receptivity or alignment of beliefs between followers and a leader. This would in turn encourage resistance to change or decisions and have a consequential effect on future leadership actions and the depth of trust and confidence followers feel for a leader. Leader to follower dynamic interactions can, however, be positively managed to become more empowered rather than restrictive, so as to deal with resistance while respecting the opinions of followers, as highlighted by Wasonga and Murphy (2007).

Projection of trust and confidence, through reciprocal communication can be facilitated as a form of an achievement-oriented approach by a youth leader. Such achievement-oriented behaviour or style for a leader is directed towards encouraging followers to perform at a higher standard by setting challenging goals, seeking personal development and showing confidence to subordinates throughout the leadership action (Ridwan et al., 2011). In addition to the points discussed earlier in this chapter, this consideration necessitates followers to be guided and supported in assuming a proactive role in the decision making process, thereby assisting in a balanced and holistic decision (Liden et al., 2008).

4.3.2.5.3 Inference and Analysis of the Lowest Ranked Reviewed Leadership Disposition for Research Participant #5

Research participant #5 ranked the disposition of being able to ‘manage the expectations of others’ as the lowest in importance. The research participant describes the rationale for this disposition as a need that is instilled in every person wanting to discharge their roles in a professional manner. Thus, they must be able to carry out their roles comfortably. This is just as important in encouraging others to respond or engage the leader.

These inferred key points suggest that in every leader, a sense of professional obligation or desire exists in discharging the duties and responsibilities bestowed. Although it was expressed that being comfortable in discharging duties and responsibilities

is a consideration, at times, a leader may be limited by the personal approach in which leadership actions and the vision are conveyed. Leaders, as Waterman (2011) similarly notes, must communicate a shared vision in terms of the delivery of services with efficiency and effectiveness while incorporating the shared concerns of followers and supporters, giving inspiration and providing the momentum needed to meet objectives.

It may seem that this disposition of managing expectations of others is considered of lesser importance as compared to the dispositions of honesty towards others in addition to possessing and exhibiting patience to others. This is considered from the viewpoint that the latter two higher ranked dispositions relate well in encouraging the presence of the proposed elements of relational interactivity for a positive leader to follower relationship.

This relational interactivity association deepens and enhances the engagement of a leader with individual followers. This can actualize a more synergistic flow of information and advice exchanges among and between followers; a leader thus is perceived as contributing to the overall group's success (Zhang & Peterson, 2011). This position establishes a relational connection that provides reciprocal communication to support the exchange, consideration and understanding of perspectives from either party in a decision being made.

Research participant #5 has given the second lowest ranked disposition of priority importance to the disposition for a leader to be 'understandable in their decisions and communication'. This refers to the importance of how others perceive a leadership decision and whether the leader is able to understand the rationale for these perceptions in order to manage not only making but implementing the decision. This perspective relates to the need for a leader to be able to stand by any decision that needs to be made regardless of resistance imposed by followers, as this would affect the perceived authenticity of the leader's authority and competence (Clarke, 2011).

This disposition seems to place a lesser visible importance on engaging followers proactively throughout the decision making process. It could be inferred that such an approach would mean that any decision made by the leader is made primarily from the leader's perspective, with lesser emphasis on engaging and considering the perspectives and inputs of the followers. Such qualities suggest a directive style of leadership which can be described as autocratic, task-oriented, persuasive and even manipulative in exclusively focusing on achieving objectives and goals (Eisenbeiss, 2012; Ridwan et al., 2011).

Thus, a directive style of leadership places limitations on the relational interactivity between the leader and follower. This may result in trust and confidence, otherwise borne

from open and reciprocal communication, becoming inhibited by a one directional flow of engagement and decision making. To mitigate these less positive leadership actions, we can infer from Ridwan et al. (2011) that leadership engagement may be facilitated through examples such as providing psychological structures for followers to allow self-identification of what should be expected, scheduling and coordinating work, giving specific guidance, and clarifying policies, rules and procedures.

Lessened depths of trust and confidence in the leader by individual followers may in turn generate a deeper level of resistance to the decisions made. This can impact negatively on the effectiveness of the team in achieving desired objectives and goals. Such negative responses may be a consequence of followers differing in the extent to which they desire self-control or self-management. This may suggest that a follower is more likely to be resistive when they are uncomfortable with work-related decision making. As Zhang and Bartol (2010) suggest, followers will in turn become reluctant to work autonomously, and assumes a passive rather than proactive position with respect to assigned work tasks and goal achievements.

4.3.2.6 Analysing the Second Level Contributions from Research Participant #6

4.3.2.6.1 Overview of Analysis

Research participant #6 is an active volunteer leader who identified three forms of leadership dispositions that were considered important: (i) Taking initiative to complete duties and tasks; (ii) Exhibiting patience in managing others; and (iii) Clear communication with others.

As discussed earlier in the chapter, these dispositions similarly require proactive efforts on the part of the leader. Taking initiative would imply a need for a youth leader to be able to make decisions and take the lead proactively in accomplishing specific goals, without awaiting instruction or direction from others (Zhu et al., 2013; Sun, 2013). Exhibiting patience suggests the need for a youth leader to be able to take the time and be openly accessible to followers in receiving information to develop leadership and decision making skills (Dinh & Lord, 2012). The third considered leadership disposition of importance reflects a need to be clear when communicating and conveying messages to

followers so as to achieve goals effectively through trust, leadership legitimacy, individualized liking, and leader-follower influence (Seyranian & Bligh, 2008).

4.3.2.6.2 Inference and Analysis of the Highest Ranked Reviewed Leadership Disposition for Research Participant #6

In ranking the highest reviewed leadership disposition, this research participant selected the disposition of a leader being able to ‘carry out the required role and duties in a professional manner’. According to this research participant, this was described as a responsibility for every leader to discharge their role and duties professionally as often followers look upon the leader as a role model.

This research participant indicates that a youth leader must bear the responsibility for discharging the leadership role in a professional manner. This is necessitated because of the perception others may have in granting the identity of a role model to the youth leader, to which actions and behaviours are constantly being compared and examined by followers (Zhu et al., 2013). A critical point that can be introduced is that this means that the followers bestow an identity onto a leader. This can come from individuals actively involved in contact or work with the focal person, be it through a leader or follower role (DeRue & Ashford, 2011).

This research participant indicates an acceptance that the role of a leader is not an easy function to perform, and that time is needed to enable effective leadership to be developed for an individual. Leaders need to be authentic in their actions. This may be facilitated through an effort to be more self-aware, grounded in core beliefs and integrity, transparent in their leadership, and seen as standing by their convictions despite social pressures to do otherwise (Moss et al., 2009; DeRue & Ashford, 2011; Hannah et al., 2011).

This reflection entails that the role of a leader is not only limited to how the youth leader sees his or her role; it also is internalized and validated in accordance with how others see the leader’s role. Such forms of internalization are critical for the generation of self-awareness and self-development experienced through social interactivity with others (Epitropaki & Martin, 2005). An individualized internalization requires each leader or follower to undergo a mindset or attitudinal state where they incorporate the role identity into their own self-concept (Gooty, Serban, Thomas, Gavin, & Yammarino, 2012; DeRue & Ashford, 2011; Epitropaki & Martin, 2005).

Such reflections may present challenges for a youth leader, who needs to fulfil the perceptions and expectations of followers on what leadership is about as leadership is actively construed by either party (Dinh & Lord, 2012). Any gaps that emerge from the comparison of these perspectives will impact on the effectiveness of the leadership action and effort, as experienced by either party. This proves to be critical when we consider that a leader and the perception of leadership cannot be developed independently from the perceptions of a follower's image of the leader and leadership (Schyns et al., 2011). Reciprocal communication that portrays a sense of fairness and trust can help to establish a clearer foundation of intent and objectivity between both parties. When a leader and followers effectively engage in a reciprocal depth of communication, testing, and refinement of the shared views and beliefs, the relationship evolves to the point that it is rarely thought about or talked about any more: it is taken for granted (Huang & Liao, 2011).

The disposition of a leader 'exhibiting a sense of courage in making decisions and accomplishing tasks' was ranked as the second highest disposition by this participant. The rationale for ranking this disposition is that with a sense of courage, a leader is able to meet any challenges. This generates confidence within self and among others to help drive this leadership action. Building on the observations made by the research participant, the identification of courage is seen as an important disposition for a leader, as Helm (2010) informs, historically those who have been identified as outstanding leaders are constantly associated with the word courage.

Exhibiting courage in making decisions and in overcoming challenges helps to induce a perception among followers that they can feel confident in the leaders' ability to make decisions. Among other dispositions mentioned, courage allows the accomplishment of difficult decisions and staying the course once the decision is made (Helm, 2010).

This is exemplified in a youth leader taking courage to stay the course and remain objective, honest and consider deeply the best course of action, even though the findings may not be appealing in themselves (Qing et al., 2010). Followers themselves may perceive confidence and conviction through courage in making decisions to overcome challenges. This approach could enable clarity of thought as to what and how the youth leader would function, behave and respond in a situation. Due considerations into a leader's management approach to such situations is important because it will involve leaders' response to organizational events (Oreg & Breson, 2011).

Follower actions signal the type of beliefs and attitudes that should be fostered and encouraged as followers become clearer and more empowered through assuming roles that support the decision making process. This can be facilitated if a leader highlights the significance of the goals to followers and encourages participation in decision making. This enables the conveyance of confidence that exerted performance will be high when removing bureaucratic constraints, as Zhang and Bartol (2010) suggest. Empowerment enables clarity as to the leadership role and duties, which in turn fosters a more positive sense of trust and confidence by followers in the leader's action. This form of psychological empowerment is an enabling process that enhances a follower's task initiation and persistence. Such an approach can allow the exhibition of courage to make difficult and challenging decisions while encouraging followers to contribute towards a balanced decision through their engaged efforts.

4.3.2.6.3 Inference and Analysis of the Lowest Ranked Reviewed Leadership Disposition for Research Participant #6

The lowest ranked reviewed leadership disposition by research participant #6 reflects the perceived lesser need for a leader to be an 'active listener to others'. This provides a perspective that leadership for a youth takes time to develop and requires various opportunities to establish positive perceptions by followers. This is complemented by prior research indicating that individuals who gain an emotional belief in what they are doing as they grow, develop and improve and also experience greater satisfaction from the work performed (DeRue et al., 2011)

To the research participant, being an active listener helps a leader to learn new things and have a better understanding of what potential knowledge they have yet to acquire. A youth leader can utilize active listening to gain insight into the information or knowledge needed by followers to achieve group goals. This helps the leader determine what reasons for taking particular corrective actions he or she has been deficient in conveying to followers.

However, it can be argued that the lack of active listening to others may be constrained by a one directional flow of information and application into a decision. A leader should ensure that any engagement with followers requires, at times, self-analysis of what is being communicated to ensure a consistent fit between intended meaning and actual understanding of the leadership effort (Dottin, 2009).

Effective listening requires the youth leader to be open and to engage in reciprocal communication with followers throughout the decision making process. This allows a cultural inclusion of followers into the decision making process that enable leaders to extend the availability of options in approaching various issues with followers. In this process leaders learn to generate, integrate, and use insights from followers to understand and shape the changing situations (Wasonga & Murphy, 2007).

Leveraging and building upon the relational interactivity elements in the leader to follower relationship may help in clarifying the vision and direction connected to the leadership decision. As Warrick (2011) notes, this may require communicating clearly that the shared vision defines the objective and direction to undertake in terms of goals values and priorities.

The second lowest ranked reviewed leadership disposition by this research participant reflects a lesser emphasis on leaders being able to ‘manage the expectation of others’. The research participant presents a unique perspective in describing the rationale for this disposition, in that when a leader compares him or her-self against another leader as a benchmark, greater insight into areas for improvement can be identified as they reflect upon these experiences (Dinh & Lord, 2012). Also, a perspective concerning the influence a leader has of the expectations of followers may be formed. This considers that leaders’ values shape organizational policies and cultural norms, thereby influencing followers’ attitudes. Thus, by setting performance expectations that correspond with their value systems, leaders shape followers’ attitudes (Oreg & Breson, 2011).

The research participant also indicates that improvements for a leader may be accomplished with the help of followers to identify gaps in the perceived leader’s identity. This point complements an observation by DeRue and Ashford (2011), that contributions from followers are helpful towards forming, repairing, maintaining, strengthening or revising their identities. Also inferring from this participant’s observations, a youth leader may need to utilize learning from different sources to compare, and improve on their leadership approach, actions or behaviours. This takes into account the advantages learning and knowledge can bring about when derived from a diversity of opinions and specialized sources (Kok, 2010).

Different followers, as evaluators of leadership effectiveness, will have different perspectives. To manage this, the selection of appropriate criteria to evaluate leadership effectiveness will be dependent on the objectives and values of the person making the evaluation (DeRue, et al., 2011). After all, people-followers and leaders alike-do have

different values although the leadership effort is needed to align such values closer to that of the leader and to empower the followers to achieve goals (Sosik, 2005).

While input is being sought from the followers, it is important for the youth leader to holistically address these leadership gaps through a more open and consistent application of these evaluative methods. This is important to gain constructive perspectives and input to help improve on leadership actions and behaviours, rather than just competence. An alternative approach to leadership development moves beyond a traditional structure focused on measuring competency input and performance output for leader effectiveness. This may necessitate leadership behaviours such as individualized consideration, initiating structures for engagement, proactive participation and inducing change management between leaders and followers (Mumford et al., 2008). It would also need to emphasize the moral, emotional, and relational dimensions of leadership behaviour as Reed et al. (2011) identify from both leaders' and followers' perspectives.

Both perspectives can not only benefit the decision making process but allow continuous feedback to objectively address issues while building capacity to manage transformative changes in the leader and follower relationship to inspire meaningful pursuits and accomplishments (Moss et al., 2009). Capacity building for the leader to follower relationship leverages on partnerships established through the previous action processes. This approach demonstrates the process of evolution, change and growth in the confidence and self-esteem of the followers, as they invest in capacity building through active participation in change initiatives and commitment to specific roles (Bamford-Wade & Moss, 2010).

4.4 Summary of the Chapter

With the completion of the second level analysis in this research, the following subsection will assist in elaborating further on the various analyses and inferences gained earlier in the chapter.

In summary, a number of key observations were identified from the examination of the qualitative data collated. The following table 10 summarizes the highest two and lowest two ranked reviewed leadership dispositions from each of the participants.

Table 10

Ranking by Case Participants of Highest and Lowest Reviewed Leadership Dispositions

Research Participant Number:	Reviewed Leadership Dispositions			
	Highest Ranked	Second Highest Ranked	Lowest ranked	Second Lowest Ranked
1	Disposition #10 – Leaders should be honest in their decision making and engagement with others	Disposition #3 – Conveying a sense of trust in people of the group	Disposition #2- Being an active listener to others	Disposition #6 – Able to manage the expectations of others
2	Disposition #1 – Showing empathy in listening, to the opinions of others	Disposition #2 – Being an active listener to others	Disposition #6 – Able to manage the expectations of others	Disposition #8 - Leaders should exhibit a sense of courage in making decisions and accomplishing tasks
3	Disposition #3 – Conveying a sense of trust in people of the group	Disposition #1 – Showing empathy in listening, to the opinions of others	Disposition #8 - Leaders should exhibit a sense of courage in making decisions and accomplishing tasks	Disposition #4 – Able to carry out the role and duties of a leader professionally
4	Disposition #2 – Being an active listener to others	Disposition #7 – Possesses and exhibits patience to others & Disposition #10 – Leaders should be honest in their decision making and engagement with others	Disposition #6 – Able to manage the expectations of others	Disposition #5 – Able to motivate others to accomplish tasks and goals
5	Disposition #1 – Showing empathy in listening, to the opinions of others	Disposition #7 – Possesses and exhibits patience to others	Disposition #6 – Able to manage the expectations of others	Disposition #9 - Leaders should be understandable in their decisions and communications

6	Disposition #4 – Able to carry out the role and duties of a leader professionally	Disposition #8 - Leaders should exhibit a sense of courage in making decisions and accomplishing tasks	Disposition #2- Being an active listener to others	Disposition #6 – Able to manage the expectations of others

After ranking the highest and second highest reviewed leadership disposition contributed by the research participants, five out of the six participants ranked the following dispositions in either of the two top level placements:

- Disposition #1 – Showing empathy in listening, to the opinions of others
- Disposition #2 - Being an active listener to others
- Disposition #3 – Conveying a sense of trust in people of the group

Two other rankings were made for the following dispositions with one research participant ranking both dispositions #7 and #10 as second in highest importance.

- Disposition #10 – Leaders should be honest in their decision making and engagement with others
- Disposition #7 – Possesses and exhibits patience to others

On comparison, the lowest and second lowest ranked reviewed leadership dispositions by the research participants reflected a ranking of the following reviewed dispositions placed in either of the bottom placements by five out of six research participants. Two research participants had ranked dispositions #2 and #6 as the lowest on the list of ten reviewed leadership dispositions:

- Disposition #2 - Being an active listener to others
- Disposition #6 – Able to manage the expectations of others

From an analytical overview, throughout the analysis of each research participant's set of contributions, the leader to follower relationship gains prominence in the identification of positive leadership dispositions. From the dispositions identified as being of the highest importance within the list of dispositions presented, these are: 'Showing empathy'; 'Being an active listener'; 'Conveying a sense of trust'; 'Honesty in decisions and engagement'; and 'Exhibiting patience to others'. These are unique dispositions which have a role in the communicational interaction between a leader and a follower.

These highly placed dispositions reflect an action on the leader's part to undertake a proactive and reciprocal form of communication. This shows respect for the perspectives of individual followers. This is actualized through a relationship of mutual dependency between a leader and a group of followers to help the latter understand the phenomenon of leadership (Boehm et al., 2010).

In addition, these dispositions would entail engaging each follower to be proactive in expressing their concern. Then the leader must treat each shared input as an important piece of information to 'fit in a puzzle' that can solve a challenge in the group. Citing Ruiz et al., (2011), the consideration of key characteristics such as listening, empathizing, and emotionally healing, are examples of important qualities that encourage followers to develop in the wider culture, to behave ethically and develop citizenship contributions to others.

These forms of interactivity utilize a foundation of emotional or psycho-social connectivity to help deepen the relevance and ownership of making decisions. These are underpinned by the need for trust and confidence in both a leader and a follower's perspective as psychosocial development requires commitment and belief in the bonds and social competence with the leader (Kroenke, 2008). Platforms that foster open and reciprocal communication channels would be essential in facilitating an inclusive and holistically balanced decision making process. For youth leaders to be able to manage and lead followers effectively, a sense of trust and confidence will need to be instilled upon and perceived by followers that they are being cared for and which in turn benefits the growth of individual psychosocial development (Gould et al., 2012).

All of these elements in the interactivity relationship between a leader and a follower may be integrated into a structured co-creating leadership approach. We can examine a co-creating leadership effort from input from Wasonga and Murphy (2007) in that it offers a structured, proactive and dynamic process of engaging stakeholders and in

contributing knowledge and relationships in the design and fulfilment of the shared vision collectively. The process is used to create more opportunities for followers to construct, maintain and evolve in roles that contribute beyond pre-determined leadership expectations.

Each follower must then be receptive and willing to contribute their perspectives and input in order for co-creating leadership to be present. This can contribute to the formation of a more complete picture of the leadership situation and environment. Such a level of trust and confidence in the quality of perspectives shared can in turn enhance the trustworthiness of the rationale for a decision, as trust and trustworthiness are reciprocal (Wasonga & Murphy, 2007). This contributes to creating a cornerstone of the foundations for concrete and holistic decision-making by a leader through reciprocal communication, induced trust and confidence that reaffirm appropriate identification between a leader and a follower (Dinh & Lord, 2012). These values allow a depth of value for the decision making process to incorporate multiple perspectives, rather than the dependence on a singular one-directional perspective. Leaders need to be prepared for varying degrees of engagement, for which contributions may be extensive or limited in accordance with the involvement made by followers. To allow the attainment of goals and objectives with creative value, individual followers will need to be motivated to provide different perspectives; an effective follower gathers diverse and relevant information (Zhang & Bartol, 2010).

Thus, these afore-mentioned ranked leadership dispositions may need to be managed with a wider perspective for engaging followers with greater clarity and commitment. These will need to be translated into defining the roles and identities-- followers may internalize aspects of the leader's identity in participating in the relationship. This approach may also present opportunities for youth leaders to leverage the strengths of such important leadership dispositions and generate authentic forms of leadership for both followers and leaders.

Successful leader to follower relationships would then need to incorporate examples of positive leader dispositions as identified by Hannah et al. (2011). These positive dispositions draw upon and promote positive psychological capacities and environments to foster greater self-awareness, an internalized moral perspective, a balanced processing of information, and relational commitments on the part of leaders. As we continue to examine and discuss the research data, the importance of viewing leadership as a set of leadership dispositions becomes prominent in the following chapter. This discussion on the use of leadership dispositions to analyse effective leadership will

allow insight into how distinctive relational qualities allow the development of effective leadership to move beyond just an asset of social relationships, to allow a more inclusive understanding of what works effectively for a leader in leading followers (Clarke, 2011).

Chapter 5 Discussion

5.1 Overview of the Chapter

With the data from Chapter 4, a number of findings follow from the research participants' contributions. The findings in this chapter extend the list of leadership dispositions youths in a leadership capacity see as important.

This chapter draws an examination of such identified dispositions and connects the data to current leadership literature. The goal of this chapter is to provide a comprehensive discussion on how such dispositions have an important bearing on the development of youths in leadership roles, and it examines approaches to support or enhance future youth leadership development efforts.

This chapter elaborates on these findings and their relationship to what a youth in a leadership capacity may do when leading or managing followers. They come from an examination and review of the data from the research participants. To recall the earlier chapters of the research, the second stage of the adapted action related research cycle was used to allow experiential opportunities for the research participants to build upon or validate their early observations and understanding of leadership dispositions.

These findings reflect human-related concerns (as related to social capital) and expectations of a youth in a leadership capacity. These, it will be argued, are essential for a youth leader to be effective in managing a visible and effective role that engages both leader and followers in an empowered relationship. Such a relationship between a leader and follower is reflected in the very foundations of the way leadership relates to social capital, as youth leaders undertaking social capital causes acquire certain psychological states, perceptions, and behaviours as part of their presence in and engagement with social structures and forming relationships with one another (Collins & Hitt, 2006).

The findings of this study suggest a theory of how to approach leadership among youths using principles in designing youth leadership development programmes by organisations with a social capital orientation. This theory examines the findings of the research participants' data, and introduces a framework, that can be used to provide a direction from which to consider designing such developmental programmes with. This takes into consideration, the unique nature of youth leadership development in that it

requires investments into building social relations as foundations for effective leadership experiences.

Leadership is the process whereby an individual influences a group of individuals to achieve a common goal (Ridwan et al., 2011). The leader-to-follower relationship contributes to participative leadership, which necessitates a leader inviting or engaging followers to share in the decision-making process. A leader using a participative leadership approach consistently consults with followers, obtains ideas and opinions, and integrates their suggestions into decisions (Strand, 2011).

Two leadership styles or approaches were identified from the analysis of the data: transformational and servant leadership. These elements were highlighted in the research data, which reflect a desire or expectation by youths that they will be incorporated into leadership roles or capacities. Three main findings have been identified and they may be arranged into the following categories:

- i. Youth leaders expect to be given leadership positions of importance that allow them to use a transformational leadership style or approach.
- ii. Servant leadership appears to be a useful leadership style for meeting the expectations of youth leaders and encouraging the development of the leadership experience.
- iii. The use of mentorship can complement the use of either transformational or servant leadership in developing youth leaders.

The considerations from a youth developmental organization perspective are important to this research. It builds upon the relationship these organizations have towards leadership development among youths through a widely recognized social cause. Such organizations that deal with the development of youths are established to support youths in their individual growth as a person through organizational objectives related often to social causes and social capital generation. These organizations essentially attract and engage youths who participate in opportunities to better themselves in terms of educational, leadership specific or meaningful channels for rendering valued services to the community. While heavily dependent on the dedication of volunteers in the conduct of various activities and programs, the goal is to support youths through empowering environments

that assists in their transition into adulthood and lifelong employment by fostering appropriate psychosocial behaviours, abilities and competencies through experience building (Engelberg, Skinner, & Zakus, 2011; Nissen, 2011; Quane & Rankin, 2009; Thompson, 2009; Mueller et al., 2011).

A youth development organization targets youths into joining its volunteer pool by offering an intrinsic value proposition in meeting individual youth role expectations that are serious in commitment and beneficial for individual and societal development. At times seen as an unpaid form of career development, youth volunteers undertake similar organizational responsibilities and roles to that of their salaried counterparts in the corporate world (Engelberg et al., 2011; Turkay & Tirthali, 2010). The concern with developing youth volunteers from a leadership and competent social capital contributor perspective has grown increasingly as recognition has been made on the role of youths as effective change agents. In these roles, youth leaders essentially help organizations and social causes to fulfil objectives relevant to shifts economic and social contexts (Turkay & Tirthali, 2010).

Management of these volunteers require understanding and integration of individual volunteer's motivations for volunteerism, such as the need for personal skills and psychosocial fulfilment through structured and systematic opportunities from the organization. Psychosocial elements may include the need to enhance self-esteem, self-worth or self-efficacy and improve on negative experiences in the youth volunteer's current life stage towards adulthood. Commitment by a youth development organization in offering and delivering these benefits to a youth volunteer is an important aspect in building a clear and meaningful role identity for these youths. Commitment of this depth structures the learning direction and emotional connection to the organization and/or social cause through practical experiences and knowledge gained that promotes volunteer well-being and professional growth (Willems & Walk, 2013; Quane & Rankin, 2009; Engelberg et al., 2011). When adult communities allow for the inclusion of youth perspectives and co-sharing of responsibilities, this provides a framework for social capital generation, which enables youths to be better prepared to transit towards eventual adult roles as they move on in their life stages (Thompson, 2009).

Youth development organizations, as contemporary developers of youth volunteers, have experienced challenges associated with a changing world and society. Youth volunteers are seeing a shift in the motivations and expectations of volunteerism from collective and long-term commitments, to more individualistic and ad-hoc commitments.

Such long term commitments to social organizations and causes have seemingly given way to youth volunteers adopting social causes from a project based approach with lesser loyalty to a singular cause and community to fulfil individual motives for volunteerism (Willems & Walk, 2013). Prior research work (e.g., Quane & Rankin, 2009) have also highlighted the need for up-to-date research on the developmental gains associated with youth volunteers participating in youth-related organizations to address the growing demand by volunteers to acquire and be equipped with specific skills and knowledge sets relevant to the involved social cause (Engelberg et al., 2011).

Another upcoming trend is the attention made towards professionalizing youth development organizations with a business oriented approach whereby social capital activities are increasingly managed from profitability and workforce efficiency models of operation. This recognizes the increasing attention youth development organizations are experiencing in terms of stringent financial, legislative protocols and ethical practices while retaining human resources in a competitive environment. To keep up to pace, youth developmental organizations will need to assess and adapt internal organizational practices in motivating youths to volunteer while accommodating a professional system in developing youths amidst a higher probability of switching between organizations and social causes (Willems & Walk, 2013; Engelberg et al., 2011).

In professionalizing the youth-centric programs of youth development organizations, structured programs that engage not only youths but also other members of the community, such as parents and social cause recipients, will need to be considered in fostering meaningful value between them (Thompson, 2009; Mueller et al., 2011). Identification and design of structured programs can collaboratively contribute towards a purposeful role for youths in sharing and exchanging meaningful social capital value through participation in social environments. This in turn helps to minimize the negative motivation among youth volunteers to switch between organizations and social causes as a result of gaining recognizable value in role competencies, individual self-worth and clearer social role identities (Willems & Walk, 2013; Nissen, 2011; Quane & Rankin, 2009; Thompson, 2009).

In concurrence with these growing needs for relevant youth development structures that promote developmental resources in initiating youth development (Mueller et al., 2011), it was mentioned earlier in this sub-section that this research has identified three key findings. These findings relate to possible structures of youth development programs to better prepare youths in key developmental areas and help to contribute to the clarity of

what leadership is from youth developmental perspectives which is otherwise a question seemingly little researched on (e.g., Turkay & Tirthali, 2010). These findings once more can be surmised as: (i) Characteristics of transformational leadership are qualities youths expect from their leaders; (ii) Servant leadership is an alternative platform that engages youth on a psychosocial level; and (iii) Mentoring is a useful platform for engaging and developing youth leaders and followers collaboratively.

Adoption of these findings can help to enhance the availability of critical psychosocial resources for positive role-modelling by peers or adults, such as leadership experiences, that may otherwise remain exclusive or limited in accessibility. Such an approach provides positive reinforcement of each youth leader's association with adult mentors and peer followers that empower their leadership actions with positive outcomes and confidence in personal competencies (Quane & Rankin, 2009; Mueller et al., 2011). It also allows a youth development organization to consider key drivers for encouraging youths to be receptive to youth leadership that is dynamic from a relational sense, such as the strong need for trust and respect among peers. Organizational policies and procedures could then be designed to introduce a systemized approach towards youth development with quality leadership support and continuity as well as identify and address individualized youth-related issues early on (Engelberg et al., 2011; Turkay & Tirthali, 2010).

Before these sets of findings are discussed, a review of the data will be helpful in establishing the context from which these findings arise.

5.2 Setting the Context – Analysing the Research Data

From the analysis of the first level of data (drawn from Chapter 4, which carried out a preliminary two-step analysis of the data), it became clear that most of the six research participants emphasised the importance of certain reviewed leadership dispositions. These dispositions have been compiled in Table 11.

Table 11

Research Participants' Ranking of Reviewed Leadership Dispositions

List of Reviewed Leadership Dispositions:

-
- i. Showing empathy in listening to the opinions of others.
 - ii. Being an active listener to others.
 - iii. Conveying a sense of trust in the people in the group.
 - iv. Being able to carry out the role and duties of a leader professionally.
 - v. Being able to motivate others to accomplish tasks and goals.
 - vi. Being able to manage the expectations of others.
 - vii. Possessing and exhibiting patience with others.
 - viii. Exhibiting a sense of courage in making decisions and accomplishing tasks.
 - ix. Being understandable in their decisions and communications.
 - x. Being honest in their decision-making and engagement with others.

Case	Ranking of Reviewed Leadership Disposition Based on Priority Importance									
Participant Number:	1st	2nd	3 rd	4th	5th	6 th	7th	8th	9th	10th
1	Disposition #3	Disposition #10	Disposition #2	Disposition #7	Disposition #6	Disposition #9	Disposition #5	Disposition #4	Disposition #8	Disposition #1
2	Disposition #1	Disposition #2	Disposition #6	Disposition #5	Disposition #3	Disposition #10	Disposition #4	Disposition #9	Disposition #7	Disposition #8
3	Disposition #2	Disposition #3	Disposition #1	Disposition #9	Disposition #4	Disposition #5	Disposition #7	Disposition #10	Disposition #6	Disposition #8
4	Disposition #5	Disposition #1	Disposition #7	Disposition #4	Disposition #9	Disposition #10	Disposition #2	Disposition #6	Disposition #8	Disposition #2
5	Disposition #3	Disposition #4	Disposition #7	Disposition #8	Disposition #5	Disposition #10	Disposition #2	Disposition #6	Disposition #9	Disposition #1
6	Disposition #7	Disposition #10	Disposition #4	Disposition #1	Disposition #5	Disposition #9	Disposition #3	Disposition #2	Disposition #8	Disposition #6

Table 11 indicates that a number of participants have similar perspectives on the importance of certain leadership dispositions. Among the top ranked dispositions are the expressed importance placed onto a youth leader's effort to exhibit empathy and listen to

others, while conveying a sense of trust, patience and motivating others. Similarly, there are commonalities in participants' views of the least important leadership dispositions. These comprise of the lesser emphasis of a youth leader to have courage in decision making and in managing the expectations of others. These commonalities will be further discussed in the following sub-sections of this analysis.

5.2.1 The Top-Ranked Leadership Dispositions

While considering the limited scope of the data source, there was no single leadership disposition that could be considered as of the highest importance with the dispositions requiring a leader to exhibit empathy and listen to others, while conveying a sense of trust, patience and motivating others placed among the top few. In more specific terms, there is no clear consensus as to which leadership disposition is the most important.

Accordingly, an evaluation of the first- and second-ranked dispositions was conducted to identify the most commonly placed disposition of highest importance. As Table 12 shows, only *conveying trust in members of the group* was ranked twice as of the highest importance (ranked #1). The other reviewed leadership dispositions that ranked as most important by the research participants are listed as follows:

- Showing empathy in listening to the opinions of others.
- Being an active listener to others.
- Being able to motivate others to accomplish tasks and goals.
- Possessing and exhibiting patience with others.

The bolded text in the table below highlights the top ranked leadership disposition that the research participants have identified as most critical for a leader to have.

Table 12

Research Participants' Highest Ranking of Reviewed Leadership Dispositions

Case Participant	Ranking of Reviewed Leadership Disposition Based on Priority Importance
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Number:	
1	Conveying a sense of trust in the people in the group
2	Showing empathy in listening to the opinions of others.
3	Being an active listener to others.
4	Being able to motivate others to accomplish tasks and goals.
5	Conveying a sense of trust in the people in the group
6	Possessing and exhibiting patience with others.

A list of second highest-ranked leadership dispositions have also been incorporated here in table 13 below to broaden the understanding of the level of importance placed on leadership dispositions. This may also allow a complementary insight into how these leadership dispositions relate to each other.

Such a listing of the individually ranked dispositions may also take into consideration any difficulties the research participants may have experienced in ranking each of these dispositions, due to differing perceptions and experiences of leadership. A compilation of these two lists of rankings also allows an opportunity for a closer examination of the underlying behavioural and action-based qualities that are deemed necessary by youth leaders.

The following individual leadership dispositions were ranked as second in importance by each research participant:

Table 13

Research Participants' Highest and Second-Highest Ranking of Reviewed Leadership Dispositions

Case Participant Number:	Ranking of Reviewed Leadership Disposition Based on Priority Importance	
	1st	2nd
1	Conveying a sense of trust in the people in the group	Being honest in their decision-making and engagement with others.
2	Showing empathy in listening to the opinions of others.	Being an active listener to others.

3	Being an active listener to others.	Conveying a sense of trust in the people in the group
4	Being able to motivate others to accomplish tasks and goals.	Showing empathy in listening to the opinions of others.
5	Conveying a sense of trust in the people in the group	Being able to carry out the role and duties of a leader professionally.
6	Possessing and exhibiting patience with others.	Being honest in their decision-making and engagement with others.

Using table 14 below to compare the top two ranked leadership dispositions, three dispositions in particular continue to be emphasized in importance for a youth leader to have.

- Showing empathy in listening to the opinions of others.
- Being an active listener to others.
- Conveying a sense of trust in the people in the group.

Table 14

Comparison of Research Participants' Highest and Second-Highest Ranking of Reviewed Leadership Dispositions

Case Participant Number:	Ranking of Reviewed Leadership Disposition Based on Priority Importance	
	1 st	2 nd
1	Conveying a sense of trust in the people in the group	Being honest in their decision-making and engagement with others.
2	Showing empathy in listening to the opinions of others.	Being an active listener to others.
3	Being an active listener to others.	Conveying a sense of trust in the people in the

		group
4	Being able to motivate others to accomplish tasks and goals.	Showing empathy in listening to the opinions of others.
5	Conveying a sense of trust in the people in the group	Being able to carry out the role and duties of a leader professionally.
6	Possessing and exhibiting patience with others.	Being honest in their decision-making and engagement with others.

These primary and secondary ranked dispositions of importance have some similarities to prior research findings, such as those of Wasonga and Murphy (2007), who identified that collaboration, active listening, and trust and trustworthiness were most important to youth leadership development. These qualities were found to have an empowering effect on youths and others. The other identified second-ranked leadership dispositions from the research participants, comprise of: (i) professional conduct of roles and duties; and (ii) honesty in making decisions and engagement. These other dispositions suggest that youths in leadership roles are effective when leading other youths by showing empathy in being an active listener. This reflects the need for leaders to have the skills of listening to, understanding and valuing followers, while using the relationship formed between them to provide constructive feedback. A degree of empathy is important in collaborative efforts towards shared vision and goal attainment (Waterman, 2011).

These leadership dispositions also contribute to *conveying trust to others*, particularly in a team setting, as they require leaders to behave and act with honesty and professionalism in reaching decisions, along with performing the necessary duties and roles of a leader. This reinforces the viewpoint that when a leader performs his or her function, certain leadership images are fostered. As Schyns et al. (2011) similarly noted the behaviour of a leader is interpreted in alignment with such induced images.

Trust plays a critical role in the generation of such deep leadership impressions. It lays the foundations for leadership in an ethical and honest format, and leaders deemed trustworthy by followers foster a sense of organizational solidarity. When managing followers and in generating social capital, trust must be cultivated with extreme caution and respect, as it is often an indispensable precondition, as identified by Wasonga and

Murphy (2007), for change and for followers to engage in change-management initiatives willingly and proactively.

5.2.2 Leaders and Followers

The highest-ranked leadership dispositions by the research participants highlight that an engaging leader-to-follower relationship can be a critical factor for youth leadership development. This entails that the context of leadership and social interaction can influence the changes in roles and identities between a leader and a follower, as changing demands and needs can induce changes in the ways these parties engage and communicate with one another (DeRue & Ashford, 2011). With reference to the leadership dispositions in Table 15, this social interaction aspect of the leadership relationship emphasizes that an effective leader-to-follower relationship incorporates specific dispositions.

Table 15

Research Participants' Extracted Rationales for Top Ranking of Reviewed Leadership Dispositions

Rationale Given by Research Participants for Ranking the Reviewed Leadership Disposition as the Highest	
Case Participant #1	"Trust is important among the team and it is only fair to be honest with them because they trusted you. They have the right to know the reasons why you make the decision and engagement with others".
Case Participant #2	"I feel that showing empathy to listen to others would be most important as in order to be a good leader, they need to be a good follower first. In order to do so, they need to be able to listen to others and understand things from their point of view. Thus, I feel that it would be the most important".
Case Participant #3	"The reason for my ranking is because conveying a sense of trust and able to carry out the roles professional should be at the top because without trust, they won't even be bothered to listen to us their true opinions or open up their heart and talk to us. In that case, we won't be able to show them empathy and listen to them".
Case Participant #4	"The highest – we have to constantly improve on ourselves as I feel that there is no such thing as being perfect and that can only happen if you know your flaws but the thing is that we humans do not see our flaws and tend to be overprotective on ourselves; therefore, if we are actively listening to what others have to say about us, we can improve".
Case Participant #5	"1st choice: Leaders should be honest in their decision-making and engagement with others". "Being a leader, honesty is vital as leaders have to be transparent themselves before they

	can lead others. If a leader which is honest leads a group of people, the leader may not even be honest in the group to the extent of faking the friendship with the team-mates and whatever the leader teaches the group may not be of a true content and if the members were to find out, it will affect the leader's reputation and also affect them as they may think it is okay to do that."
Case Participant #6	"I rank them as so as being a leader isn't easy and if I were to rank them all in a highly important range, it would tough. It takes time to be a leader and to start off able to carry out the role and duties of a leader professionally is very important".

To be successful in developing a strong leader-to-follower relationship, a leader must possess the necessary dispositions of conveying trust and empathy in listening to others and making decisions that enable a proactive engagement of followers. This position relates positively to research participants' rationales and perspectives: effective leadership stems from instilling a sense of trust gained from being honest with followers. This is part of a reciprocal right and expectation to be involved when a decision is being made; it is also reflected in the perception of good leaders or leadership effectiveness by followers.

In contextualizing these key dispositions of trust and empathy while playing an active listening role among followers, we can draw similarities to positions identified by Ruiz et al. (2011) in that dispositions such as honesty, justice, integrity, caring for others, empathy and listening to others are attitudinal and behavioural aspects of being a morally good leader. Effective leaders need to have similar dispositions or personal qualities such as humility and a resolution through a strong will to achieve and overcome challenges through decision-making. These help to clarify the role and identity of a leader among followers and help leaders to perceive positively the power and authority from which such decisions and guidance can be rationalised (Wasonga & Murphy, 2007).

These positions are considered critical, as they involve a reciprocal form of communication. That is, if a leader is perceived as untrustworthy, followers will react negatively to the opinions, guidance and instructions of the leader. Trust that is induced and perceived as strong among followers functions as an emotional bond among these stakeholders in the leader-to-follower relationship. As Y.C. Huang and Liao (2011) suggested, the accumulation of such trust, in turn, will legitimize the leader's role and identity when engaging in the decision-making process.

Effective youth leaders need to be able to put themselves "in the shoes others", such as followers, in order to understand the rationale and perspectives for others to contribute towards making a decision. After all, as Schyns et al. (2011) stressed, an

important part of leadership is that leadership has to move from individualistic to collective forms, because leadership is a social and relational phenomenon. Huang et al., (2008) highlighted that when leaders and followers (in their roles as members of a team) develop knowledge structures collectively, prior experiences and exchanges serve as a basis for identifying and clarifying the role-expectations in this relationship. Leadership as a social and relational phenomenon connects with positive youth development, which requires forms of social relationships that contribute to the development of a youth leader through active engagement in sociocultural and character-building processes (Ullrich-French & McDonough, 2013).

Research participant #3 made a similar point, namely that a leader needs to have a certain self-aware mindset in seeking continuous improvements and that in such a process, flaws or gaps in the leadership effort may be identified. Ways to improve the leadership effort can be facilitated by being more open and receptive to how others view a leader and their dispositions. Leaders who are self-aware know how their actions affect others and have a greater capacity to adjust to varying situations, by being pro-active in building personal strengths, including responding effectively to changes in the leadership environment (Crossan et al., 2008). Avolio and Gardner (2005) also posited that through such increased self-awareness, a leader can exhibit a positive form of role-modelling to encourage authentic forms of leadership among followers, thereby allowing better performance of both leader and followers in the changing leadership environment.

Research participant #5 suggested that in ranking the disposition of *conveying trust to others* highest, a leader who is open and honest in decision-making can complement and strengthen followers' understanding of the rationale behind the decisions. This can contribute to followers' receptivity to decisions. Followers may be seen as sensitive to the depth of honesty communicated by the leader. How a follower perceives the honesty appended to each decision made can impact each follower's own commitment to the leader-follower relationship.

A positive aspect of engaging followers closely is that it allows constructive responses to any changes in the leadership context, in particular when the followers are treated with honour and dignity during the change process (Seidman & McCauley, 2011).

Organizational support may also contribute to how followers perceive their engagement in the decision-making process and how leadership is implemented. The support granted by an organization gives leaders a genuine opportunity to achieve a positive impact on the social good of the group and the community. This comes through

followers feeling that they are being honoured by the organization's faith in their ability to contribute (Seidman & McCauley, 2011).

Similarly, the rationale shared by research participant #6 reflects the need to have clear roles and sufficient time investment for a leader to be able to develop his or her leadership style and dispositions. This can have an influence throughout the process of acclimatizing and adjusting to the individual personalities or behavioural dispositions of both leaders and followers.

5.2.3 Benefits of Transformational Leadership

A youth leader may consider developing an individual leadership style and approach in leading or managing peers as followers, through an open and engaged platform. This is necessary when leadership involves and engages multiple stakeholders in a process of interpersonal and mutual influence as part of a collective effort to achieve a shared vision and goals (DeRue & Ashford, 2011).

This is facilitated through critical leadership dispositions that not only are engaged forms of communication, but also take an involved approach in considering different follower perspectives and rationales as part of a collective decision being made. As became clear in the literature review, leadership requires followers to experience personal development that is integrated and understood in the context of others, social systems and organizational contexts (Frank, 2006; Schyns et al., 2011).

Leaders play a crucial role in facilitating change among followers by responding to or achieving organizational directions and objectives (Eliyana, 2010). Under conditions of change, followers will refer to leaders as role models to gain sources of certainty and may thus be more attentive to their leaders' guidance and actions (Oreg & Berson, 2011). This means consideration of the context in which youths may be actualizing their leadership actions and dispositions so as to initiate change among followers. This is necessary for collaboration and for deep consideration of the leadership-related components in the decision-making process.

One approach is to consider transformational leadership as a mechanism for initiating changes in how a youth leader contextualizes and actualizes individual leadership actions, behaviours or dispositions. These are used to manage and lead followers effectively and collectively towards accomplishing goals. This is grounded in what Seidman and McCauley (2011) highlighted as the provision of and commitment to a shared

vision that engages and motivates followers to adopt a change within self and environment and to strive for performance improvements.

Transformational leadership provides a process through which leaders bring about significant positive changes in individual followers, groups, teams, and organizations by using leadership actions comprised of inspiration, vision, and the motivation of followers to go beyond personal interests for a collective purpose. This is a result of establishing successful connections between individual followers and the objectives of each participating group and the environment and of connecting to the followers' self-identity within the leadership environment (Epitropaki & Martin, 2005).

The fundamental building blocks of this involve a transformational relationship between a leader and follower that is underpinned by a perceived sense of trust. This comes from the perceived honesty of a leader's actions and decisions, which results from the respect and trust of the leadership behaviour by both followers and the leader (Zhu et al., 2013). Transformational leaders are role models of integrity and fairness. Such roles, as described by Warrick (2011), engage followers by setting clear goals, having high expectations for performance, encouraging or supporting followers with proper recognition, stirring the emotions and passions of people, and encouraging followers to be more self-actualized through higher and more collective goals.

Social identification and role modelling processes can be started using a transformational leadership approach. Transformational leadership provides opportunities to motivate others to achieve goals and objectives through a concerted effort to convert individual follower motivations into collective interests by emphasizing collective goals and a common vision (Epitropaki & Martin, 2005). This process requires a balance of diverse skills, knowledge and experience that requires complex effort and substantial time commitments by both the leader and followers (Seidman & McCauley, 2011).

Hence, developmental approaches or curricula can use leadership-related events, such as project committee members or appointments in a community club, to facilitate changes in leadership dispositions and behaviour among followers within shared or distributive leadership structures (Dinh & Lord, 2012). For example, a youth appointed as a project leader for a charity fund-raiser can gain structured development in how leadership can be instilled or actualised through the help of training manuals on the best leadership practices to look out for when managing others. These approaches may encourage the formation of critically desired leadership dispositions that enable effective communications within the decision-making process. Such personal values and actions can generate positive

benefits for followers through transformative influences both leaders and followers can share with one another (Bamford-Wade & Moss, 2010).

Leaders who induce or influence aspiration, enable positive and clear perceptions of situations or problems, and empower the determination of responses effectively, display positive mood states and dispositions. Such positive dispositions generally result in favourable emotional responses from followers, which can lead to positive perceptions of transformational leadership (Martinko et al., 2007). This transformational process, undertaken by a leader, allows youths to develop into fellow leaders who exhibit honesty and care and who make fair and balanced decisions (Reed et al., 2011).

5.2.4 The Importance of Followers to Effective Leadership

As we have examined the research data and arrived at the key findings for this research, the role of followers in effective leadership has emerged as a matter of significance. This follows from the constructed data and findings, which highlight the need to involve others, including followers, in the way leadership grows and the ways leaders act. Underlying psychosocial qualities such as trust require two-way communications, and this applies not only from the singular position of the leader, but also from the position of the followers as well.

Leadership studies have grown in number and size, which is a testament to the importance of leadership in the collective psyche of individuals and organisations, yet even in this contemporary era, the concept of leadership remains contested and divided between concepts and theories. This has indirectly led to generally romanticised perceptions of what leadership means among the general masses, with leadership often perceived as an organisational process that draws authority and power from a hierarchical positioning. Such romanticism stems from common inaccuracies about what leadership should entail and largely to whom leadership is attributed (Meindl, Ehrlich, & Dukerich, 1985). Past leadership studies have heavily emphasised elements of the leader's perspective, such as thoughts, actions and personas. This indicates a tendency to define leadership from the perspective of leaders, but often neglects the viewpoints and contributions of followers (Meindl, 1995).

The romance of leadership, introduced by Meindl et al. (1985), establishes that the notion of leadership has a phenomenological significance for people's experiences with organisational processes. This approach is an alternative to various leadership theories that

centre on the leader; rather, this leadership notion looks at leadership as a social construction process, with emphasis on followers and their contexts in defining leadership and its significance, and on how they construct leaders from their minds and perspectives. Follower considerations, follower factors and follower relationships have a strong influence on the relationships between leaders and followers, and their behavioural interactions and engagements with one another often reflect the strength of this interrelationship. There is a strong influence relationship between followers' behavioural responses to leadership and the social construction process, which is not primarily under the control of leader (Meindl, 1995). Hence, with a radical shift in the traditional locus of control from a leader-centric approach to a follower-centric approach there is a significant need for leaders to take into account differentiating leadership styles and dispositions to drive leadership effectiveness.

A leader-centric focus concentrates on understanding leaders' behaviours, which it is assumed induce specific responses from followers, and therefore understanding what behaviours are effective in doing so is emphasized. This approach associates leadership and leaders with control of and responsibility for events and outcomes of importance, thereby attributing successes and failures entirely to the leader. However, a follower-centric approach posits the need to consider variances in social constructs between a leader and followers and to examine the social processes and situational factors that influence follower behaviours. A follower-centric approach uses such social interactions to develop followers themselves, rather than using such information to develop the quality and activities of the leader. This entails a lesser focus on the persona of the leader as a significant influencer of follower behaviours and actions. Rather, the emphasis shifts towards how followers construct the image of leadership from the leaders themselves and generate self-motivation to contribute to the leadership situation. Interactions with organisational processes and diverse social engagement or networks continually build and reinforce self-motivation, as followers develop clarity about their roles in the leadership situation (Meindl, 1995; Meindl et al., 1985).

From a romance of leadership aspect, traditional behavioural measures, definitions and concepts of leadership act as indirect cues used by followers to construct knowledge and interpretations of leadership and leaders. Variations among followers concerning the quality of leaders and leadership often reflect a variance in the perceived construction of the leadership relationships, rather than the direct behavioural effectiveness of leaders. Emerging follower-centric concepts of leadership have also gained attention to how

followers and leaders interpret their relationship using the leader-follower dimension as well as what is needed for both parties to make sense of group, task and outcome requirements. This in turn affects how leaders manage communications and hierarchical power recognition approaches to legitimise the leadership role. This has consequences for the introduction of leadership development and training, with training and development programs becoming opportunities to include followers in a two-way, constructive relationship integral to developing a leadership approach and style in relation to formally anointed leaders (Meindl, 1995).

When the romance of leadership approach is adopted, followers' orientations to the leader share equitable importance as with followers' own self-orientations. The latter involve the establishment and reinforcement among followers of a positive psychological and attitudinal self-commitment to a leader's embodied cause, mission, goal or aspirations. Leaders convey them through engagement in the social construction process, in which followers gain clarity on their self-identity, their social influences with each other and how they fit with organisational directions and tasks (Meindl, 1995).

Thus, it seems clear that in developing leadership, integrating a follower-centric examination can benefit the understanding of environmental, situational and human contributors to effective leadership. However, as Meindl (1995) highlighted, such follower-centric research and work remains limited and pales in comparison to the current research direction of leader-centric concepts and theories. It will take time for such alternate concepts to develop on their own basis, and to minimise prior biases towards a leader-based focus, that may emerge by integrating both leader- and follower-centric work.

5.3 Finding #1 – The characteristics and properties of transformational leadership are qualities youths expect in leaders

5.3.1 Discussion

Transformational leadership was strongly identified by youth leaders as the most important form of leadership. Characteristics of transformational leadership appear to have potential to help youth leaders manage their leadership actions and changes in the leadership environment. This may be seen through an emphasis on transformational

leadership elements such as building intellectual stimulation, which reflects how leaders can encourage followers to use creativity, innovation and problem-solving while administering individualized consideration to create a supportive environment in meeting the unique needs of followers (Simola et al., 2010). This also suggests a deeper engagement in the leader-to-follower relationship is necessary while a decision is being made, given that acceptance of leadership and leadership efficacy are constructively influenced when leaders and followers positively support and perform well with each other (Hannah et al., 2008).

Critically, the contributions from each research participant lend credence to the view that youths in leadership roles may benefit from the emerging attention placed on transformational leadership. Such transformative leadership concepts and principles have emerged as a popular theory of the development of leadership effectiveness. This has a place in facilitating the development of youth leaders in their early transitional development to leadership roles as more senior adults (C. K. Li & Hung, 2009). Such development is always built on the foundations of equality and respect for followers, where each member of the group is treated fairly and equally (DeRue et al., 2011).

In highlighting and then considering the transformational leadership approach, a set of findings arises from an analysis of the data. This set of findings shows that transformational leadership develops youth leaders in leading followers through a shared relationship that transforms respective motivation, conduct and ethical concerns (Simola et al., 2010).

5.3.2 Aspects of Transformational Leadership

Transformational leadership is a critical approach in developing youths in leadership roles in that it enables the fulfilment of various objectives related to both an individual and an organizational level of achievement. According to Moynihan et al. (2011), transformational leadership can be seen as contributing to creating a purposeful, committed, and innovative approach to management and it is expected to shape followers' behaviour through three psychological processes:

- i. First, transformational leaders direct and inspire followers' efforts by raising their awareness of the importance of organizational or team values and outcomes. This process requires leaders to create a sense of vision, mission and

purpose among followers, including providing confidence and future direction. The appeal to broader goals activates a higher-order level of needs among followers, encouraging them to go beyond self-interests to self-actualise to benefit the organisation, team and group.

- ii. Second, transformational leaders inspire followers as a source of idealized influence, functioning as role models and building follower confidence and pride in the organization.
- iii. Third, transformational leaders help followers achieve the mission by intellectually stimulating them to challenge old assumptions about organizational problems and practices.

A fourth aspect of transformational leadership can also be identified and developed. This fourth aspect takes into account a form of individualized consideration where a leader seeks to recognise the different desires and needs of followers and provides opportunities to empower and facilitate the personal developmental growth of each follower (Moynihan et al., 2011). These four aspects of transformational leadership require a leader to be concerned about changing and uniting individual followers' beliefs and values (Bass, 1985; Epitropaki & Martin, 2005; Maslin-Wicks, 2007; Simola et al., 2010).

5.3.3 Transformational Leadership According to the Research Participants

After introducing a strong presence of transformational leadership dispositions arising from the data in this study, this section contains a further evaluation of the analysis and inferences drawn from the first to third levels of analysis. This draws support from a wide range of academic literature to help deepen the contextual understanding and application of transformational leadership. This second set of findings draws on both the literature review of transformational leadership in Chapter 2 and the analysis from Chapter 4.

In this sub-section, a more in-depth relationship is examined using the individual contributions from each research participant. This is to help highlight and to elaborate further on the presence of transformational leadership dispositions in the research data. The

following explanations examine, reflect upon and relate to the various perspectives, considerations, observations and findings from each research participant.

5.3.3.1 Research Participant #1

Research participant #1's perspective on leadership highlights abilities to communicate and engage well with others while keeping an open mind to the suggestions and perspectives offered by other team members. In the first level of analysis, a connection with transformational leadership was closely formed as the presence of two such leadership elements were identified from the participant's data and subsequent analysis.

The elements of individual consideration and inspirational motivation were identified as necessary elements of leadership by this research participant. Individual consideration and inspirational motivation were identified as ways in which a leader should take the initiative to lead a team of people and should consider the opinions and suggestions of others. This enables others to feel that they have roles to play in the decision-making process. Individualized consideration, in this context, involves dispositions and behaviours that emphasize the need to pay close attention to followers' individual needs for achievement and growth. Platforms that can be used to facilitate this may include teaching, coaching, and creating new learning opportunities (Groves & LaRocca, 2011).

Transformational leadership may be measured by assessing the extent to which the leaders and each individual follower share common values (Hayibor et al., 2011). This reflects the need to consider the perspectives of each follower in a team setting, together with different perspectives and knowledge, and how they function collectively by contributing to the overall decision-making process.

One important consideration in this regard is that transformational leadership can function as a value-added factor in inspiring enhanced performance from followers and in building follower perceptions of leader effectiveness or a follower's self-actualized satisfaction (Huang & Liao, 2011). Inspirational motivation, accordingly, is induced as a result, in that it emerges as a characterisation of a leader and provides meaning and challenge to followers' work. This form of motivation encourages followers to envision attractive future outcomes for their work groups, the organization, the community and the relevant social cause. This comes about through a shared vision that is readily identified with, attributed to and received with trust with by followers (Zhu et al., 2013).

This intrinsic form of self-motivation and the findings from this study help to establish a complementary relationship between a leader and a follower. Inspirational motivation is initiated through this proactive engagement by allowing each individual follower to build his or her perception and understanding, knowing that his or her inputs are valued and that they contribute to the overall decision-making process (Groves & LaRocca, 2011).

This is also facilitated through a promising shared vision committed to by leaders and followers alike in which followers have a common understanding of the outcomes that lie ahead in the tasks to be accomplished. There is a critical need to consider this common ground where members of the leader-follower relationship are more likely to seek advice from each other on how to achieve common goals and tasks. This common ground comes from a positive leader-member relationship or exchange in which transformational leadership encourages the formation of a team identity to complement the individualized identities of the followers (Epitropaki & Martin, 2013). This rationale and this logic are supported by empirical research, which has shown that transformational leadership is positively related to team members' acceptance of the importance of specific goals (Zhang & Peterson, 2011).

5.3.3.2 Research Participant #2

Transformational leadership is actively suggested by research participant #2's contributions, in that a youth leader should be concerned with setting a positive example or functioning as a role model to his or her peers. These peers form the group of followers within a youth-led team setting. Being an effective youth leader necessitates an extra effort in supporting and leading these followers. To facilitate transformational growth within the leader-to-follower relationship, transformational leaders need to seek continuously to improve group and follower performance, while making proactive efforts to understand better the role they may play in engaging and developing followers' roles in the team's internal social networks (Zhang & Peterson, 2011).

This contributes to a need for a positive role model built on the belief that followers will often look upon a leader for guidance and a reference on the manner or approach in undertaking actions and behaviours. Transformational leadership is encouraged through an interconnected emphasis on idealized influence and inspirational motivation.

These two elements of transformational leadership are evident from the research participant's perspective of a functional need for a role model. A leader functions as a role model by facilitating changes in tasks or roles and acting as a good influence while leading (Nielsen & Cleal, 2011). The receptivity of followers to engage in such comparison and adaptation requires a strong identification with the beliefs and vision of the youth leader. The influencing process by which leaders and followers achieve a shared vision and goals consensually thus contributes to this leadership identity. Such an identity, as Y.C. Huang and Liao (2011) noted, can be developed through a proactive effort to empower followers by integrating them into the decision making process needed for managing change.

The individual ability to articulate a clear and compelling vision for the organization plays a large part in the effectiveness of transformational leaders. This allows opportunities for a leader to foster or empower clarity by enhancing positive perceptions and trust among followers in the leader's self-efficacy, trustworthiness and dependability in leadership (Avolio & Gardner, 2005; Cavazotte et al., 2012; Fry, 2003; Moynihan et al., 2011; Zhu et al., 2013). A common shared vision is one of the links that connect a youth leader to individual followers. This is established through encouraging a closer alignment of ideas and perspectives, which may reduce resistance to a leadership decision. This allows a more effective process in which a leader is better able to influence and effect transformative change in each follower, leading him or her to accept and work for the common vision or goals (Samnani & Singh, 2013).

The transformational leadership element of idealized influence comes from this established relationship between a leader and a follower. This emerges as followers become supporters or advocates for the commonly shared beliefs and vision. Such a human relational engagement allows a more open and reciprocal communication that reinforces a positive sense of trust, respect and confidence (Clarke, 2011).

This is grounded by the leader's efforts to inspire transformational changes in followers by influencing or guiding the followers' core attitudes and values so that they are consistent with the vision for the group or organization. The transformational influence a leader can initiate may be predicated on the norm of social responsibility or social capital involvement (Groves & LaRocca, 2011), which is a form of internalized belief or moral obligation to help others without expecting any personal benefit. Such socially adaptive behaviour could influence how leadership development is managed, particularly when selecting an effective leadership style. This stems from a dependency on organizational structures for transformational forms of leadership versus the focus on individual

engagement with followers that servant leadership emphasizes (Stone et al., 2004). When engaging others from an individualized perspective, leadership development can be approached through a servant model, where the placement of the community needs above personal interests that is representative of the servant leader, places an emphasis on the need to involve others. Such actions engage others, including followers, in the leadership decision making process as collaborative actions towards obtaining communal goals. This focus leverages on individual roles of help, assistance, and service, which generates enhanced trust and confidence between all parties in the leadership relationship, rather than organizational systems.

As Zhang and Peterson (2011) pointed out, the subsequent growth of a sense of trust and confidence between a leader and a follower can generate a depth of inspirational motivation to bond more closely and to communicate proactively to achieve team-oriented objectives and goals. This results in an enhanced engagement between a leader and follower in which the latter proactively seeks advice or other forms of reciprocal communication to help achieve group goals (Zhu et al., 2013).

5.3.3.3 Research Participant #3

Research participant #3 indicated a need for a youth leader to be consistent in performing to the follower's expectations of leadership. This is grounded in the idea that leadership is not only related to the effort and actions of leading others, which relates to a leader's self-efficacy or competence, but that it is also important for leaders to produce a positive leadership environment. Such an environment encourages enough positivity and energy among followers to evoke a form of contagion effect that followers will exhibit reflections of leadership themselves (Bligh, Kohles, & Meindl, 2004). At times, positive leadership involves knowing when to empower or allow others to take the lead in tackling challenges and making decisions, and what constitutes the leading action and behaviour of individual leaders towards followers (Hannah et al., 2008).

As in transformational leadership, the elements of idealized influence and inspirational motivation contribute to a leader's charisma as perceived by followers (Sun & Anderson, 2012). Idealized influence is encouraged among followers by the leader's clear role in leadership, and through clarity in understanding the rationale and perspectives the leader considers when making a decision (Zhu et al., 2013).

Idealized influence is also encouraged by a sense of trust and confidence in the youth leader, through positive perceptions of the leader's role in facilitating the decision-making process arising from prior interactions and decisions made. This is built on the fundamental consideration that a transformational leader can influence each follower by creating a strong emotional identification or bond with followers. This is encouraged through a desire among followers to emulate the leader's behaviour, values and principles (Simola et al., 2010; Sun & Anderson, 2012). This provides, as Eliyana (2010) suggests, an emotional form of motivation for the follower to go beyond what is expected and to do more for the leader and the group.

The presence of idealized influence also encourages inspirational motivation through the sense of confidence that a youth leader is consistent in making leadership decisions. It also allows different followers to be engaged openly with a sense of empowerment in the decision-making process. Such stability, as Zhang and Peterson (2011) mentioned, originating from familiarity with followers, contributes towards team cohesion.

A leader can utilize various methods of engagement such as goal-setting, creating a shared vision, setting the strategic direction for the group and organization, and encouraging others to be engaged in their own way. This process of idealized influence encourages a measure of inspirational motivation to evoke transformative changes, built on the foundations of communicating and trusting the leader's decision. This involves a series of actions that move forward in practice as leaders embrace exploration, planning, implementation and evaluation of the leadership environment (Bamford-Wade & Moss, 2010).

5.3.3.4 Research Participant #4

When reviewing the data from research participant #4, the predominant impression is that this participant would find it important to place a youth leader in a position to function as an effective role model. This allows the leader opportunities to solve problems and deal with conflicts and other obstructive situations effectively through clear communication and by reaching the right decisions.

Individualized consideration and idealized influence are two elements of transformational leadership that can be found in this research participant's contributions. Individualized consideration is reflected by the research participant's perspective that a

youth in a leadership role should ensure that effective communication is well practiced to allow followers to gain confidence that the leadership action and disposition reflects an effort to care for followers' well-being (Zhu et al., 2013). Individualized considerations are also actualized through one-to-one connections a leader makes with followers, leading to understanding each follower's needs and desires. In turn, such a connection establishes clear communications between a leader and a follower that allows more clearly defined functional roles of leaders and followers (Dionne et al., 2012).

This is necessary, as leadership no longer follows the traditional setting in which it is the domain of just one person. Rather it lies in the ability of the leader to coach the development of individual followers' capabilities and competence to contribute to the leadership environment and situation (Bamford-Wade & Moss, 2010). This position reflects the need for opportunities to effect two-way or reciprocal communications between a leader and a follower to take advantage of such strengths and capabilities in the decision-making process. This must be based on a high depth of trust between the two parties. To enable this, a transformational leader can make use of the idealized influence element in his or her role in leading followers (Zhu et al., 2013). From a distributed leadership perspective, leadership no longer seems focused on just the communication of messages between individuals. Attention is needed to ascertain the factors that encourage social influences to surface within the leader to follower relationship which in turn enhances the quality of leadership actions through a psychosocial aspect (Muethel & Hoegl, 2013).

Distributed leadership or leadership distributed across multiple people has been recognized by researchers and practitioners as a useful framework with developing leadership through multiple relationship networks. The leadership approach identifies with the human management-related notion that good leadership is not readily available in sufficient numbers to address all of the demands associated with leadership, such as decision making and supportive guidance. Distributed leadership disassociates itself from the actions of task and responsibility division within defined organizational roles. Instead, it emphasizes on sustaining the activities and interactions stretched across multiple people and complementary roles to exert positive contributions onto the overall leadership efforts (Timperley, 2006; Spillane, Camburn, & Pareja, 2007; Hatcher, 2005; Hartley, 2007). This takes into particular consideration of the involvement of followers in the leadership activity that is evolving and not fixed to specific roles in an organization (Timperley, 2006; Gronn, 2002; Spillane et al., 2001; Gronn, 2008).

This notion of various complementary actors who support leadership through active involvement in the leadership process, rather than depending on a singular person through attributed status of leadership to manage the leadership functions alone (Timperley, 2006; Gronn, 2002; Spillane, Camburn, Pustejovsky, Pareja, & Lewis, 2008; Spillane, Diamond & Jita, 2003). The involvement of followers in a distributed leadership approach provides leaders with a unique grounding towards problem solving and leadership decision making, as the interpretations, responsive actions and voicing of perspectives from followers to leadership activities play a role in successful achievement of sought leadership goals (Timperley, 2006; Spillane et al., 2001; Gronn, 2008).

When comparing distributed leadership with other leadership approaches, a key differentiation is the interactions of artefacts and organizational member relationships that emerge in the leadership. Artefacts and tools are essentially externalized or contextual representations of ideas and intentions used by these leadership practitioners in instructing others. Such artefacts and tools influence how leadership practitioners approach leadership tasks and in incorporating systematic approaches in implementing them (Gronn, 2002; Spillane, Halverson, & Diamond, 2001; Spillane et al., 2007; Spillane et al., 2003). For example, distributed leadership is carried out when a leader establishes a working relationship with followers in a local tree planting community project by encouraging and facilitating leadership-related functions and identified tools to be assumed by followers as the project builds up and greater awareness of project needs surfaces. Artefacts are shared with followers, such as financial management tools and volunteer registration systems, which support the delegation of leadership tasks while distributing some form of leadership decision making among followers.

Distributed leadership emerges through concertize efforts for both leaders and followers to collaborate spontaneously in the task environment that is encouraged by some form of intuitive understanding of the close structural relationships with each other. In essence, leadership is shared with others through the roles imbedded in the leader-follower relationship that allows clearer awareness of and emotional commitment to individual roles as collective co-leaders, but leveraging on the opportunities to rely on others for skills and knowledge to a common cause (Gronn, 2002; Hatcher, 2005; Spillane et al., 2003).

From what Gronn (2002) has identified, distributed leadership allows the distribution of leadership roles and responsibilities that encourages the further growth of leadership among others by transforming perspectives and role acceptance via experience gathering and cultural assimilation through a collective identity. This process is also a two-

way flow where leaders themselves reflect on their on-going leadership style by identifying dimensions of leadership practices with relations to those in contact with and consider changes to improve leadership (Spillane et al., 2001).

For distributed leadership to emerge in form, trust and accountability between the leader and followers is imperative for effective role assumptions in managing the tasks and decision making requirements of the leadership role (MacBeath, 2005; Hatcher, 2005). Trust between leadership members requires that of decisions implemented by followers and other parties such as organizational management and supporting adults' paces trust in their capability to achieve the roles well. This suggests that distributed leadership concerns the need to not only look at leadership in the actions of the leader, but how such actions are influenced and impacted by the contributions of others such as followers and the organization. In examining and analysing the interaction between the leader and others, leadership can be made more effective in acknowledging the role others have in the decision making process and this relates well to this research through the practice of trust and respect placed onto followers in voicing their own individual experiences and knowledge as valued assets for a leader and collectively engage one another (Spillane et al., 2008).

Well-established and trust-filled role sharing ,through guided sharing of knowledge and experience allows for potential leaders to come together based on common interests such as career development and knowledge acquisition, to be trained and developed with evolving role modelling and assumptions. This aligns with various developmental platforms such as a mentorship approach as distributed leadership allows the sharing of roles and responsibilities while helping to develop leadership through staggered or evolving empowerment of roles and responsibilities (Gronn, 2002).

While examining the notion of distributed leadership, a similar yet different notion of shared leadership was also identified. Shared leadership is introduced with the premise that individuals within a group can share leadership functions that is leadership functions are not considered sacred to one individual. Leadership functions are shared specifically among individual members within a group and can fluctuate in terms of diversity or restrictions as over time, depending on the evolution of the group dynamism (Drescher, Korsgaard, Welpe, Picot, & Wigand, 2014). It occurs when two or more group members engage in group leadership with intent in influencing and directing other members to achieve task effectiveness.

Group members emerge in the leadership function when their skills, knowledge and expertise are recognized as of need by the group. This comes with the condition that emerging leaders account for their leadership placement and followership in each group (Bergman, Rentsch, Small, Davenport, & Bergman, 2012). This form of mutual dependence can instil positive levels of group trust given the interactive opportunism and exchange of resources resultant from collaborative leadership behaviours such as communicating, influencing and accountability with each other (Drescher et al., 2014; Hoch, 2014; Muethel & Hoegl, 2013).

As a dynamic process, different group members act as leaders and at times as followers, shared leadership are facilitated by the sharing and interaction of knowledge and routines within a group along with the distribution of key leadership functions (Drescher et al., 2014; Hoch, 2014; Muethel & Hoegl, 2013). It involves the exertion and acceptance by members of a group of influence exerted by identified leaders (Muethel & Hoegl, 2013).

A critical distinction noted with the use of shared leadership is that it is a group-level attribute where members share in performing behaviours of a traditional leader, although not all group members act as leaders in the same way while adopting various leadership functions and tasks (Drescher et al., 2014; Muethel & Hoegl, 2013; Bergman et al., 2012).

Consequently, a key difference between shared leadership and distributed leadership can be identified from their fundamental approach towards empowering leadership. While shared leadership focuses on empowering or co-sharing the leadership functions with another, the cross-spreading of leadership functions may be selective or limited to just a select few within the group. This is different from distributed leadership with its focus centring on stretching or spreading leadership functions and roles to individual and potentially all within a group, and to much extent and within an organizational structure. Shared leadership differs in this aspect as within a group context, leadership is shared specifically among different members of a group which entails a collective of singular leaders in a co-operative leadership partnership rather than engaging with multiple parties to contribute towards a focused leadership. It can also be argued that shared leadership differs from distributed leadership in that the former approach emphasizes on a functional or task aspect being shared among group members whereas distributed leadership focuses on the inter-relational or human aspects and dynamics between each member within and out of the group that allows for spontaneous and flexible assumptions of leadership roles. Further thoughts could be made in differentiating shared

leadership and distributed leadership with the former tied to temporal group or organizational structures that may change over time, whereas distributed leadership comprise of dynamic applications of leadership roles that can be structured and adaptive to environmental and human components within an organization.

Attention is needed to ascertain the factors that encourage social influences to surface within the leader to follower relationship which in turn enhances the quality of leadership actions through a psychosocial aspect (Muethel & Hoegl, 2013).

This emotive process highlights the importance of the strength of the relationship between the leader and follower that exists beyond the usage of hierarchical constructs to exert influence such as job rankings, authority, and titles. Rather, an approach utilizing a leader's idealized influence can effectively induce such influences through established trust and positive leadership actions with followers, including attentive listening and patience in encouraging developmental growth. This follows well with the philosophy placed behind shared leadership approaches where the interactive relationship between the leader and follower builds upon trust as a dynamic driver in co-sharing the leadership responsibility to achieve objectives, and in leading one another in a transformative sense (Dansereau et al., 2013; Ghosh, 2014; Muethel & Hoegl, 2013).

This approach also considers engaging each individual follower in building an interactive and collaborative relationship. Such an approach or strategy can generate transformational benefits or changes as followers become empowered in the process. Such empowerment allows renewed perceptions, commitment and energy to be placed in the leadership effort, redefining a follower's mission and vision and restructuring the ways of accomplishing goals (Fry, 2003).

This research participant emphasizes that individualized consideration plays an important part in the development of the leader-to-follower relationship in that it supports the leaders in attending to followers' needs and vice versa. In this regard, perhaps opportunities to act as mentors or coaches may induce inspirational motivation in others through the leader's role in communicating quality performance expectations through a strong, confident and dynamic presence (Sosik, 2005). This involves leaders in articulating shared inspirational visions and appeals to followers (C. K. Li & Hung, 2009; Moss et al., 2009).

5.3.3.5 Research Participant #5

According to research participant #5, leadership means that a youth is able to communicate and inspire a vision among others. Leadership by a youth entails a sense of courage, as courage improves followers' perceptions of a leader's self-efficacy, confidence and ability to lead others (Hannah et al., 2008; Walumbwa et al., 2011). It necessitates a leader being able to step away from a comfortable environment to make difficult and challenging decisions. Thus, it is important for a leader to have high self-esteem in leading others, as this leads to better control of the environment and displays a sense of control, competence and power (Sun, 2013). Other qualities such as patience and perseverance in leading resistive followers are also important for leadership.

Transformational leadership is interconnected with this perspective on youth leadership, as this leadership concept involves the ability to inspire and motivate followers (Huang & Liao, 2011). This is represented through the presence of idealized influence and inspirational motivation which requires the presence of trust and follow-through leadership actions to foster the application and acceptance of such transformative changes as of value to the follower recipients. For followers to be receptive to change, as the research has shown, a larger emphasis on facilitation rather than direction of individual followers' actions in decision making is needed so as to render an environment of trust and patience in allowing followers to make empowered decisions on their own.

This form of relational engagement continues to embrace the philosophy of shared leadership in which both leaders and followers require the presence of each other to share responsibilities and resources as part of their own individual identity construct in the leadership relationship (Dansereau et al., 2013). Through this process of transformative change a leader needs to inspire or convey a consensual interpretation and acceptance of a vision to followers. Idealized influence is instilled among followers when a connection or inter-relationship emerges between the youth leader's leadership actions and dispositions and the followers' own individual beliefs and value sets. Inspirational motivation is generated as a result of this inter-relationship, which establishes a strong sense of trust between leader and follower. Trust is established when followers gain a sense of involvement in decisions made by the leader and when followers have confidence in the leader's ability to achieve the shared vision (Sun, 2013).

These qualities reflect well-placed visioning and the potential for leaders to use idealized influences and inspirational motivation (or otherwise their charisma) to help gain

respectability and credibility. They do this by establishing referent power and authority in the leadership-follower relationship by communicating the value of being actively involved and engaged. Referent power and authority is recognized as the leader builds trust among followers through displaying their individual competencies and abilities to make decisions, which in turn are validated by similar recognition among others (Sun & Anderson, 2012). These qualities empower forms of leadership as part of an encompassing transformational leadership philosophy (Zhang & Peterson, 2011). Such a philosophy also requires an inclusive leadership environment that allows open access to information, support, opportunities and resources for both leaders and followers, allowing them to learn and adapt to the dynamic relationship between them (Avolio & Gardner, 2005).

5.3.3.6 Research Participant #6

Research participant #6, perceived a need for a youth leader to be able to lead effectively, by being able to take charge of and remain committed to followers within the leadership situation. This is to ensure the achievement of a given task or goal. As indicated in Chapter 4, transformational leadership makes use of idealized influence, whereby a leader is able to fulfil his or her role in leadership by instilling high standards of moral and ethical conduct that reflect his or her role in leading and caring for followers (Li et al., 2012).

Leadership effectiveness is achieved through giving empowering tasks and responsibilities to followers, and in representing the values and principles held and perceived by followers, such as showing patience for followers to accomplish tasks on their own accord, while flexibly remaining open towards lending a listening ear for challenges and issues, and in guiding followers in problem resolution. Bamford-Wade and Moss (2010) stated that it is dependent on structures such as shared governance and action processes that facilitate leader and follower growth in self-esteem, self-actualisation, recognition, autonomy and responsibility.

This means that reciprocal acceptance of the leader's authority, and trust in the leader's rationale for decision-making will instil confidence in followers. Idealized influence becomes a critical consideration for effective leadership among youths, when consistent efforts in connecting and being involved with every other follower builds upon emotional or psycho-social objectives. Such supportive behaviour for a leader must be directed towards satisfying followers' needs and preferences, such as displaying concern

for their welfare and creating a psychologically supportive environment (Ridwan et al., 2011).

5.3.4 Transformational Leadership Summary

Evidently, transformational leadership is a critical leadership concept as it provides a basis for encouraging an adaptive or developmental leader-to-follower relationship through an emphasis on supporting follower innovation, problem-solving and empowerment (Moynihan et al., 2011).

The collated perspectives, beliefs, observations and analysis from these research participants provide insights into the relationship between youth leadership and the use of transformational leadership practices, principles and concepts. As Y.C. Huang and Liao (2011) advocated, the importance placed on providing followers with opportunities to contribute through presenting their thoughts and opinions is paramount for effective leadership. These shared thoughts and opinions can then be considered in terms of the larger leadership decisions that encourage more receptive responses to change by followers as a result of empowered commitment and ownership in the process.

With this position in mind, transformational leadership provides reciprocal communication-related benefits resulting from the decision-making process and considers the perspectives of those involved. This can be facilitated through a clearly defined role for a transformational leader who is able to grant a voice to the various stakeholders in the decision-making process and to grant them opportunities not only to speak from their perspectives, but also to provide consultation during the process of decision-making (Huang & Liao, 2011). The elements of individualized consideration, inspirational motivation and idealized influence are evident in the emphasis each research participant places on the proactive engagement of followers in the leader-to-follower relationship. It also requires having clear roles to effect clear communications, honesty, patience and courage in managing followers while coming to a leadership decision.

Groves and LaRocca (2011) identified that transformational leaders can influence followers and drive organizational changes through shared values such as honesty, loyalty and fairness. This leadership role may also be built on the presence of qualities such as justice, equality and human rights. Within the transformational change process, leaders can empower followers to initiate key changes in individual followers' core values and beliefs to promote the shared vision and goals.

5.3.5 Intellectual Stimulation

While expanding and discussing the elements of transformational leadership in this sub-section, intellectual stimulation has not been as well emphasized as the other three. This could be an additional area to explore.

Intellectual stimulation is particularly useful in understanding how youth leadership can be developed from a volunteer leader's perspective. This element may be defined as forms of behaviour that encourage followers to be innovative and creative through questioning assumptions, reframing problems and approaching old problems in new creative ways (Groves & LaRocca, 2011; Zhu et al., 2013).

This fourth element of transformational leadership may help a youth leader to develop a more meaningful leadership role or identity. As DeRue and Ashford (2011) suggested, this would entail examining the cognitive aspects of the process by which leaders and followers establish the roles of each party. Cognitive processes enable a leader in establishing clear alignment between follower understanding of leadership actions, and relating them with the leader's perspective. Such cognitive processes allows the leader to encourage creative and divergent thinking in the current leadership environment, thereby allowing the emotional bond between leader and follower to grow as trust in a leader's competence, integrity and dependability develops (Zhu et al., 2013).

Examining this element of intellectual stimulation could expand how transformational leadership can be reinforced as a holistic approach when designing leadership development curricula and programs that enable deeper engagement with the values and belief systems of leaders and followers. This may help leaders and followers to understand each other's needs for a more effective leadership environment (Huang et al., 2008). From a leadership developmental perspective, such programs can encourage followers to see themselves as potential leaders and help to facilitate leadership action through an assumed deeper responsibility to do so (DeRue et al., 2011). Leadership developmental programs could then be designed and incorporated into an organisational structure to support transformative changes in leadership, where contributions take place not only among established leaders, but also towards leadership continuity among followers to become leaders themselves (Egan & Song, 2008). Findings from this research suggest critical areas of focus for leadership program development and training, such as

consultative and counselling skill sets or facilitation of team-building techniques through the use of community engagement to foster a culture of leadership renewal and change.

The benefits of integrating transformational leadership as a model for practice into a structured youth development program and curriculum are intrinsic and offer potential for youth organizations. Such programs should be structured to enable leaders and followers alike to undergo forms of learning that inspire them to perform beyond expectations and to find satisfaction in leadership actions. Built on approaches that facilitates followers' growth as leaders, it can be argued that the principles of trust through collaborative engagement and empowered consultation between leaders and followers can be introduced as pillars of leadership learning from which shared leadership experiences and knowledge of best practices may be imparted among both leaders and followers alike. Leadership development programs that utilize such transformational learning support leader's reflections on their life experiences, core beliefs and sense of the leadership environment. Such programs could cause a deep and pervasive shift in a leader's perspective and understanding, in particular from a follower's viewpoint (Petriglieri et al., 2011). Elements of collaborative and reflective learning can be structured and incorporated into activities within leadership development curriculum, in a way that allows for leaders and followers to share and process their respective leadership related experiences, and for evaluating and validating best practices. Through reflective sharing, collaborative engagement is encouraged, and channels of interpersonal communications are built up that, in the long-term, utilizes familiarity with one another in approaching leadership decisions with trust and patience.

The benefits of having leaders involved in making personal changes and improving or transforming the groups they lead can in turn contribute towards much larger transformative changes in the organization and the community, as role expectations of leader and follower become clearer and can enable a more effective leadership environment (Warrick, 2011; Huang et al., 2008). Hence, such programs and curricula incorporating intellectual stimulation can support leadership dispositions, efforts and relationships in a transformative and sustainable manner by facilitating followers in approaching new and old situations in novel ways (Sun & Anderson, 2012). Such programs in design can incorporate activities that focus not just on developing leaders in isolation, but collaboratively with followers together, in coming to terms with organizational policies and strategic decisions. Through joint problem solving situations, and with commonly understood and accepted objectives, clearer messaging between

leaders and followers becomes the norm, and opportunities arise for leaders to exercise idealized influence and inspirational motivation (Ghosh, 2014; Dansereau et al., 2013).

5.4 Finding #2 –The characteristics and properties of Servant Leadership are also important qualities youths expect in leaders

A leader has a critical role in developing followers at the individual and collective level and in contributing towards community citizenship, enhanced in-role performance and commitment to an organizational or community cause. This role is sometimes understated (Liden et al., 2008). While previous sections have identified the critical role transformational leadership has played in youth leadership, servant leadership has also been identified as an important leadership style and this is examined further in this second set of findings.

Servant leadership articulates the emotional, relational, and moral dimensions of leadership in a beneficial manner (Reed et al., 2011). Its intended purpose is to support the development of leaders in growing characteristics such as humility, relational power, autonomy and relational development of followers and to encourage a leader's orientation towards service (Mittal & Dorfman, 2012).

Servant leaders, in context, manage organizational challenges by placing personal interests after those of followers and the community to which service is rendered. Leadership in this sense is an opportunity for service to individuals, organization and the community rather than as a platform for personal gain (Reed et al., 2011). As leaders of a community, servant leaders function as authority figures that lead followers through collaborative actions that serve deeply the interests and needs of the communities they assist. In doing so, they exhibit authoritative knowledge and experience that contributes towards the effective resolution of issues through clear-sighted and transparent decision making processes. As such, servant leaders have no need for exhibiting personal forms of power or interest in making decisions. Instead servant leaders act as partners in the community along with followers, and communicate a clear sense of personal ethics for followers to emulate when making or acting on leadership decisions. The use of any hint of coercion or fear conveyed through positional power or privilege of social status is consciously eschewed (Dansereau et al., 2013).

Concern for followers has moved from a personal involvement orientation to becoming more of a social leadership process that is mediated through large, complex,

powerful, impersonal and sometimes ineffective systems. This entails the use of interpersonal relationships for leaders to initiate change and decision making effectiveness among followers by leveraging on the emotional and psychosocial connections between individuals to achieve goals. This signals the possible dependency on more inclusive forms of engagement between leaders and followers that organizational structures and traditional hierarchy may otherwise limit as a consequence of the layers of communications and direction needed to arrive at a leadership decision making (Waterman, 2011). This development, and the need to engage others, also encourages the growth of human relationships through social interactions between leaders and followers. This may come through the proactive sharing and consideration of different perspectives in the decision-making process. Open communication, trust, acceptance of followers and sharing of information may facilitate this process (Walumbwa, et al., 2011).

Servant leadership can be helpful in searching for new knowledge and in engaging others into more reciprocal relationships. A servant leader will constantly seek to find out what followers need to meet the shared vision, by learning their unique characteristics and interests. The role of the servant leader is to do anything necessary to help followers accomplish their goals by helping the followers to fulfil their potential (Liden et al., 2008). This is similar in application to the transformational element of individualized consideration in which followers are led effectively by leaders who utilize s an inclusive approach, such as treating others with respect, and upholding the dignity of each member of the team as a valued contributor to organizational objectives, or in the case of servant leadership, the community (Beugré, Acar & Braun, 2006). Alternatively, servant leaders may try to redirect followers' efforts to where they can contribute best (Vinod & Sudhakar, 2011). This may entail an early integration of core servant leadership values for youth leaders as part of their formative leadership development through experience gathering and structured leadership development programs during which followers frequently witness a servant leader's commitment to followers' needs beyond the leader's own needs (Hunter et al., 2013).

One of the foundations of servant leadership is that good and efficient leadership rests on the appreciation of, empathy with, and attention paid to followers where individualized attention or consideration recognizes a follower's actions and knowledge base as valued contributions to leadership actions and decision making processes (Dansereau et al., 2013). Such knowledge or know-how comes with experience, as adult mentors pass on their tacit knowledge of leadership to emerging adults or youths (Liu &

Cui, 2012). Tacit knowledge, in this aspect, is practical intelligence used day-to-day that emerges in everyday life and is gained through personal experiences (Grigorenko et al., 2006). This supports an effort to help guide youths in their transitions from young adults to older adults with increasing responsibilities and decision-making authority. Ruiz et al. (2010) identified the benefits of servant leadership as follows:

- Servant leaders are strongly oriented to people. This attracts the free adhesion of followers.
- Servant leaders are committed to listening to followers, striving to understand and empathise with them.
- Servant leaders have emotionally healing relationships with followers.
- Servant leaders rely on persuasion rather than on coercion to get followers to facilitate the personal, professional and spiritual growth of others in the community, and to build social capital.

The following sub-sections elaborate on the relevance of servant leadership:

5.4.1 Trust is a key servant leadership element for youth leaders

According to research participant #1, “Trust is important among the team and it is only fair to be honest with them because they trusted you. They have the right to know the reasons why you make the decision and engagement with others”. Research participant #3 reiterated this point in highlighting that trust is necessary to foster an open and engaging relationship with others.

For a youth leader, trust plays an important role in leadership. This entails that a leader must have a reciprocal relationship that is grounded in trust with others. The need for reciprocal engagement is evident, as both parties require an understanding and acceptance of the reasoning and positions taken in reaching a leadership decision. This youth leader’s perspective is linked to servant leadership. Hunter et al. (2013) identified the need to form relationships with followers as an important dimension of servant leadership. Leadership development programs can therefore be designed to provide

experiential opportunities for both followers and leaders to progressively function as a team while individually going through different leadership growth objectives. This can be actualized through activities such as using collaborative problem solving where leaders have to consider delegation, and empowering decision making authority to followers, or for followers to experience the leadership challenges in managing others by taking up higher appointments in projects as guided by an established leader (Dansereau et al., 2013; Muethel & Hoegl, 2013; Liang et al., 2013).

The element of trust is critical to servant leadership. When servant leadership is used, a leader helps followers in the relationship through various service-related acts, such as getting to know followers, placing service over personal interests, listening effectively and, importantly, keeping the trust of others (Fry, 2003). Trust is built on the actions of the servant leader in placing the needs of others above the leader's own. Trust is also built among followers by making a proactive effort to meet their needs while fostering the belief that the leader wants to pursue a quality relationship with followers (Liden et al., 2008). Trust establishes the foundations of a meaningful social exchange relationship between a leader and followers and when such a relationship exists, the leader is seen as an altruistic and credible positive role model because of that trust (Hunter et al., 2013; Walumbwa et al., 2011).

Therefore, trust is a critical element in establishing an effective relationship with followers. When followers place high levels of cognitive trust in the leader, followers will exhibit a tendency to judge their work experiences and commitment to the leadership more favourably (Zhu et al., 2013). Servant leadership fulfils such leadership needs by centring attention on forming these relationships and in gaining an understanding of how followers can become self-motivated to fulfil the potential in their roles (Liden et al., 2008).

5.4.2 Effective listening with empathy reflects elements of servant leadership

According to research participant #2, "I feel that showing empathy to listen to others would be most important as in order to be a good leader, they need to be a good follower first. In order to do so, they need to be able to listen to others and understand things from their point of view. Thus, I feel that it would be the most important." Research participant #3 also shared that there is a need to provide confidence that a leader is listening to and empathizing with a follower.

Servant leadership can be identified as relevant in leadership development among youths. The points identified by research participant #2 show the need for servant leadership, as empathy and listening have been identified as two of the ten traits of a servant leader (Mittal & Dorfman, 2012). Accordingly, effective listening is identified as an important leadership element encompassed by servant leadership and is necessary when a leader seeks to serve others beyond his or her personal needs by understanding the emotions and individual needs of followers (Fry, 2003; Mittal & Dorfman, 2012). As the research findings have shown, leadership of a developmental type is becoming increasingly needed by youth leaders. It can be theorized therefore, that for youth leaders to develop into effective adult leaders of tomorrow, psychosocial elements within the leadership exchange between leaders, followers, and other adult role models, play a part in providing the necessary resources and cues towards forming a relevant leadership role identity.

From a general leadership perspective, showing concern for listening to followers also leads to the formation of another critical element for a leader: respect. Respect for a servant leader may be gained through what the youth leader has done and it is reciprocated by followers when they have accepted the service-focused culture (Clarke, 2011).

These points suggest that servant leadership can be useful for a youth leader to create effective relationships with followers through a service-related approach. In building up empathy, as facilitated through effective listening, fair and sincere decisions can be made with the involvement of followers as responsibility is encouraged among both parties and individual rights are respected. The relationship between a leader and a follower gains clarity and value by developing positive perceptions of leadership effectiveness and morals, through which followers' success is promoted. This is a result of the concern and fairness applied to followers as servant leadership places the needs of others above personal needs (Eisenbeiss, 2012; Hunter et al., 2013; Sun, 2013).

Research participant #4 also stated that a leader has to improve constantly as an individual, as leaders are not perfect and understanding one's flaws contributes to an open and sincere approach. This leads to effective listening, which allows for clarity and improvement in hearing the perspectives of others. While empathy for listening was raised by research participants #2 and #3, research participant #4 added that an emphasis is made on a servant leader making an effort to approach followers in an ethical manner that openly engages or empowers followers to contribute. Under these circumstances, leadership actions and decisions are followed through, and promises made are kept (Hunter et al., 2013). Leaders who make the effort to improve themselves and engage followers in an

ethical manner through openness and sincerity essentially fulfil the roles of servant leaders, displaying an internalized set of high moral principles and personal integrity (Liden et al., 2008; Sun, 2013).

The possession of an internalized set of moral principles and values is also reflected in research participant #5's viewpoint, where a youth leader must be honest and be perceived to be honest in dealings with followers and others. This point emphasises the potential of servant leadership to support the formation of a close relationship between a leader and followers, as the sense of honesty allows trust and confidence to guide a leader's actions and decisions, which allows the empowerment and growth of individual followers (Hunter et al., 2013).

Servant leadership is applicable to both leaders and followers, as such ethical forms of behaviour reflect trustworthy behaviour by leaders. This results in greater follower identification with the leader and encourages followers to behave in a similar manner (Clarke, 2011). Thus, servant leadership fits in well with the research participants' descriptions of the importance of effective listening. As Mittal and Dorfman (2012) posited, servant leadership emphasises the human element and works towards a betterment of society. This is demonstrated through empowering and developing followers using empathy and humility, which serves as a distinguishing aspect of servant leadership.

The qualities of trust, listening and respect are hallmarks of servant leaders as the leadership focus is on the individual followers, and dispositions similar to this have been identified in this research. These are qualities needed to establish the foundations of good cooperation between leaders and followers, evidently an orientation towards people development, as it builds on the values people place in engagement with one another (Stone et al., 2004). While the distinction for servant leadership is on the follower specifically, and the experiential learning gained through service provision from which follower influence is derived, it can be argued that transformational leadership shares a link with servant leadership. This shared relationship may be expressed through the transformative element of individualized consideration where individual followers are treated with trust, respect and a listening patience when engaged in the decision making process. Both leadership styles also share a similarity in the emphasis placed on people orientation, or the development of followers to strive and achieve results as individuals and as teams.

5.4.3 Establishing role clarity contributes towards servant leadership

Hunter et al. (2013) highlighted that for servant leadership to be effective, a leader must be able to form lasting relationships with followers that foster the followers' growth. Servant leaders use empowerment to encourage wider involvement in leadership, while employing conceptual skills to engage with followers in an ethical manner. This description highlights the critical role a leader plays, in particular when employing a service-related emphasis in managing and engaging followers.

This is similar to the reflections provided by research participant #6, who stated that a leader must be able to carry out the duties of leadership professionally, although doing so takes time. Thus, a servant leader should engage and form lasting relationships with followers in an ethical manner, as doing so facilitates professional leadership in accordance with the expected standards of leadership. This fulfils a basic expectation within the leader-to-follower relationship, with leaders expecting competency and capability from followers, while followers expect leaders to establish and promote quality interpersonal interactions (Huang et al., 2008).

Clarity of roles is important in a systematic and structured leadership structure. Having a clear role for a leader is critical to ensuring the accuracy of followers' perceptions of leadership actions and behaviours, as objective means of evaluating a leader's actions are rarely available. This limits the influence of social comparisons, such as leader role modelling among followers, and on followers' informal leadership behaviours (Hannah et al., 2011). This process is beneficial to a leader as the individual identities of leaders and followers are thought to be significant drivers of their subsequent thought, affect, motivation and action (DeRue & Ashford, 2011; Avolio & Gardner, 2005).

The perceptions of the way these established roles are fulfilled are crucial for leadership effectiveness. They are inter-related with the trust and confidence followers have for leaders and the judgments and actions deemed to be thoughtful, dependable and moral by followers (Liden et al., 2008).

The benefits of a positive perception of a leader's role by followers may include authenticity and the validation of the leader-to-follower relationship. This is reciprocated when leaders signal that authenticity is valued and rewarded, and when they behave consistently in an authentic manner, something followers may emulate. According to Hannah et al. (2011), such emulation demonstrates and embraces critical values and

behaviours in social exchanges within the group or organizational setting, thereby validating the authenticity of the leadership. This element of a leader's identity is internalized at the individual level and recognized within the relationships between individual leaders and followers. It is then collectively endorsed in a broader organizational context as leaders work within task and organizational systems and are affected by events and actions within the surrounding leadership or organizational environment (Dinh & Lord, 2012).

This is essential to support a leader's performance as a role model for followers to emulate (Reed et al., 2011). Close alignment between the perspectives of a leader and a follower thus requires a greater acceptance of or receptivity to values and perceptions of what is relevant in leadership while making decisions. This concerns a complex interaction between perceptions, intentions, actions and structures involving leaders and followers (Levay, 2010).

Leadership affects followers, as each leader functions as a role model to whom followers refer for guidance, new knowledge, new skills and new learning (Walumbwa et al., 2011). If a leader fails to provide for such contributions and influences, the leader is likely to lose authority in the eyes of followers.

To avoid perceptions of ineffective leadership, clear leadership roles must be effectively managed and strengthened through the relationship between leaders and individual followers. This happens through a transformative effort to listen to and understand followers' viewpoints and to try to reconcile different perspectives while making a decision. As Y.C. Huang and Liao (2011) determined, this is necessary to facilitate alignment between leaders and followers in terms of objectivity, commitment, communications, trust and confidence.

Servant leadership enables these leadership role requirements by requiring the leader to carry out meaningful service that has a positive impact on others that are served, both followers and the community. Leadership in this regard is best served when assuming the role of service to others, rather than seeking out leadership opportunities out of individualistic desires (Fry, 2003). For a youth leader, this commitment to the servant leadership style and behaviour also fulfils a personal identity as a servant, which contributes to individual leader's self-concept and self-worth (Sun, 2013).

To sum up, Ruíz et al. (2010) considered that servant leadership works well in organizations and is linked to helpful, altruistic and service-oriented attitudes among followers that contribute positively towards social capital. Servant leadership may

therefore be a particularly important leadership mechanism. It may support efforts to develop leadership among youths, while encouraging relational interactions between leaders and followers.

5.5 Finding #3 – The Use of Mentorship Can Complement the Use of Either Transformational or Servant Leadership in Developing Youth Leaders

5.5.1 The significance of Mentorship

A third set of findings was also identified as important in the development of youths into leadership roles, namely that the introduction of a developmental approach to supporting youth in leadership roles can complement the application of transformational or servant leadership in a more structured setting.

Transformational leadership can support the development of leaders through mentorship, in that leaders provide meaning, set challenges, instil a sense of mission and higher vision, and utilise trust and respect to encourage followers to transcend personal interests for community or group goals (Epitropaki & Martin, 2005). Servant leadership brings out the best in followers by relying on one-to-one communication to understand the individual abilities, desires, goals and potential of followers. This is facilitated through effective mentoring (Liden et al., 2008; Sun, 2013).

Mentorship presupposes that developmental programs or curricula can support the development of leadership among youth volunteers with a transformational change approach. Programs utilizing the relational element between a leader and a follower have been shown to benefit youths (Munson & McMillen, 2009), in particular when they promote key values that encourages a transformative or servant based leadership action such as visioning, ethics, trust, listening or respect of others (Hackett & Wang, 2012). Such programs, introduced through a mentorship model, encourage the consideration of each individual follower through respect and recognition of each of their desires, and needs for achievement and growth (Felfe et al., 2004).

Transformational leadership was identified as an important leadership style that can complement youth leadership development. This can be helpful, as youth leaders are often volunteers and organizations need to be involved in managing the youths and leaders.

Often, their contributions can benefit a community or the specific causes. As Haski-Leventhal et al. (2009) posited, youths are not only an important pool of volunteers at present, but also for the civil society of tomorrow.

This third finding underpins the need for a developmental platform to assist youth to assume leadership roles. A well-understood leadership role can enable better development of leadership skills that connect with followers in a relational manner, such as providing clarity in authority or functional contributions in unique situations (Eacott, 2012). A clear leadership role enables a closer bond to be grown between a leader and follower through an accepted vision, where commitment to the strategic directions and the empowerment to followers on what needs to be done, has been accepted and worked on collaboratively by both parties (Warrick, 2011).

Introducing such a developmental platform requires proactive effort to provide clarity and authenticity in leadership and guidance. These should be provided through training in learning through self-awareness, validation and affirmation and by establishing open, transparent, trusting, and genuine relationships (Avolio & Gardner, 2005). This platform could help to develop leadership programs or curricula that impart critical leadership-related knowledge through developmental training in logical enquiry and reasoning of leadership best practices and applications to leadership situations (Stedman, Irani, Friedel, Rhoades, & Ricketts, 2009). A logical enquiry approach would be useful in fostering collaborative engagement between a leader and a follower in analysing and framing problems and reaching rational decisions. These may be delivered through training sessions that utilize case study approaches where problem solving and critical reasoning skills are used, and which engender shared mutual trust and respect for each other's knowledge and experience base (Kajs & McCollum, 2009). It may also support the construction of a relevant leadership role for the youth leader, such as a master and apprentice relationship or following a mentor (Liu & Cui, 2012). Such a role, where a youth leader functions as an apprentice, teaches leaders to transfer important leadership-related tacit knowledge from the mentor to the youth leader (Erden et al., 2008).

5.5.2 Mentorship's Potential for Youth Leadership Development

From its origins in historical Greek folklore and mythology, the notion of mentoring arose from a simplistic historical telling of safe and supportive modelling of young people to modern day positions as interpersonal relationships that develop careers

between two willing parties. Over time and with changes with the social situations from which mentoring is conducted, mentoring has undergone variations and adaptations that have culminated with a modern humanistic focus towards individual development from an organizational and career context. The intention is to better prepare new members into an organization or careers for possible changes and challenges without becoming negatively affected by the experiences. This is significant given the long term investment value made in developing high potential individuals for careers and formalized roles that require intense knowledge and skill mastery (Samier, 2000; Carruthers, 1993, as cited in Caldwell & Carter, 1993; Higgins & Kram, 2001).

Traditional mentoring is seen as having strong potential from a developmental perspective for individuals in the early and mid- term points of career development. It emerges as a tool designed to address the personal self, family and career concerns a young individual will experience when embarking through adulthood and encountering various developmental tasks and challenges (Higgins & Kram, 2001; Kram & Isabella, 1985; Kram, 1983).

This involves a more senior adult providing young adults with assistance and support in growing specific aspects of career needs such as skills, knowledge or role identities. Mentorship is facilitated through an involved and matching partnership that emphasizes on counselling, coaching and opportunity provisions to experience and complete challenging tasks (Samier, 2000; Higgins & Kram, 2001; Kram & Isabella, 1985; Kram, 1983; Carruthers, 1993, as cited in Caldwell & Carter, 1993).

Generally as Kram (1983) identified, a mentor and mentee relationship undergoes four distinct phases of growth. These phases are influenced by the particular career needs and organizational conditions, namely:

- *Initiation* where early grounds and foundations of the mentoring relationships established and boundaries and expectations are set between individuals
- *Cultivation*, where career functions are shared, guided and grown to the limits of potential
- *Separation*, begins when change set individual self and the organization or environment from which the mentoring relationship is facilitated in

- *Redefinition* occurs when mentoring arises from previous human and environmental changes to either assume a new role or end entirely.

This involved relationship is demonstrated through a two way perspective, in which not only does a young adult or mentee gain valuable knowledge, skills and psychosocial support to grow and maintain career potential, but the senior adult or mentor gains in return gains technical and psychological value, such as information technology skills and internalized satisfaction and outward respect on success developing a younger person in the organization (Kram & Isabella, 1985; Higgins & Kram, 2001).

However, this perspective has evolved over the years to not only extend beyond just a career developmental function, but also in consideration of psychosocial development and relational changes with other stakeholders in the developmental relationship. While traditional mentoring has specifically focused on a singular or primary mentoring relationship between just an adult mentor and young mentee, a modern view of theoretical mentorship literature has identified the potential for alternative mentoring relationships, to not replace but complement the traditional mentoring approach (Higgins & Kram, 2001).

Evolving the traditional mentoring approach involves looking at mentoring as not just between a senior adult and young adult but also in the inter-connecting relationships with others such as subordinates, followers, sponsors or other forms of contacts that emerge during the course of development. In consideration, while mentoring has become a widely accepted practice and recognized platform for career and psychosocial development in many organizations, evolving increased attention should be made on not just what is being provided but on the actual forms of delivery and support that would impact the forms and qualities of mentoring (Kram & Isabella, 1985; Higgins & Kram, 2001; Samier, 2000).

The involvement of peers within the mentoring relationship plays an important role for effective developmental growth for a young adult through the delivery of crucial emotional and social support with others seen as important at a particular career stage. This notion arises from the perspective that similarly to senior adults; peers can fulfil some of the same critical support functions such as coaching and psychosocial developer at different career stages with differing needs expectations, while bearing the advantage of better accessibility in terms of time, commitment and other psychosocial value (Kram & Isabella, 1985; Kram, 1983).

An added benefit in engaging peers as mentors is the more aligned emotional support through listening and counselling between individuals with commonalities in age and viewpoints where formal and informal forms of feedback can provide value from not only a career equipping perspective but also life developing as well (Kram & Isabella, 1985). Examples of these include a sense of equality and empathy, borne from a mutual exchange of communal association, which serves to motivate and spur an individual young adult to approach challenges with renewed perspectives.

This highlights the importance of not only developing young adults through the sharing of knowledge and experiences from individuals with longer life experiences, but also from individuals who have wider experience and knowledge sets as well. This can benefit a young adult in developing holistically from an early career onset as this early initiation through fostering the development of multiple relationships for more diverse knowledge and growth opportunism (e.g., Kram, 1983). This sets the foundation of career expectations and visibility of career direction which in turn helps to induce motivations to succeed through evolving career and leadership roles. The environmental networks with senior adults and peers engaged by a young adult or youth leader is will be dependent on communication between fellow peers for success to be achieved in leadership decision making. As Kram and Isabella (1985) suggests, this is an important consideration for a youth leader to learn about their own leadership style as the progressive nature of leadership development from a transformational aspect will see the leader becoming a mentor of sorts to other peers and this will require good communication and supportive collaborations between both parties, as this research has identified with.

Mentoring is a strong, dyadic relationship between a senior and more experienced person (mentor) and a more junior, less, experienced person (mentee or protégé). The objective of this relationship is for the mentor to provide support and assistance to the mentee (Hezlett & Gibson, 2007). This is particularly important for youth leaders, as youths generally support relational approaches, such as mentorship, that exhibit strong elements of authenticity and respect (Munson & McMillen, 2009). This relational quality may be achieved by developing youths through a structured mentorship program that leverages on mutual understanding, trust and respect between a mentor and mentee in respective role expectations, skills and behaviours (Li & Liao, 2014).

Mentoring, as a unique learning tool, provides benefits relevant to the development of youths in terms of nurturing a sense of self-efficacy that supports autonomous and self-responsibility type behaviours to self-learn, or develop self-regulated learning, to achieve

valued outcomes (Núñez, Rosário, Vallejo & González-Pianda, 2013; Byrne, Dik, & Chiaburu, 2008; Egan & Song, 2008; Ghosh & Reio, 2013). Its value towards people development is growing in recognition by organizations, and these values are often found in organizational development programs that employ traditional informal or formal mentoring approaches, such as establishing explicit mentor-protégé relationships, building networks of contacts for learning and knowledge sharing, or developing alliances to leverage on expertise and resources (Egan & Song, 2008; Ghosh & Reio, 2013).

In context, mentoring approaches provide the foundations of both opportunities to collaborate, plan and share skills between persons of varying depths of experience to overcoming challenges with learning, skill acquisition, and personal and professional development, that varies across ages, formats and relevance in individual life stages. It involves a developmentally-oriented relationship where individual goals may be respectively personal and professional for either the mentor or mentee (Eby, Butts, Durley, & Ragins, 2010; Bozionelos, Bozionelos, Polychroniou, & Kostopoulos, 2014). Mentoring allows the facilitation of a professionalized developmental pathway for youth mentees to become recipients of knowledge and skills that optimizes effective performances and personal and professional progression (Egan & Song, 2008; Orland-Barak & Hasin, 2010).

Mentoring, as a developmental tool, has gained increased recognition by researchers to complement the acquisition and development of task-related skills, such as leadership effectiveness. Such learning can assist individuals and organizations to identify relevant cognitive, psychosocial or identity factors that supplements self-regulated learning approaches into comprehensive growth tools (Ghosh, 2014; Byrne et al., 2008; Egan & Song, 2008; Pedersen, Woolum, Gagne, & Colemean, 2009). The connection between mentoring and youth development thus emphasizes the nurturing of a youth's psychosocial qualities to develop a sense of self-worth and confidence in identifying a leadership approach that adds value in the form of social change (Liang et al., 2013). Mentoring may also allow for changes to occur in an emerging leader. In this regard, mentoring provides youth leaders with a positive resource for gaining experience in leading and managing followers from an adult leader or role model. Such experiences reflect a need for leaders to generate knowledge that is deeply rooted in action and is gained through hands-on experience, which translates into technical and cognitive skills, and beliefs and intuition (Erden et al., 2008; Koskinen et al., 2003; Lui & Cui, 2012; Matthew & Sternberg, 2009).

Mentoring is particularly useful in teaching leadership-related tacit knowledge that is critical for youth leaders to build leadership skills. This allows opportunities for

validation of and reflection upon prior understanding of the youth's leadership style. The youth gains leadership knowledge through the observation of others and learning-by-doing (Collins & Hitt, 2006; Grigorenko et al., 2006). This process also allows the acquisition of tacit knowledge that otherwise equates to practical know-how (Koskinen et al., 2003).

Traditional mentoring, with an eye towards collaboration between older mentors with younger mentees in reciprocal development, employs an inter-relational dynamic of growth built on complementary yet diverse individual needs regardless of age gaps (Ghosh & Reio, 2013). Typical mentoring relationships emphasizes benefits that relate to respective career goals or stages, such as a mentor sharing critical knowledge and experiences with a youth mentee during their management of career trajectory. Often, the functional roles of mentors within a structured organizational setting include sponsorship of potential talents; advocacy of competency and skills by a mentee to complete tasks; protector of individuals from the task environment; or as a career coach in more formal settings. Informal roles may emerge in the mentoring relationship with a youth mentee such as friendship, or role model counsellor which supports the greater psychosocial stability in managing increased responsibilities (Ghosh, 2014, Ghosh & Reio, 2013; Bozionelos et al., 2014; Parise & Forret, 2008; Rhodes, Lowe, Litchfield, & Walsh-Samp, 2008). From a youth development perspective, a positive mentoring relationship takes the form of youth-adult partnerships that promote positive development to lead, learn and make decisions as empowered partners in community social capital growth contexts (Liang et al., 2013). Sosik and Lee (2002) observed that mentoring is an effective means of developing leadership. After all, mentors who are supportive towards their protégés tend to be more willing to engage in sponsoring, coaching, counselling and providing opportunities for their protégés. Thus, the mentor contributes towards the psychosocial growth of a youth leader through practical approaches as counselling, friendship, acceptance, confirmation and role modelling (Sosik & Lee, 2002).

Mentoring, in principle and in execution, is a suitable learning tool for developing youth leadership, as it can deliver relevant and critical leadership experiences and knowledge. Mentoring also can function as a form of social support for an adult mentor to render psychosocial forms of development for a youth mentee. This is established through positive and receptive communications of individual roles between an adult mentor and a youth mentee, in clarifying and in aligning individual needs and expectations to the expected mentoring outcomes. This is beneficial as such positive adult-youth relationships establish a supportive and caring environment that allows youths to gain authentic

leadership experiences, respect and self-esteem (Munson & McMillen, 2009; Ullrich-French & McDonough, 2013).

Youth mentees, as youth leaders, gain benefits in leadership growth during their own individual career stages of early career exploration, or in the establishment of a particular career path through knowledge and skills acquisition. These mentioned career stages involves the youth-adult partnership in which the inter-dependence of psychosocial bonds and goals, marked by sequential learning and growth of distinctive attitudes, motivations and behaviours supported and facilitated by mentors, to achieve common developmental goals as negotiated and understood by both mentors and youth mentees (Ghosh, 2014; Byrne et al., 2008; Ghosh & Reio, 2013; Parise & Forret, 2008). Examples of these psychosocial qualities, as Eby et al. (2010) notes, comprises of actions and experiences that boosts a mentee's self-efficacy, self-worth and professional identity in the leadership function.

Mentoring may also allow for changes to occur in an emerging leader. In this regard, mentoring provides youth leaders with a positive resource for gaining experience, and receiving guidance and advice, in leading and managing followers from an adult leader. Such experiences reflect a need for leaders to generate knowledge that is deeply rooted in action and is gained through hands-on experience, which translates into technical and cognitive skills, tacit knowledge, and beliefs and intuitions (Erden et al., 2008; Koskinen et al., 2003; Lui & Cui, 2012; Matthew & Sternberg, 2009). Mentoring is particularly useful in teaching critical leadership-related skills in the form of tacit knowledge, which also equates to practical know-how (Koskinen et al., 2003). This allows opportunities for validation of and reflection upon prior understanding of the youth's leadership style. The youth gains leadership knowledge through the observation of others and learning-by-doing (Collins & Hitt, 2006; Grigorenko et al., 2006).

When mentoring begins, the youth leader uses such newly gained tacit knowledge to develop practical skills, through actions such as open communication, attentive listening and strong relational interaction and mentoring (Zhu et al., 2013). Such practice under the guidance or constructive role modelling of the adult leader plays critical a part in enhancing leadership development (Sosik & Lee, 2002). This becomes relevant for a youth leader as practical knowledge will likely become instrumental in achieving goals (Grigorenko et al., 2006).

In context, mentoring is uniquely distinguished from other developmental programmes in terms of design and delivery from specific organizational, instructional and

professional orientations (Orland-Barak & Hasin, 2010). This uniqueness entails the acquisition of social experiences for a youth mentee to better manage dispositional tendencies in response to leadership challenges in situ, and in executing decisions to exert control over task outcomes and follower actions. Dispositional attributes therefore are evoked, tested, and developed through a variety of environmental settings.

Dispositional attributes are conditioned and developed out of social experiences that contribute to the quality of mentorship experiences and are measured from both an objective and subjective aspect. Objective measurements of mentoring would focus on areas such as the length and frequency of the contact between mentors and mentees, whereas subjective measurements, or assessments, would centre on qualitative aspects such as the closeness of the mentoring relationship and its impacts (Pedersen et al., 2009). Such measurements and assessments could therefore function as tools to help customize the mentoring approach and place better emphasis on specific behavioural skills, depending on the strength of the interpersonal relationship between both parties. It may also allow the perceptive influence of a mentor to be adjusted in alignment with a mentee's learning needs and the availability of organizational resources to support mentoring growth on a long-term basis (Orland-Barak & Hasin, 2010).

Considering the importance of the subjective and objective aspects of the mentoring relationship places importance on being cautious for the quality of care rendered. This should consider the emotional investment of a mentee into the mentoring relationship to promote beneficial outcomes of an affective, behavioural and academic nature within individual youths (Liang et al., 2013). Mentoring care and support considers a mentee's reliance upon the mentor in the role of a guide, confidant and supporter during this developmental process that can result in either positive or negative experiences depending on the role expectations, power differences and perceived personality fit and comfort between parties (Eby et al., 2010; Bozionelos et al., 2014).

The importance attached to how mentoring should be designed and introduced gains prominence when consideration is given to the fact that many mentoring experiences are often acquired through informal relationships between individuals without any organizational support or frameworks (Pedersen et al., 2009). Informal mentoring relationships in nature engages both a mentor and mentee in an evolving learning relationship that is often unstructured and unequal in developmental status, which in turn necessitates closer matching of personalities and objectives at the outset to minimize conflicts and misaligned goals (Bozionelos et al., 2014; Parise & Forret, 2008; Wilder &

Guthmiller, 2014). A key element for successful mentoring of youth leaders is the consistent reinforcement of support and guidance provided towards strengthening emotions and intelligence to better manage appropriate responses to leadership issues (Ghosh, 2014; Byrne et al., 2008; Núñez, et al., 2013). Quality support leadership through effective mentoring, is established in organizational structures and systems that guide the forms of support and commitment participants in the mentorship programme can receive to accomplish various types of personal and career related goals (Ghosh, 2014; Byrne et al., 2008; Eby et al., 2010; Egan & Song, 2008; Pedersen et al., 2009; Bozionelos et al., 2014). Through the use of developmental programs and platforms, the success of mentoring approaches is strengthened as a result of clear objectives and effective knowledge sharing through: (i) the structured nature of training between a mentor and mentee; (ii) frequent contact between individuals; and (iii) close monitoring of individual progress (Pedersen et al., 2009).

Mentoring is an important concept of matching different individuals, such as youths, together with a mentor that allows the sharing of mutual benefits in terms of developing individual potential, organizational goals, and supports (Liang et al., 2013; Parise & Forret, 2008). As structured programmes, mentoring provides unique benefits to youth leaders. Examples of these benefits may include the sharing of rewarding and significant experiences and the acquisition, development, and application of new skills gained throughout the mentoring relationship. Other examples may also see an increased sense of trust and satisfaction between individuals that comes from enhanced recognition of efforts and good practices exhibited between a mentor and mentee (Parise & Forret, 2008). Such benefits gained from formalized mentoring may encompass and include those of experienced guidance in overcoming gaps associated with inconsistent or informal leadership development or training (Núñez et al., 2013; Parise & Forret, 2008).

These gaps, for example, may emerge as a result of a lack of proper guidance in developing clear objectives or roles. These may stem from infrequent and lack of required exposure between a mentor and mentee in maintaining the psychosocial bonds required for trust and respect to be established (Ghosh, 2014; Egan & Song, 2008; Ghosh & Reio, 2013). Gaps may also emerge from a lack of clear identification of the involvement of key stakeholders, such as youths' parents or sponsors, who are critical in contributing constructive information for monitoring planning, and for making constant improvements to actions in changing leadership environments (Núñez et al., 2013).

While the evaluation of the field of mentoring in relation to youth development has been limited with respect to specific examples presented in studies, including Positive Youth Development or Community Psychology, and other aspects of knowledge of youth development and their positive returns, the area can nevertheless be examined through an examination of the shared experiences and real-life examples of those connected with developmental youth work, such as members of the community and parents (Pedersen, et al., 2009; Liang et al., 2013).

Prior research has shown positive implications when mentoring are introduced for youths as a properly structured programme. Mentoring works well in hand with youth development as it recognizes an unbiased need to develop youths from all walks of life from a behavioural, cognitive and social perspective by providing guidance and experiential forms of learning to engender and realize untapped potential. Mentoring, as a developmental tool, also relates well to this research in its emphasis towards building personal interactions between experienced and inexperienced persons who rely on mutual trust to form effective community partnerships, and to listen to one another and develop knowledge and skills that are rarely easily shared in formal education (Liang et al., 2013).

As this research has shown, developing youth leadership dispositions such as the encouraging a sense of trust, respect, and a willingness to listen attentively as foundational elements of an effective leadership style, centres not just on the behaviours of leaders, but also in the reciprocal leadership attitudes and motivations fostered between a leader and a follower. This reflects prior research findings on the role strong psychosocial elements, such as mutual trust and taking initiatives, play in training a mentee's self-regulated approach towards learning to generate personal and professional growth (Ghosh, 2014; Egan & Song, 2008; Orland-Barak & Hasin, 2010; Bozionelos et al., 2014; Parise & Forret, 2008).

These comprise of leadership related actions such as goal setting, self-monitoring of actions, and care support for others, which induces positive influence onto the leader and follower exchange of knowledge and decision making (Núñez et al., 2013; Ghosh, 2014; Byrne et al., 2008; Orland-Barak & Hasin, 2010). It can be argued that a key driver of success in mentoring are proactive actions in initiating situations and conditions that help improve the leadership environment with followers, and seeking information and opportunities to further enable self-regulated learning, improved self-efficacy and role clarity in leadership (Ghosh, 2014; Ghosh & Reio, 2013; Parise & Forret, 2008; Wilder & Guthmiller, 2014).

It is worth noting, that while the focus of mentoring is between a mentor or mentee, further implications of influence from a mentoring programme extends towards developing the mentee to exhibit acceptable and positive leadership actions towards others, hence the focus in turn is not just on the leader alone as shared leadership theories espouse, but also to followers and other potential leaders (Muethel & Hoegl, 2013). The attention towards followers in drawing influence from a youth leader mentee through a positive mentoring programme can be affected by other human-related factors. These include the general motivation of the follower for the task and decision received, the nature of the task as well as the organizational environment impacting both the follower and leader.

Due care should be made in considering cultural, political and pedagogical aspects, such as the contexts or agendas and interests of key partners in the mentoring relationship, as this would affect the learning focus embodied between mentors and mentees (Orland-Barak & Hasin, 2010). These considerations may have subsequent impacts on the quality of the leader to follower relationship, where positive receptivity to leader dispositions are dependent on other environmental issues such as supportiveness by the leader and organization, the perceived fairness of allocated tasks and in return, contingent reward behaviour (Byrne et al., 2008; Parise & Forret, 2008).

It can be further suggested that the leader to follower relationship benefits much from a mentoring programme, as a youth leader undertakes a long term relationship with a mentor, where early values and perspectives develop further with psychosocial support (Rhodes et al., 2008; Ghosh & Reio, 2013). Through a process of role modelling the individual youth mentee grows in a position of experience and interpersonal stability to similarly evolve into a leadership role in leading peers as followers. The subsequent assumption of leadership authority after development has occurred, places youth mentees themselves into the positions of becoming a role model and mentor for other followers themselves, in a form of mentoring relationship that espouses good learned and co-learner behaviours, responses and an induced sense of purpose (Ghosh, 2014; Liang et al., 2013; Orland-Barak & Hasin, 2010; Wilder & Guthmiller, 2014; Rhodes et al., 2008). In this way, the mentoring relationship has continuity, and reproduces itself.

The values of mentoring as a program have a strong basis to support leadership development. Like mentoring, leadership development is an on-going process that places emphasis on reinforcing behaviour changes in undertaking best practices, assessing action outcomes, and introducing strategies to improve daily actions (Wilder & Guthmiller, 2014). Complementing leadership development with a mentoring platform allows the

inclusion of a self-learning goal orientation that assists in the social motivation of youth mentees to identify leadership challenges and overcome leadership failures through proactive knowledge, self-reflection of strengths and weaknesses, resiliency and clarified purpose (Ghosh, 2014; Liang et al., 2013; Wilder & Guthmiller, 2014). It also provides for a structured role in training youth leaders in early preparation for leadership positions and roles in later life, as well as inculcating appropriate expectations, and sense of personal competency and self-efficacy (Parise & Forret, 2008).

Using mentoring strategies to develop youth leadership produces social capital, as social value exists in the structure and content of the leader's relationships with followers as resources such as information, influence and solidarity are developed over time and with experience (Collins & Hitt, 2006; Hau et al., 2013). This definition of social capital, as Hezlett and Gibson (2007) highlighted, encompasses the structure of individual networks that a leader utilises in influencing and communicating decisions using a myriad of approaches best suited for different social environments, that requires specific leadership actions and roles to realize. For example, a youth leader may be called upon to provide leadership among followers of different demographical backgrounds while in service to a community development project.

The leadership effort could be limited in how the leader is able to strike an accord with each individual follower and where a lack of familiarity or knowledge of how to tackle the situation arises. The youth leader may need further support in the form of mentored guidance and skilled facilitation to develop experiential knowledge of how best to grow relationships with unfamiliar followers, and how to communicate closely on tackling challenges in the project. Providing a mentor to the youth leader lends support in the sharing of prior experiences and knowledge in leadership where the youth leader can learn and develop personal leadership approaches that best engage others in the project and contribute recognizable value through positive contributions, such as project outcomes and success, to the project and community. Wider developmental networks inculcate interpersonal bonds between individuals, with strong ties reflecting reciprocity, frequent communication, strong emotional affect and interdependence, which are similar to some of the benefits of mentoring (Hezlett & Gibson, 2007). Social capital is therefore well aligned with the concept of mentoring.

It can be recommended therefore that individual youth leaders undergo structured mentoring programmes that aim to develop youths with key elements of a transformational leadership style. Mentoring, through its emphasis on people development, and

relationships does share a link to the individualized focus embodied by transformational leadership. This is strongly advocated by Ghosh (2014), who links mentoring well with the characteristics of transformational leadership, from which we can posit transfers positively to the leader-follower relationship due to the characteristics of the interpersonal relationship that is shared between mentoring and features of transformational leadership. Such characteristics may be represented, for example, in the leadership actions of a youth mentee in enhancing collaborations with followers through the trust and respect within a mentoring partnership, which is also reflective of idealized influence. Transformational leadership is also reflected in good mentoring partnerships through the encouragement of new ideas or knowledge to benefit the mentor, mentee and organization, which also reflects intellectual stimulation between the parties involved (Orland-Barak & Hasin, 2010). In drawing on the strengths inherent in transformational leadership, mentored youth leaders can also develop and clarify leadership experiences in a supportive environment. Mentorship in turn enables youth leaders to develop followers through the consideration of followers' unique strengths and needs through peer coaching and guided learning (Moss et al., 2009; Sun & Anderson, 2012).

This could assist in defining the roles and identities of a leader for a youth, while guiding the development of specific leadership dispositions. Sponsoring a protégé or mentee portrays confidence and trust in one's protégé, which becomes important for influencing the opinions of others (Sosik & Lee, 2002). Mentoring can facilitate a more proactive engagement between a leader and a follower as the more senior adult leader is able to reinforce positive leadership dispositions by the youth leader. A mentor may also lend credence to the youth leader's actions through the possibly greater perceived sense of authority and experience accorded to the adult leader. A positive perception may be formed by followers of the youth leader's authentic authority from this association (Sosik & Lee, 2002).

Structured mentorship programmes for mentees, as Byrne et al. (2008) suggests, help to inspire motivation to manage their own leadership developmental learning and build strong networks and social exchanges to intellectually stimulate the sharing and acquisition of leadership knowledge. Through constant exposure to good practices of leadership, emotional identification and attributed charisma of the mentor to mentee, and subsequently mentee or leader with a follower, required emotional responses and established trust between the parties concerned is established. Idealized influence is also enabled as an effect from the close bonds established through emotional identification

between each other based on trust, and greater intellectual stimulation, rendered through the individualized considerations made on the learning requirements between a mentor and mentee, and thereby a youth leader and follower (Ghosh, 2014).

This is applicable in the effectiveness of leadership when an appointed mentor encounters challenges in managing expectations and role adaptations to changes (e.g., Ghosh, 2014; Ghosh & Reio, 2013) in the leadership environment and requirements for a youth mentee, further influencing the leadership style adopted in managing and communicating with followers. As the findings of this research has shown, the effectiveness of leadership is affected by the conditions placed onto the leadership actions by the youth leader after exposure to psychosocial qualities such as trust and respect as conditioned from leadership practices demonstrated by the mentor. For example, the youth leader as a mentee develops the expectation that leadership is about keeping decision making as an exclusive component of the leadership position, or otherwise sharing it, as circumstances require, from the experiences in working with a mentor. This in turn spills over and is reflected in the flexibility and motivation of followers to respond to and resolve challenges quickly when called upon by following leader directions, as deference to youth leaders in decision making would occur as a result of prior learned expectations as the norm, or otherwise to respond to decision making processes in a more participative and involved way.

A key factor that constrains mentoring for youth leaders is the availability or accessibility to structured mentoring programmes that are able to develop adaptations to diversity in people and organizational dynamics while constantly experiencing changes in the leadership and task environment (Byrne et al., 2008). This necessitates an improved understanding of the mentoring support elements that enable effective and motivational engagement between individual participants within an organization, such as in the form of rewards and recognition for both mentors and mentees. Understanding the social ecological framework within which youth mentees and mentors engage allows better consideration of techniques to avoid potential emotional catastrophes associated with poor mentoring management such as mentor and mentee burn-out from one another (Ghosh, 2014; Eby et al., 2010; Liang et al., 2013; Parise & Forret, 2008).

Consequently, further research is needed to understand how such participants would adapt to change and in reciprocating positively and negatively in a shared relationship between an appointed mentor and a mentee in adaption to increasingly fluctuating and diverse environments (Ghosh, 2014; Núñez et al., 2013), such as different

volunteers engaging in long term community development projects. The beneficial effects of formalized mentoring structures from a mentor perspective can also be a subsequent area for further investigation (Eby et al., 2010; Liang et al., 2013; Parise & Forret, 2008) as understanding the psychosocial needs of the mentor in a mentoring engagement can improve on the outcomes desired for mentoring through closer motivational and emotional intelligence alignment (Egan & Song, 2008; Ghosh & Reio, 2013; Pedersen et al., 2009).

Organizations, as Ghosh (2014) points out, in turn will need to place a greater emphasis on developing relevant mentorship programmes as change management strategies to ever-demanding environments. This concurs with the need to initiate and sustain development of individual needs, such as learning goal orientation and transformational leadership skills, while focusing on building upon relational, motivational, psychological and physiological aspects of the leader-follower relationship, such as trust (Eby et al., 2010; Egan & Song, 2008; Ghosh & Reio, 2013; Rhodes et al., 2008).

5.5.3 Mentoring with Either Servant Leadership or Transformational Leadership

A leader leads others as he or she has been trained to do based on the context in which he or she operates (Dottin, 2009; Sun, 2013). Youth leadership styles reflect the situation and the character of the youth development organization in question. Through self-selection and organizational selection, certain personas or personality types may be given specific leadership roles to fit the leadership environment or situation. Consequently, the role designated for a youth development organization and the mentor strongly influence the development of a youth leader (Reed et al., 2011). Leadership is inherently collectivistic in nature and much dependent on the construal of others in the leadership relationship (Colbert, Judge, Choi, & Wang, 2012). As such, a dispositional review of leadership can assist followers in understanding and accepting leadership actions and in better accepting the reasoning behind these choices (Spurgeon, Gibbons, & Cochran, 2012; Dinh & Lord, 2012).

As Spurgeon et al. (2012) defines, dispositions are core values, attitudes, and beliefs that one needs to incorporate in order to fulfil the professional mould of an effective and competent practitioner. At the core of this definition, dispositions involve the examination of how a person exhibits the tendency to do something or the manner from

which a task is approached. In essence, dispositions are natural tendencies carried out through individualized behaviours by any person. They reflect outward attitudinal or habitual actions and capacities that is progressively conditioned by environmental surroundings and inwardly held values. For example, critical thinking dispositions reflect attitudinal and intellectual virtues that influence how one rationalizes and conveys meaning to actions such as decision making (Sosu, 2013; Turan, Kolayis, & Ulusoy, 2012; Heil, 2005). A notable distinction about dispositions is their appearance as a result of intentional actions with self-awareness of such intentions in acting out, that makes dispositions valid and concrete. This differentiates dispositions as psychological predictors of human behaviour rather than closely held inducers of actions such as calculated decisions (Sokkett, 2009; Orland-Barak & Hasin, 2010).

Considering these definitions, leadership is influenced by the exhibition of dispositions as a relational process that recognizes the status and positioning of leadership through recognized traits and behaviours associated with leadership and the leader. Theories examining dispositional approaches to leadership focused on identifying individual variables that matches well with leadership emergence and effectiveness, such as how leaders should be selected in accordance to certain traits (Dinh & Lord, 2012).

As a review of literature shares (e.g., Colbert et al., 2012; Spurgeon et al., 2012; Wangenstein, Johansson, Björkström & Nordström, 2010; Dinh & Lord, 2012), leadership emerges as a result of acceptance of the behavioural cues and exhibited traits of a person by followers and those around that match individualized perceptions of the identity of the would-be leader. In understanding leadership from a relational aspect, it would be of help to examine the dispositions from which a leader interacts with others that accords the roles of a leader. This is essential in understanding how leadership can be effectively developed as a style in leading others and the success factors that allows good role modelling by leaders for desirable behaviours and dispositions.

This, as Dinh and Lord (2012) notes, examines leadership from how individual characteristics or traits produce leadership behaviour which influences perceptions of leadership and effectiveness. A key condition of positive dispositional examination of leadership is the stability of the leadership styles being focused upon, where consistent influences on leadership outcomes are being maintained (Bozionelos et al., 2014; Dinh & Lord, 2012). Consistent leadership in turn help followers to identify their roles by building experiences and clarity on expectations when tasks and decisions are assigned (Moss et al., 2009). With these as context, a dispositional approach towards leadership examination can

help in understanding in part, how organizations can structure best practices or training programs that identify potential leaders and to develop desirable leadership behaviours and dispositions with.

This necessitates a transition from exerting internalized dispositions to actualize leadership decisions through informative actions, but towards exerting external influence through the perceptual, attitudinal and professionalized behavioural approach of the leader in co-sharing the leadership responsibilities with followers (Martinko et al., 2007; Dansereau et al., 2013; Muethel & Hoegl, 2013). Leadership dispositions are in essence behavioural responses to presented situations which have been conditioned through experience and values across time for the leader. If we consider the application of dispositions to leadership, perhaps it can be argued that leadership dispositions are inward influences actualized as reflections of the leader's perceptual and attitudinal construct. Leadership styles are more encompassing in that the actions towards making a decision is not only driven with inward influence in the form of personal values, but also in outward exertion of influence in managing the environmental dynamics that goes with the leadership decisions with followers, such as generating motivation to achieve goals, clarifying roles and in managing intrinsic relationships with each other (Dinh & Lord, 2012; Orland-Barak & Hasin, 2010; Dansereau et al., 2013). Once a leadership style is incorporated inwardly by youth leaders, it can support their own development through leadership engagements which confidently influence followers to proactively engage leadership situations, and environmental settings. This is achieved through collaborative co-sharing of roles, knowledge and resources with empowered followers, instead of merely relying on imbued behavioural actions in individually responding to a leadership dilemma (Dottin, 2009; Orland-Barak & Hasin, 2010; Muethel & Hoegl, 2013).

A dispositional consideration of younger leaders' functional roles in leading others have to allow for movement from dispositional to developmental forms of leadership, such as the use of transformational or servant leadership forms, where the emphasis is towards developing peers in the course of leadership actions through shared responsibilities rather than using an instructional approach (Martinko et al., 2007; Dansereau et al., 2013; Muethel & Hoegl, 2013).

In deciding the form of leadership style with which to mentor a youth, one should consider the distinctive principles of transformational and servant leadership. A developer of youth leadership should consider the importance specific environments, such as dynamic and static environments, have on either a transformational or a servant leadership

style (Crossan et al., 2008). This may impact on any youth developmental program or curriculum's learning objectives as dynamic environments require more emphasis on flexible and open engagement with followers as compared to static environments. This considers the dynamic changes in task requirements and how leadership in managing such changes will become fluid such as in managing different stakeholder expectations for a community fund-raiser, as compared to more stable and less engaging environments for a leader, such as tasking a follower to place a purchase order as an order of procedure (Dottin, 2009). Another example could be that of a youth leader leading an expedition comprising of a team of peers into a third world country for humanitarian operations and which requires dynamic decision making to manage the team's overall preparedness and risk response to the less stable environment of a city.

Before a decision is reached as to the leadership developmental approach to be adopted, a youth developer should evaluate the developmental emphasis on which to focus. Due considerations can be made in adopting either a leadership approach that places emphasis on internal motivation for organizational goal attainment through individualized transformational empowerment of followers, or a developmental emphasis on influencing followers collaboratively with the leader towards an external servant cause or objective. To determine the most feasible leadership style for adoption, a youth leader may assess the self-motivations both leader and followers may hold in forming a leadership relationship between parties. Motivation of this form can be fostered through either an alignment of individual goals towards a larger organizational objectivity through accepted visioning and follower development; or fostered through a common objectivity where followers are engaged in a co-sharing of roles, responsibilities and resources (Dansereau et al., 2013; Ghosh, 2014).

5.6 Presenting a Theory: A Conceptual Framework for Youth Leadership Development

Early in the literature review, it was highlighted that often adults play a mentoring role in providing support and directing the development with youths given that adults are traditional bearers of key working knowledge and experience. Such varying depths of knowledge and experiences may not be exclusive to adults alone as youths develop in both age and experience. For youth leaders, engagement with others not necessarily far from their age group is a possibility and hence, a mentor to a youth leader could very well be

someone similar in age but with more experience in the field of work or environment, by virtue of being there longer. This could entail variances in how leadership knowledge and experiences are conveyed cognitively and emotionally should either an adult or more senior youth fill the mentorship role (Walter & Scheibe, 2013). However, many youth developmental programs fit into the traditional mentoring programme structure wherein youth are receivers and adults are the deliverers. This may place a limitation on the mentoring relationship between adults and youths as the relevancy of experiences and how they may be communicated between two persons as learning partners can be affected. This in turn can affect leadership effectiveness on the part of the youth leader, as acquired knowledge and experiences may not turn out to be as relevant to their working environment with other youths and followers. This suggests the need for clear developmental principles to guide the utilization of leadership concepts that best equips youth leaders to adapt to changing situations and environments (Wilkins et al., 2014).

A theory can be presented, as drawn from the identified findings in this research, in introducing an integrated conceptual framework to develop youth leaders in relevant leadership approaches. This conceptual framework utilizes specific advantages highlighted from these findings to complement a structured mentoring approach to youth leadership development with relevance and suitability while engaging followers.

This follows the premise that places central importance on the learning support needed for leadership development among youths, particularly as youth development programmes are increasingly gaining popularity and recognition from a global perspective (Pedersen et al., 2009). Such structured leadership development programmes can facilitate the development of individual youths on a personal level, and which actualize learning towards managing their followers in different application settings and approaches.

This theorized conceptual framework works on four key principles for developing youth leadership. These principles are theorized as well towards the integration of the established research findings into a coherent application of leadership development, from the perspectives of youths as both leaders and followers. These comprise namely of the following and the conceptual framework can be illustrated through Figure 6 below:

- This integrated framework requires the use of identified leadership dispositions as guiding principles and values to inform relevant constructs of developmental programme parameters that help to prepare youth leaders in adopting relevant values, belief systems, attitudes and behaviours in relation to followers in

accordance with engagement needs a particular point of time in the leadership relationship.

- Both Transformational and Servant Leadership approaches hold benefits that can be adopted as complementing leadership styles concurrently to address different evolving objectivity in engaging followers.
- Mentorship has been identified as a complementing developmental approach that draws on and can be flexibly incorporated into a platform to develop both transformational and servant leadership-related qualities for a youth leader.
- The conceptual framework draws on integrating Transformational leadership in generating “buy-ins” from followers with respect to leadership experiences and to guide followers towards a collaborative approach in goal attainment. Development of youth leaders to be able to attain this depth of effective engagements is conveyed through the mentorship platform.

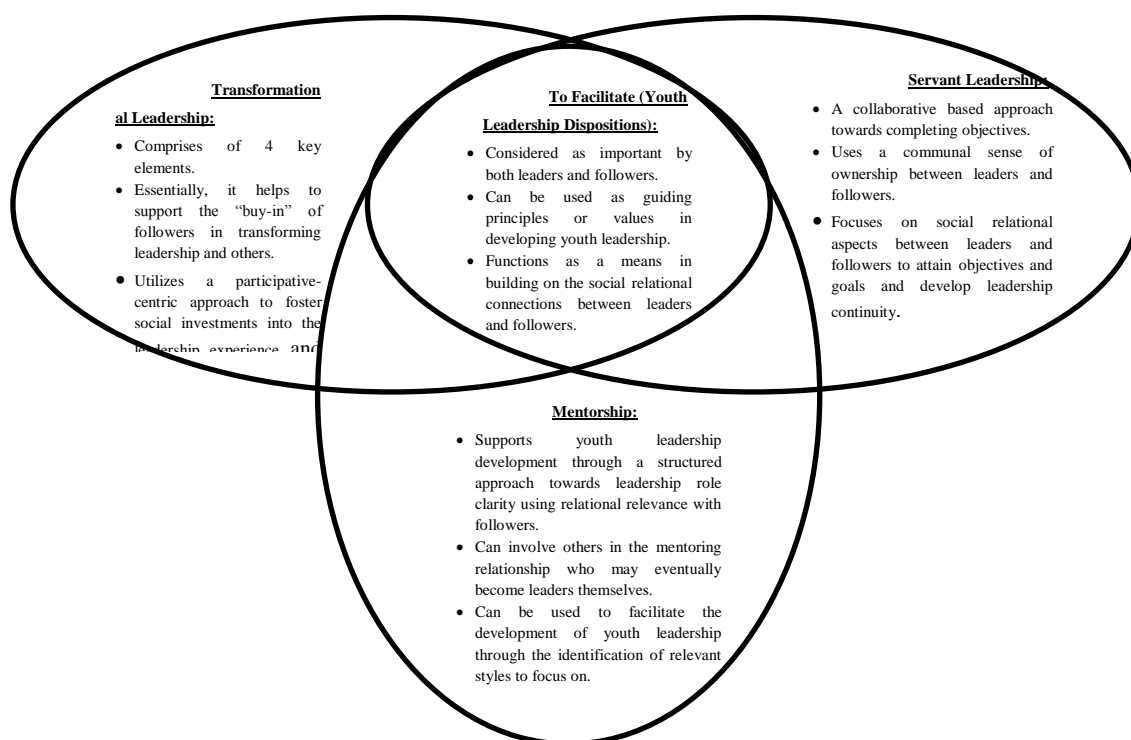


Figure 6 Presenting a Theory: A Conceptual Framework in Developing Youth Leadership

Such an integrated framework calls for a structured mentoring programme that provides for systematic exposure and development in transformational and servant leadership-related dispositions as a personal developmental approach in knowledge creation and best practice competencies, while balancing this with positive psychosocial development to meet organisational standards and expectations. Youths undertaking a mentoring relationship can develop transformational and servant leadership styles and related dispositions through constant efforts in initiating motivation, meaning and a sense of purpose among others, including followers (Orland-Barak & Hasin, 2010). The basis of this framework is the use of identified leadership dispositions of importance, which can function as guiding values to design or integrate a meaning system for developing youth leaders with the tacit skills required for engaging followers (Carroll, 2012; Duchesne et al., 2014). Such a system can comprise five specific dispositions of importance as identified by the youth research participants within this research and as mentioned in sub-section 5.2.1:

- Conveying a sense of trust in people of the group.
- Showing empathy in listening to the opinions of others.
- Being an active listener to others.
- Performing the role and duties of a leader professionally.
- Maintaining honesty in their decision making and engagement with others.

Using these identified and reviewed leadership dispositions can be useful in grounding the conceptual framework, and in helping the developing of youth leaders. As reference points, these dispositions function as guiding principles or leadership values in structured programmes as would-be leaders participate and learn, and gain knowledge and experience, and enact what is known, valued and believed in terms of leadership expectations and behaviours with followers. Incorporating these leadership dispositions as designed principles in a learning programme also allows perspectives to build on an individual level, in order to help in promoting understanding and developing flexibility and intentionality in a leader's role identity and competence when responding to evolving

environmental changes (Carroll, 2012). Once these dispositions translate into design principles, they can develop into key leadership values for the growth of consistent belief systems among individual youth leaders (Carroll, 2012; Kirwan & Roumell, 2015). Such an approach allows for consistency in the intentional propositions used to respond to and manage leadership situations with the involvement of followers. It is also possible to mitigate unintentional propositional responses in youth leaders in relation to followers to ensure consistent management of personal leadership dispositions and to remain objective and fair, thereby building on or reinforcing the positive perceptual experiences of followers with the leader's decision-making process (Churchland, 1983; Stich & Nichols, 1993).

The theorised conceptual framework posits that when a youth leader undergoes a structured learning programme guided in design by either transformational or servant leadership-related objectives and dispositions, various changes to the individual approach towards demonstrating leadership through behaviours and skills are likely (Fisher, 2013; Röhl & Jansen, 2014).

Once the youth leader has been developed through transformative or servant related changes on an individual level, the youth leader will then be able to influence and encourage change among followers through a collaborative social orientation, actions and ideas (Wilder & Guthmiller, 2014). The provision of a structured learning programme that allows for the initiation of transformational or servant qualities to be adopted by the individual youth leader would in turn benefit the larger community through exerted influence over the many followers around them. Such a programme will help to address psychosocial gaps that may emerge as a consequence of transiting between the transformational role and that of the servant leader role, such as trust in the organizational systems and team of followers or the respect accorded when managing emotional and relational aspects of the leader-follower relationship. Such psychosocial gaps may emerge as a result of the lack of structured opportunities to guide leadership learning and experience to manage more complex situations that is visible to the youth. This integrated framework can provide a means of developing youth leaders to recognise such goals and to utilise benefits of either transformational or servant leadership styles to engage followers most effectively.

How a youth may develop and assume leadership responsibilities in a social cause or project can be described and illustrated. For example, social capital organizations engage youths in various capacities; youths undergo development in terms of experiential learning and observations where individual best practices in terms of leadership and

competencies are built over time in exposure to different community projects. For example, youths functioning as volunteers for regular elder care services at a senior citizens' home would begin and start off with simple functional tasks and continue doing so until assessed as competent enough to lead others through functional roles, such as programme coordination or procurement and distribution of logistics. When the youth has been ascertained by the engaged community organization to have exhibited results of competency, cognitive thinking skills, socio-emotional maturity and clear identity in managing various components for the social project (Pedersen et al., 2009; Liang et al., 2013), the youth will then be given higher leadership roles. These include examples such as the project lead in organizing the entire visits and programme for the senior citizens' home or even take charge of multiple projects, including those of other social community organizations as well. Throughout the transition of roles from functional to higher-order duties assumed by the youth, various psychosocial challenges can emerge such as the lack of motivation to exert more effort due to routine tasks, or a lack of trust in the social outcomes of the project due to monotony of the tasks assigned.

Following through on this proposed conceptual framework allows for an alternative platform for development to augment the current developmental process of experiential learning with relational and psychosocial development. For example, the use of project work for youth leaders to work together with their peers towards a common goal can allow for experiences to be gathered and reflected upon with observations and contributions of knowledge shared by others in the team. This would in turn better prepare youth leadership to gain a balanced development towards assuming and knowing how to execute leadership roles with strong emotional and psychological clarity.

Transformational leadership can be an effective conduit for leadership development of this kind. Developmental or mentorship programs can develop transformational leadership skills by enhancing the awareness of youth leaders of their roles as influencers of followers, which in turn can improve the exchange quality of the leader-follower relationship (Epitropaki & Martin, 2013; Hunter et al., 2013). Adopting such a developmental approach can provide an environment that empowers youth leaders with a sense of control over their individual development. Leaders can engage in cognitive activities that promote transformational leadership behaviours, such as thinking critically on leadership issues by removing bias and conducting thorough analysis with prior knowledge and follower perspectives (Nielsen & Cleal, 2011; Ghosh, 2014). Activities, such as forming discussion groups with followers to leverage on differing depths of

experiences and skill sets to resolve a community project planning issue, essentially induce intellectual stimulation by sharing knowledge and generating greater awareness of new information to better individual self-efficacy development (Eby et al., 2010; Ghosh, 2014; Byrne et al., 2008). Through such a supportive environment, mentorship can be encouraged or used to build on the development of a youth leader or a follower through the use of transformational leadership elements such as individualized consideration. Individualized consideration allows youth developers to develop the needs, beliefs and achievements of followers by coaching them and mentoring them (Sun & Anderson, 2012).

Servant leadership can also be complementary to mentoring in developing leadership. Servant leadership supports the coaching role expected of a leader. Judging and evaluating followers can erode individual self-esteem. However, servant leadership helps to rebuild and encourage individual growth. The adoption of a servant leadership approach can motivate the servant leader to achieve goals beyond those of an organization, such as the development of followers (Vinod & Sudhakar, 2011). The introduction of mentorship allows some form of social or relational connection to be established between a youth leader and a mentor and this encourages appropriate actions in a follower (Hunter et al., 2013; Meindl, 1995). This translates into the need for a high social context environment that supports the growth of servant leadership, by providing support and assistance without overt authoritarianism, providing empowered decision-making and providing opportunities for individual development (Sun, 2013).

One notable distinction between transformational and servant leadership is that a transformational leader stimulates followers to do more than is initially expected of them, but the focus is on individual development of followers within organizational contexts (Epitropaki & Martin, 2013; Mittal & Dorfman, 2012). In contrast, the servant leader inspires motivation in followers through self-reflection. A servant leader's focus is on placing the needs of followers before his or her own and on the well-being of the organization, environment or community to which he or she belongs (Liden et al., 2008). This highlights a notable emphasis of servant leadership: an other-oriented emphasis that goes beyond the confines of individual and organizational goals. Servant leadership's purpose is to create value and to meet the objectives of others within the external environment (Mittal & Dorfman, 2012; Sun, 2013).

Waterman (2011) further asserted that servant leadership does not mean offering service at all times in all situations. It means bearing the idea of being a servant in mind when decisions are made and action is taken, not just in addressing their needs of the

moment, but with the interests of the larger community in mind (Liden et al., 2008; Strand, 2011).

In contrast, the transformational leader is motivated by the end goals of the organisation (Reed et al., 2011). Mentorship in transformational leadership reflects the importance of developing followers reciprocally in the leader-to-follower relationship. This is done to stimulate followers to attain their potential in and to achieve the shared vision and goals. Transformational leadership also emerges when a leader engages with followers so that both parties raise one another to higher levels of motivation, morality and self-actualization (Burns, 1978). This self-actualization outcome is the transformative change a leader and a follower produce as part of the decision-making process (Sun & Anderson, 2013; Vinod & Sudhakar, 2011).

As discussed in the first set of findings in this chapter, a transformational leadership approach may even complement the role of mentors in the leadership development process. Positive examples in building up self-esteem may be translated into leadership dispositions. These are reference points and examples for followers to emulate and build upon for their own leadership development through the transformative elements of idealized influence and individual consideration (Cavazotte et al., 2012; Moss et al., 2009; Zhu et al., 2013).

The objective in developing youths for leadership roles and the necessary leadership dispositions is to help each youth leader to navigate the demands and expectations of followers by aligning individual beliefs with the leader while emotionally investing into the leadership relationship (Dansereau et al., 2013). This requires a trust-filled, open engagement between leaders and followers by encouraging the setting of long term goals, rather than achieving immediate results. Through this open relationship, empowered followers would feel the need to transform or change themselves to achieve these goals (Orland-Barak & Hasin, 2012; Dansereau et al., 2013; Avolio & Gardner, 2005).

Hence, it can be argued that the decision to select a transformational leadership and/or servant leadership approach in developing youths for leadership roles depends on the nature of the youth leader's service or leadership environment. Either decision can facilitate the growth of valuable and desirable attitudes, values and beliefs through a leadership disposition that contributes to organizational and group goals (Dottin, 2009). The decision on a transformational and/or servant leadership style can centre on two possible considerations:

- The leadership focus is on developing individual followers by bringing about significant transformative changes within these followers and the organisation. Their transformed actions then help to spur individual growth through stronger emotional bonds and affective trust between leader and follower. This enables social investments in the organisation or social cause to occur early on in the leadership relationship (Bass, 1998; Zhu et al., 2013).

- The leadership focus is on the development of a strong network or group oriented towards a higher cause such as the community. This necessitates the use of servant leadership, as the emphasis is on the needs of followers first and then the cultivation of servant leadership behaviours and dispositions among followers to create and improve on the value delivered to the community. This also supports leadership continuity in fostering a positive leadership environment for followers to become leaders themselves through acquired leadership behaviours and dispositions (Liden et al., 2008; Mittal & Dorfman, 2012).

Either approach must be enabled with organizational-level support and assistance in both resources and commitment to the early development and actualization of leadership dispositions in youths. Transformational leadership, as Bamford-Wade and Moss (2010) mentioned, takes into consideration that such action-based leadership approaches involve a fundamental transformation or rethinking by either a leader or follower of structures, processes, values and ideals into something better.

From an organizational perspective, support from senior management and supervisors plays an important part in fostering a culture of transformative change. This culture can be facilitated through the management's knowledge and understanding of how individual differences among followers and leaders affect the sense-making of leadership and the leadership environment (Epitropaki & Martin, 2005). Such a transformative culture encourages individual leadership growth through a guided and mentored approach, which in turn supports the development of social capital within and outside the organization, such as the establishment of social ties, shared goals, and trust (Hau et al., 2013). This is critical for youth leadership development, as organizations with higher social capital perform

better as they are in a better position to identify opportunities for development (Ruiz et al., 2010).

From an organisational perspective, a more structured way of generating social capital with a transformative leadership approach, such as allowing the appointments as a volunteer or peer trainer for youth leaders to provide on-the-job training for other volunteers within the organizational hierarchy, may allow similar opportunities for the youth leaders and mentors. This may lead to opportunities to develop objectively a consensual and clear role or identity. Another perspective to consider when deciding to use a transformational leadership and or a servant leadership approach with youth leaders is the community with which the youth and the mentor interact.

A youth volunteer leader engages voluntarily in a social capital cause or environment, often freely, and thus may not be compelled by organizations to follow procedural rules. Members within an organizational hierarchy are more firmly rooted in regulations, procedures and contracts that bind stakeholders with the organization. In a social community context, there are often few or no regulations or defined contracts with which to bind volunteer leaders, as Boehm et al. (2010) explain.

Hence, in terms of the social interconnectivity and leadership environment, a youth leader and an adult mentor will need to consider more clearly the role that the youth leader should have and what sort of leadership actions and dispositions to use. These contextual constructs will provide clarity when choosing to adopt either a transformational leadership or a servant leadership approach, as the leadership actions further engages followers into a role that contributes proactively or co-shares responsibilities to the leadership effort (Muethel & Hoegl, 2013). These constructs guide leadership development by providing insights into the success factors needed for mentors, adult or youths, to model appropriate learning behaviours and knowledge exchange between themselves or subsequently with followers (Liang et al., 2013; Ghosh, 2014; Egan & Song, 2008; Ghosh & Rejo, 2013).

In turn with the use of the proposed conceptual framework, youth developmental programs can be better designed to be more relevant to and appropriate for youth leaders and followers. This is achieved by building on existing strengths of youths while providing complementary support and tools to achieve leadership potential. Programs of this nature seeks to provide collaborative partnerships between youths leaders, adults or other youths in identifying with and tackling relevant social issues on their own initiative, and through mentoring, such youth development programs guide knowledge growth and co-sharing of responsibilities, between a youth leader and follower-mentee, with clarified purpose (Liang

et al., 2013; Pedersen et al., 2009). These may be fostered by motivational, achievement, developmental, and well-being outcomes while contributing to the growth of interpersonal values in the leader-follower relationship to effect individual, organizational and social change (Ullrich-French & McDonough, 2013; Liang et al., 2013). The identified leadership dispositions of importance that guide individual leader behaviour, attitudes and belief systems to engage followers in a manner that best conveys reciprocal social commitment and ownership in the leadership relationship also guides such values (Carroll, 2012; Kirwan & Roumell, 2015).

5.7 Summary of the Chapter

This chapter concludes with a discussion of the research data and highlights findings that relate the perspectives and desired expectations of leadership for youths in leadership roles to prevailing leadership theories. Each leadership style, as studies have explained, serves a distinct purpose in youth leadership development, through a mix of character traits, virtues, and personal dispositions that are associated conceptually or empirically with a leadership effectiveness (Hackett & Wang, 2012). Such styles encourage the formation of collective efforts in achieving goals while managing the difficult challenges associated with human dynamics in a leader to follower relationship (Dansereau et al., 2013). In particular, elements of transformational and servant leadership have emerged that are relevant for youths in leadership roles to develop an individualized style of leadership. Transformational leadership focuses on individual follower empowerment to produce transformative changes in the organization and group (Epitropaki & Martin, 2013), while the focus of servant leadership is to develop followers with an emphasis on followers' needs and on aligning leadership actions towards a larger social cause such as the community (Liden et al., 2008). Transformational leadership shares similarities to servant leadership in the areas of developing people and for leaders to engage followers with particular dispositions such as trust, visioning and respect. As developmental forms of leadership, both transformational and servant leadership styles seek to strengthen the leader to follower relationship by encouraging both parties to feel trusted, respected and valued (Ghosh, 2014; Dansereau et al., 2013).

A key difference between these two styles of leadership lies in from where leader influence is derived. Transformational leadership centres leadership influence over

followers from organizational processes and structures, with a leader using charismatic-like approaches in inspiring and motivating followers to align themselves to organizational objectives. Servant leadership however emphasizes how leadership influences others to work towards a common goal and in leveraging on each other's individual contributions as a whole (Stone et al., 2004). Research into each of these leadership styles has introduced extensive examples of leadership dispositions required for effective leadership development, such as fostering trust and listening. However, considerations should be made on the limitations of both transformational and servant leadership in terms of theoretical grounding, where they lack a parsimonious, coherent, and integrating framework for implementation on a sustainable basis. Hence, further examination of these developmental leadership styles and the necessary drivers for instilling long term motivational influence between the leader to follower, or mentor to mentee, relationship could be considered (Hackett & Wang, 2012; Egan & Song, 2008).

In comparing the relevancy of transformational and servant leadership styles to develop youth leaders, mentorship has been identified as a useful platform for facilitating youth leadership development by leveraging on their unique characteristics as youths, such as relative inexperience, and openness to learning. Mentorship allows the youth developer to build on the emotional and relational bonds between a leader and follower and from which transformative or servant changes can be encouraged and empowered through outward displays of care and concern (Hunter et al., 2013). It works well with these developmental leadership styles as they share common elements with mentorship, such as the emotional identification with a leader through individualized consideration, and in role modelling positive leader behaviour via idealized influence to achieve collective goals together (Ghosh, 2014). Accordingly, we can highlight the significance, transformational and servant leadership may play in preparing youth leaders better for leadership roles and experiences in the future by identifying the key psychosocial success factors for establishing such valued relationships between leaders and followers, namely: trust, and respect (Dansereau et al., 2013). Such success factors may be guided by the sharing of best practices from an experienced mentor to a youth leader mentee, which allows for time and positive experiences to be gained before application back to the relationship with followers (Ghosh, 2014; Eby et al., 2010; Ghosh & Reio, 2013). Benefits from an effective mentoring programme in turn can contribute to the achievement of organizational objectives through better aligned collective acceptance of the vision and mission, and concurrently more effective performance between leader and followers through

individualized career motivation and self-efficacy (Egan & Song, 2008; Ghosh & Rejo, 2013; Parise & Forret, 2008). These points highlight the significance of each finding, which can complement and contribute towards youth leadership development. With these findings in hand, the theorised conceptual framework can help to provide a synergistic approach in youth leadership development with a dispositional foundation. Such a framework however, while it introduces a new approach towards developing youth leadership, has potential for growth beyond this current research. Other researchers may undertake further research to consider how to develop these grounded dispositional principles into actual learning programme outcomes and to examine them from both a leader and follower perspective. In the next chapter, key challenges and limitations of the study will be highlighted.

Chapter 6 Suggested Areas for Further Research

6.1 Overview of the Chapter

The research examines and explores the specific leadership dispositions that are deemed important for any youth leader to exhibit or possess when serving in a leadership role in the context of youth development, community service oriented, organizations. The perspectives explored are those of the participating youths engaged in various community service activities.

In the course of the research, various research-related challenges arose that had an impact and effect on the administration and scope of the research, which restricted the recruitment of volunteer research participants from the local youth development organizations. These challenges centred on the lack of receptivity from potential research organizations and participants to be engaged in the research due to a lack of resources or management support to commit. This placed a constraint and limitation on the overall scope of the research, in which only one adapted action research cycle of six research participants comprised the available data group. Although a reasonably smaller than projected data group was collected, the gathered data provided important findings towards understanding the leadership dispositional expectations from a youth perspective. Such positive findings on expectations for leadership by youths were found to be in alignment with current leadership literature concepts such as transformational and servant leadership.

Considering the smaller than projected research data group, an expansion of the research sample size would be recommended to validate these findings across a generalized youth leadership setting with different forms of social capital activities as well. Engagement with perhaps governmental related agencies to assist in the data collection could be a possible avenue to explore in future research given the resource and commitment constraints faced by other local youth development organizations.

In considering the various limitations identified in the course of the research, as a step forward, the next steps to consider included the following two areas:

- i. Expanding the scope of the research to allow a wider research pool by including other types of youth development organizations such as other charitable or educational institutions.
- ii. Examining the impact empowerment may have on transformational leadership development for youths. This emerged a useful research area to expand on in view of the emerging presence of the importance of transformational modes of leadership practice for youths, as identified from the research data and findings.

Expanding the research to explore these two areas was therefore thought to be worthwhile. One benefit of this would be the expansion in the treatment and analysis of the qualitative data for wider validation of what the data revealed. Examining these extended research areas could also possibly deepen the understanding of leadership concepts related to the inter-relationship between an individual leader, follower, and organization that leads to effective youth leadership development.

6.2 Expanding the Scope of the Research

At the onset of the research, two youth development organizations were pre-selected for access to potential youth participants in leadership roles or capacities. These youths should be engaged in some form of social capital generation activities offered by the organizations as educational and developmental platforms. Among these two pre-selected organizations, only one youth development organization was available and willing to be invited in the process of selecting, and engaging research participants. From a youth organizational perspective, possible avenues for future research may utilize the findings from this study and apply them in a broader framework of social capital organizations, such as charities that engage youth in community events or humanitarian organizations that engage both youths and adults for a common cause. These organizations may be sought based on the involvement of youths from a volunteerism perspective and where social capital generation is the primary objective. These could contribute to a wider application of the adapted action research cycles to gather a more diverse range of data. This broadened framework for future research could allow the current set of research findings to serve as the foundation for a wider ranging research initiative. It may present opportunities to

further explore and define the relevant uses of either the transformational leadership or the servant leadership approach as developmental strategies that contribute to social capital formation. Data sources from other parties in the leader to follower relationship, such as action research groups comprising of parents, community organizational management and even adults in the role of mentors, should be engaged to provide data on the implementation use of transformational or servant leadership in developing youth volunteers (Liden et al., 2008; Sun & Anderson, 2012; Engelberg et al., 2011; Mueller et al., 2011; Parise & Forret, 2008; Núñez et al., 2013; Pedersen et al., 2009).

Those making the decision as to whether to adopt either leadership approach would be able to consider the inter-relationship of the leadership approaches with the goal of individualised leadership development for youths. This would necessitate an examination of the social context from which such leadership approaches can contribute to or be integrated into an overall leadership developmental strategy (Schyns et al., 2011).

Further research on servant leadership and transformational leadership areas can be extended to support youth leadership development. Such research initiatives could examine how these leadership concepts can be integrated into an organizational context. Such examinations could also contribute towards supporting the guidance and development of leader roles or identities through social exchanges such as mentorship (Walumbwa et al., 2011), including developing more senior youths to function in the roles of leader-mentors to guide or mentor younger youths.

The servant leadership perspective centres its attention on encouraging followers' learning, growth, and autonomy, and how these will collectively emerge in congruence with leadership development in an organisational setting (Vinod & Sudhakar, 2011). In examining this statement, it can be noted that servant leadership may have potential in providing opportunities to identify new knowledge to benefit leadership development, based on its own connections towards encouraging social learning and empowerment among followers. This may lead to potential research areas in identifying the motivational drivers youths engage in servant leadership and their perceptual expectations in being positively led in social causes without restraint or hindrances. Examination of these perspectives can help in building clarity into the perspectives followers will have in establishing a relationship with servant leaders and what drives the commitment to stay in the relationship (Stone et al., 2004; Hackett & Wang, 2012; Dansereau et al., 2013; Muethel & Hoegl, 2013; Mueller et al., 2013). Servant leadership may also bear a potential significance for research in examining how it can develop youths from both a social capital

and an organisational perspective, as servant leaders have been identified as instrumental in helping organisations contribute positively to society (Sun, 2013).

Transformational leadership may also be examined for its potential to support the development of youth leaders in generating social capital. There is today an increased sense of purpose and action for organisations to develop transformational leaders as defined by shifting organisational operational and strategic needs from not only a leader to follower perspective but also from a follower to leader flow as well (Epitropaki & Martin, 2013). This takes into consideration that as organisations incorporate social learning approaches into leadership developmental strategies, the application of transformational leadership will need to be examined so as to identify any impacts onto a youth leader's effectiveness in leadership with an emphasis on the social context from which they are applied (Sun, 2013). To achieve this, organisations must develop transformational leaders who possess the courage and skills to adapt or respond effectively to climates of change with limited resources (Warrick, 2011). This can be encouraged through a structured effort in motivating followers by growing their sense of importance and value to specific leadership tasks and decisions as they see themselves as part of a larger community and in modelling identified behaviours deemed appropriate and relevant by their role models (Wang et al., 2005; Hunter et al., 2013).

6.3 Examining the impact empowerment may have on transformational leadership development for youths

Further research should also examine the potential benefits of empowerment of youth leaders through the use of mentorship platforms. As explored in the review of literature, empowerment may be examined from not only the youth leader's perspective, but also from the follower's perspective. An argument can be formed which impresses upon an organisation, mentor, or a leader that, in order to achieve an adequate understanding of empowerment processes, it is important to consider the perspective of the individual follower. This is necessitated to ensure that a follower reciprocally feels psychologically empowered, from which other benefits accrue, such as fostering shared learning in, and commitment to, leadership decisions (Zhang & Bartol, 2010; Epitropaki & Martin, 2005).

Future research should include an in depth exploration of how empowerment can be used as a leadership development technique to effect both leaders and followers, such as

how servant leadership empowers and creates value for a community (Mittal & Dorfman, 2012). This future research area may gain importance as, for organizations to remain effective, the talents, experience and perspectives of followers would need to be recognized, utilized, and developed (Liden et al., 2008).

Prior research presented in the academic literature suggests that, from a practitioner's perspective, leadership is being emphasised as a tool that improves performance among followers if they perceive it as positive (Walumbwa et al., 2011). However, research into implicit leadership theories including transformational and servant leadership (e.g., Dansereau et al., 2013; Muethel & Hoegl, 2013; Martinko et al., 2007; Stone et al. 2004) suggests otherwise as this research seems to emphasise the role of processes that fosters effective leadership that affects not only the leader to follower but other role players in the relationship such as adult mentors and community organizations. Thus, there can be a mismatch between the perceived expectations of the effects of leadership versus the actual forms of training and developmental approaches that may be most effective to actualise these expectations (Schyns et. al, 2011).

These points suggest a potential area for further research into how empowerment may be measured, from both a youth leader and a youth follower perspective. Potential findings may provide insights into the identification and assessment of any evidence to support the use of guiding and role modelling approaches as effective means for developing youths in leadership that improve followers' self-efficacy (Walumbwa et al., 2011; Hannah et al., 2008). Such approaches may even be considered to assess the potential or suitability of incorporating transformational forms of leadership into structuring suitable roles for youths to deliver social capital as an outcome within an organizational structure (Li et al., 2012).

The potential findings generated from further research into transformational forms of empowerment for youth leaders may further understanding and identification of how mentorship platforms can be formalised into structured developmental programs. The objective for such programs is to create platforms that induce empowerment among followers to support the leadership development process, while understanding how and to what degree knowledge creation from an experiential channel can contribute to leadership education and development (DeRue et al, 2011). Such programs may encourage benefits such as greater decision-making autonomy through expressing confidence in the follower's capabilities and removing hindrances to individual and team performance (Wilderom et al., 2012). Taking a follower's perspective and considering the impact empowering leadership

may have on them can present insights into how followers differ in the extent to which they see themselves as psychologically empowered (Zhang & Bartol, 2010).

To support the development of leadership among youth volunteers, the role of social capital organizations may be further researched in their commitment towards empowering youth leadership. Aspects of this relationship between the organization and youth leaders should be researched to determine the depths trust and confidence can play towards empowered management of the leader to follower, or youth mentor to peer mentee, relationship. The role of social capital organizations consequently contributes critically to empowered youth leadership as providers of critical resources and structured programs to support the effective growth of leadership experiences to the leader-follower relationship (Ghosh, 2014; Liang et al., 2013; Engelberg et al., 2011; Parise & Forret, 2008; Dansereau et al., 2013; Byrne et al., 2008).

Various criteria may be considered when examining these empowered perspectives within the organization-leader-follower relationship. As highlighted by Groves and LaRocca (2011), these include: follower characteristics such as experience level and cultural orientation; external contingencies such as social context; internal contingencies, such as task characteristics, nature of goals and performance criteria, cultural context, and organizational structure, among others.

The integration of either the transformational leadership or the servant leadership approach into research on youth development initiatives has the potential to generate further research questions and a deeper knowledge and awareness of empowered leadership. An organizational context or individual leader-mentor context can be structured into formalized youth leadership programs where empowerment is built into the design of such programs as a variable for research and analysis. Then the impact of empowering leadership among followers can be examined and measured, in particular as leaders engaged in mentoring can have a catalytic role in developing their followers (Epitropaki & Martin, 2005). The role of the follower in the leader to follower relationship may thus be examined further from an empowered leadership perspective.

6.4 Summary of the Chapter

In summary, conducting further research may provide a deeper understanding of the effective use of leadership dispositions to facilitate youth leadership development

through a social capital perspective. Empowered leadership perspectives could extend future research to examine how leadership development can induce transformative changes and intellectual stimulation in enhancing the leadership decision making process from a follower's perspective.

These potential research areas in turn seek to contribute to the design of structured youth leadership development programs. These programs are intended to support the experiential growth and integration of appropriate leadership approaches by youths in leadership roles or capacities.

Chapter 7 - Conclusion

7.1 Research Context and Questions

This research was conducted with the objective of identifying possible leadership related dispositions that youths may require or exhibit in order to effectively fulfil a leadership role. This research area emerged out of an identified need for effective youth development given the limited scope of programmes that have been designed specifically with a focus from a young people perspective, particularly in Singapore as the location for this research. The relative smaller scale of the youth development sector or industry in Singapore, as compared to other countries, also highlights the need for such a study. Attention has shifted towards not only involving youths in the development of social capital in capacities as citizens, but also in generating a continuous culture of youth leadership development amongst youths to lead others including their peers. This has drawn growing interest, both from a social and governmental point of view, as part of a nation-wide effort to build social cohesion and leadership innovation among youths (Guo & Zhang, 2014; National Youth Council, 2012).

Examining leadership from a youth and social capital generation perspective contributes towards what Huang and Liao (2011) suggests is a distinct area of study that emphasizes understanding the unique human qualities a leader must have in order to be effective. While such qualities are likely to be similar regardless of the age of the leader, it is likely that there are some differences between effective adult leaders and effective youth leaders. The search for a list of leadership qualities which youths would find critical for youth leadership roles was the driving motivational emphasis in this research to better understand the leadership climate and environment among youths in generating social capital.

The perceptions of leadership by both leaders and followers are often grounded within a holistic environment that includes social, cultural, task, and interpersonal considerations (Groves & LaRocca, 2011). A research study incorporating such considerations to identify leadership dispositions, and obtain a wider understanding of the leadership environment in which youths manage followers, was carried out to further understanding of the developmental issues in community service contexts.

The following research questions were therefore used to focus the research process within the context of youth leadership development in Singapore:

- “Are there any unique leadership dispositions or behavioural traits that youths exhibit when engaged in leadership capacities and roles?
- “Are there any possible leadership related contexts and concepts that may emerge as significant in connection to youth volunteers in leadership roles”?

Given the specific scope of the research and the cultural context being examined, results from this study will not be generalized to youth development cultures in other countries. This is attributed in part to the longitudinal nature in conducting the research with local youth leadership participants, and the various limitations encountered in the research that rendered the consideration of expanding the scope of research as impractical. While this study was performed within a specified social context, future studies to expand our findings in a broader context would be of interest. However, future studies may include the engagement of other youth development organizations and their respective members in industrial sectors such as government or economic related institutions.

7.1.1 Findings from the Research

The various findings from this research allow a certain set of leadership dispositions to be identified as important to youths serving in a leadership role. The intent of this research was to better understand the expectations of what constitutes effective youth leadership from the very source that uses or expects it: the youths themselves. To recap from the earlier chapters, informed by the available academic literature, qualitative data from the research participants’ contributions was collected and compared. A list of ten leadership dispositions was clearly identified from the contributions of the research participants. Within this list, five specific dispositions were identified by these youths as being of top importance:

- Showing empathy in listening to the opinions of others.

- Being an active listener to others.
- Conveying a sense of trust in people of the group.
- Performing the role and duties of a leader professionally.
- Maintaining honesty in their decision making and engagement with others.

These highly placed leadership dispositions prioritize what is thought to be required by youths when it comes to exhibiting or possessing certain dispositions when assuming a leadership role. These dispositions contribute to individual leadership identities or roles in the decision making process as perceived by followers. To be effective in discharging these leadership roles, a youth leader will need to be able to show empathy and listen proactively to their followers, while exhibiting a sense of honesty when engaging with others in the decision making process. Being able to exhibit clarity in the leader's demarcation of their roles and responsibilities is also an important disposition, as it allows followers to better understand and be receptive to the leadership decisions made. Effective leadership is also built on the underlying sense of trust conveyed to each follower by the youth leader when he or she interacts on a human level with his or her followers.

The effectiveness of leadership, as exhibited or actualized through leadership dispositions, needs a foundation of knowledge that helps youth leaders to be aware of their own respective leadership styles or approaches through a better understanding what is required of leaders in the roles that they have to play. This is necessary to allow a much clearer assumption of the best leadership approach to adopt, while balancing the implementation expectations of not only followers but other relational partners in the relationship such as community organizations and parents (Egan & Song, 2008; Byrne et al., 2008; Dansereau et al., 2013).

One key finding suggests the need for a more senior or adult guide to help the youth leader to assume the requisite roles and responsibilities through the experiential opportunities afforded by mentoring. The underlying effort to collectively enable the accomplishment of the identified findings in terms of effective relations between leaders and followers can be enhanced through a structured program including either a transformational leadership or a servant leadership approach. Valuing such mentoring positions would assist developing leaders in self-actualization of a personal leadership

approach in managing peers and followers. It may even allow youth leaders to utilize leadership development to benefit an individual, group, organization or a community through professionalized sharing of leadership knowledge with followers. This enables a continuity of best practices and decision making that fits social and community goals by developing these followers into leaders themselves, thereby reducing associated costs of re-training and re-alignment of cultural and leadership expectations (Ghosh & Reio, 2013; Liang et al., 2013; Parise & Forret, 2008).

The self-actualization of a personal leadership approach may be facilitated through the establishment of a clear moral identity, engagement in development of a structured career that is perceived to be beneficial, and to gain perceived self-worth in providing a strong youth voice, as a form of intellectual stimulation with followers. To incorporate these elements, mentorship approaches may be structured into supportive youth leadership programs or curriculum to guide the leadership development of youths through an experiential method.

Therefore, in summary, the general conclusions that can be drawn from this research investigation into youth leadership development initiatives are that trust, respect and the efforts to listen proactively by a leader are some of the important leadership dispositions that facilitates effective leader to follower relationships.

The effectiveness of leadership for youths involve more than competencies alone. Higher quality attributes for youth leadership success concern not just development from knowledge, skill and ability (KSA) sense, but also from a psychosocial sense. Psychosocial dispositions are necessary reflections of the youth leader's affective approach from which leadership actions and decisions are motivated and directed. This involves various pro-social qualities such as trust, empathy or respect for others. Development of leadership dispositions with such positive psychosocial qualities facilitates the creation of opportunities, and prompts to effect changes amongst followers' behaviours and actions. This occurs once belief and acceptance of the leader's position and perspective is gained (Kirwan & Roumell, 2015; Knuth & Banks, 2006; Hunzicker, 2013; Park, 2004).

Without a clear understanding and incorporation of these dispositions, intentions behind decisions and actions taken during leadership efforts will be easily misconstrued by followers. Negative leadership dispositions, such as disrespectful behaviour or a lack of concern for others, can instead generate animosity and uncommitted responses to the leadership action (Leary et al., 2013; Kirwan & Roumell, 2015; Knuth & Banks, 2006). Such an inability to actualize leadership goals through positively perceived and accepted

dispositions can result in a misalignment of followers' perspectives and responses, which in time generates leadership challenges and ineffectiveness (Kirwan & Roumell, 2015).

While the engagement between a leader and a follower can be analysed and practiced from the perspectives of these two key roles, additional roles into the relationship will also need to be assessed as they provide structural support and resources to enable effective role clarity and leadership direction for the leader to follower relationship. Such support and resources may be offered through systemized programs that enables a close co-sharing of leadership learning and practices through a mentorship approach. Through mentoring, youth leaders can undertake a transformational and/or servant leadership approach in facilitating the transference of relevant leadership knowledge and practices from an organizational or social cause perspective.

In turn, with effective mentoring between an adult mentor and youth volunteer, the youth volunteer would then be able to co-share and transfer similar leadership knowledge, practices and actions. This supports the development of followers in the leadership decision making process through their own mentor (youth leader) to mentee (follower) relationship with stronger commitment and individualized connections with the leadership environment and youth leader. With desired leadership dispositions, mentorship supports leadership continuity by broadening the transitional movement from youth maturity (or young adults) into senior adults through retaining and transferring leadership attitudes, experiences and desired behaviours to other emerging youth leaders. Positive youth development programs can benefit from constructing, strengthening, and incorporating into a structured program form such individual psychosocial values and dispositions (Park, 2004; Nicholson et al., 2004).

7.1.2 Limitations and Future Research Areas

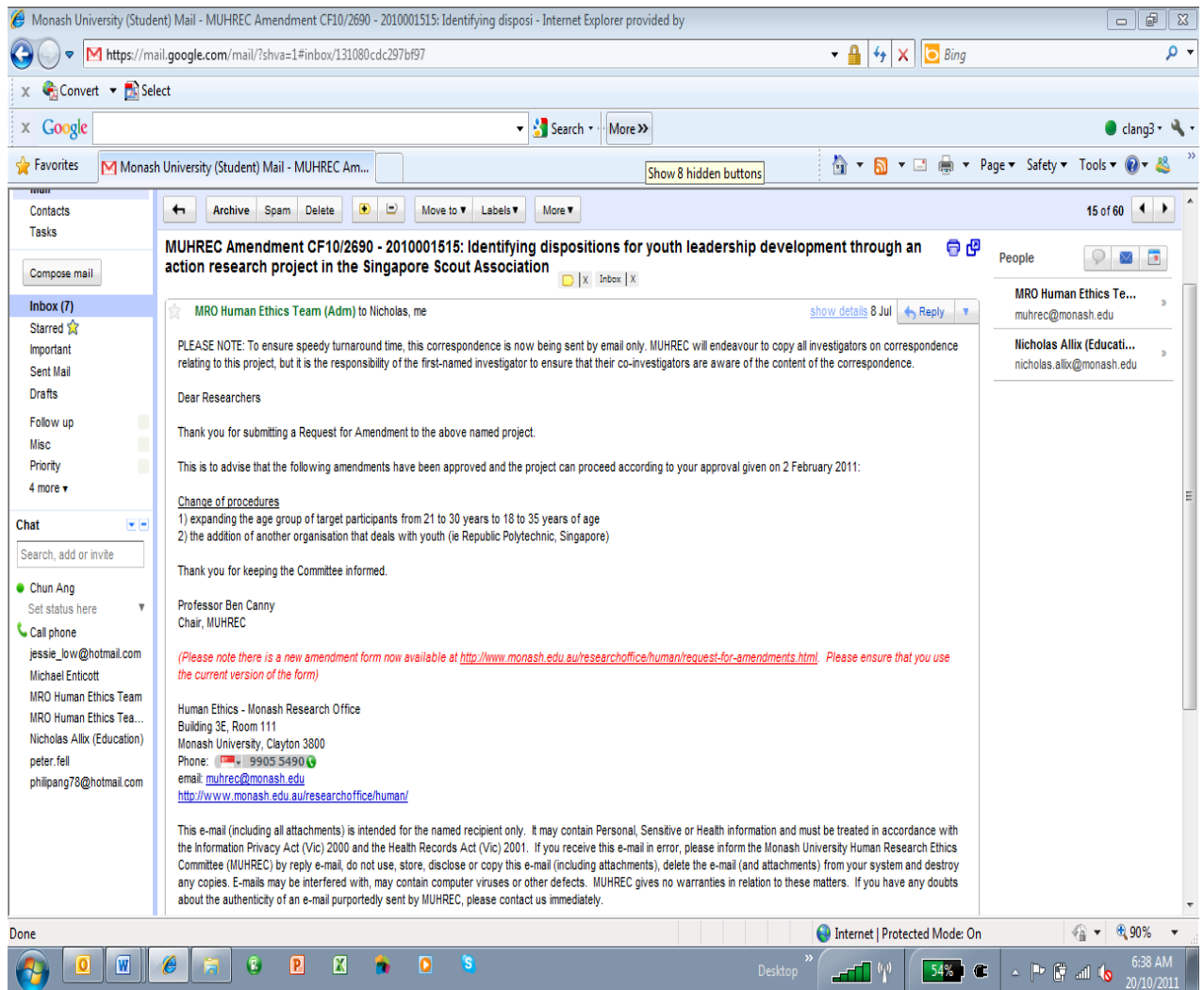
In carrying out the research, various limitations were experienced with the research sample size as the original organization identified for this research, which would have contributed to a wider pool of research participants, withdrew unexpectedly from the research. Further challenges were experienced in attempts to acquire a larger number of research participants as few youths volunteered for the research study during the period of recruitment, as required within ethical protocols. Such limitations were not anticipated for the research despite efforts to engage various youth groups within the educational industry. However, what was gained from findings the research contributed towards a better

understanding of what and how leadership dispositions could be used to structure youth leadership programmes. This follows the need to identify ways to better develop youths as leaders in terms of social capital generation, and as social citizens in Singapore. Future research studies may consider expanding this research towards other organizations that have a broader youth development agenda such as governmental or economic institutions.

7.1.3 In Conclusion

Youth development requires the support of adults and youths alike in both involvement and active participation in identifying and addressing a youth's subjective well-being. Effective youth development necessitates good leadership not only at the adult level in guiding the process of youths transitioning to adulthood, but also effective leadership from amongst the youths themselves. Such developmental processes require a cohesive inter-relational framework from which various psychosocial values are imparted in a consistent manner for the development and formation of individual leadership identities in youth leaders. Research findings support consideration of systematic support for youth development through provision of various leadership concepts as building blocks. These leadership concepts form the contextual framework from which useful leadership dispositions and actions can be modelled. The identification of positive leadership dispositions informs the construction of programmes that incorporate inclusion of both experiential knowledge and context from which youth leaders can draw reference and build their leadership identities, capabilities, and skills. Importantly, leadership effectiveness in youths depends on dispositions and actions that are perceived as trustworthy and serving the interests of followers and peers alike. From an adult perspective, the development of youth leaders is best facilitated and enhanced by incorporating what has been learned about identified leadership dispositions as key elements in the transfer of knowledge, skills, and abilities between an adult developer (mentor) and a youth leader-to-be (mentee).

ix. Appendix 1 – Ethics Approval



x. Appendix 2 - Explanatory Statement



MONASH University
Education

Explanatory Statement

Title: Identifying Dispositions for Youth Leadership Development Through an Adapted Action Research Methodology in Youth-Related Organizations in Singapore.

This information sheet is for you to keep.

A. About research project

My name is Philip Ang and I am conducting a Ph.D. research project at Monash University under the supervision of Dr Nicholas Allix, a Lecturer in the Faculty of Education. I am working with the authority of the Republic Polytechnic to carry out an action research project that focuses on youths' leadership development, and I will be writing a thesis which is the equivalent of a 300 page book on a research topic related to youths and leadership. We would like to invite you and your peers to join in this research project.

B. The aim of the research

The purpose of this research project is to identify leadership-related behaviours or dispositions and the possible beneficial effects of action-learning among youth leaders. This would entail data and analysis from youths themselves to help provide an understanding of what kind of

leadership dispositions or behaviour are required for youths when they undertake leadership roles and portfolio.

C. Possible benefits

As participants, we hope this research project would allow youths an opportunity to introduce change in youth development. Your views and experiences would help in introducing new perspectives and knowledge on youths in leadership for youth development organizations.

Such new knowledge and learning would also contribute in renewing approaches towards designing programs and marketing efforts better suited for youth development and leadership. The leadership-related research you will be involved in will also provide insights and knowledge related to emerging leadership concepts as well as self-actualization of individual leadership styles and approaches.

D. What does the research involve?

The research project will use an action learning approach in the form of a leadership-themed project. This project will require participants to undergo planning, executing, after-action analysis and reporting of what they experience in the process of designing and implementing a community project. The research focus is on leadership and various questions or areas for discussion or reflection will be given throughout four key stages of the research project.

This approach would assist in providing important data on leadership behaviour or dispositions by youths while performing various leadership or management functions. Participants will discuss, record and analyse the project requirements with each other and interviews will be conducted with the researcher to find out your views, perspectives and any information that emerges.

Participants will be expected to record observations and analysis with regard to leadership behaviour or dispositions by other fellow participants during the research project. Participants will undertake various tasks such as thinking and planning out a leadership-related seminar or program, and to reflect and record any thoughts and observations noted.

E. How much time will the research take?

The research will be formed in two groups and each group will be involved for an additional period of 2 to 3 days of research beyond the period of your own organization's project. Your time commitment will be largely kept to hours outside of school requirements and you will be working with other youths to think, plan, act and reflect on a leadership themed project. The project will be conducted for the duration of your own association project and reflection discussions may range approximately 12 to 20 hours in duration.

F. Can I withdraw from the research?

Being in this study is voluntary and you are under no obligation to consent to participation. Should you wish to withdraw from the research at any time, you can do so upon notifying the researcher directly.

G. Confidentiality

Any information and data collected, analysed and provided by a participant will be kept strictly confidential within a centralized record. Each participant's personal details will be kept in confidence and accessible only to the research team. Any information and data to be published will have personal details removed to provide a generalized source of reference so as to safeguard participants' privacy. Any requests for release by a third party will only be allowed with the consent of all participations' involved in the action research cycle and personal details will be removed from any releases.

H. Storage of data

Storage of the data collected will adhere to Monash University regulations and kept in a locked cupboard/filing cabinet for 5 years after the conclusion of the research. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

I. Use of data for other purposes

At times, the data and information derived from this research project may be used by other youth development organizations to further other research into youth development. Such data and information will be de-identified and kept with the strictest of confidence and not made available to other parties without the organization's approval.

J. Results

A follow-up sharing session will be organized for any participants to voluntarily learn about the final findings of the action research project. Details relating to the session will be informed closer to the end of the research project and participants will be notified by email.

K. Registering for the research project

Should you be keen to undertake this unique journey with us, do register with the research staff via email to [REDACTED]. A research staff member will be in contact with you upon selection via an email. A Research Participant's Consent Form and details on the first briefing for volunteering participants notified will be sent along with this email for completion and return. All data and information related to you will be kept in the strictest of confidence.

L. Parent or Legal Guardian Consent

Should you be interested in participating in the project, we would require parental or legal consent from all participants aged less than 21 years as of the date of registration. Your parent's or legal guardian's signature will be required on the Research Participant's Consent Form. This is needed to ensure all legal and protective measures are in place for your participation in the research project.

M. For any complaints about the project

If you have a complaint concerning the manner in which this research (project no. CF10-2690 – 2010001515) is being conducted, please contact:

<p>Executive Officer Monash University Human Research Ethics Committee (MUHREC) Building 3e Room 111 Research Office Monash University VIC 3800</p>

<p>[REDACTED] Fax: +61 3 9905 3831</p>
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Thank you.

Philip Ang

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x. Glossary of Terms and Acronyms

<i>Abbreviations:</i>	<i>Reference To:</i>
IG	Interest Groups
Infocomm	Information Technology and Communications
KSAs	Knowledge, Skills, and Abilities
NGOs	Non-Government Organizations
OBSE	Organizational-Based Self-Esteem
OSG	Office of the Student and Graduates Affairs
PBL	Problem-Based Learning
SOH	School of Hospitality
SWB	Subjective Well-Being
VWOs	Volunteer Welfare Organizations
YOs	Youth Organizations