

Leadership Development in Students as Part of Attitude Development

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Abstract—Leadership development corresponds to the focus on the individual's success and competitiveness strategy. This is the optimal direction of the organization of attitude development because it covers two aspects of the student's personality development: professionally-oriented and self-centric. The aim of the study is to identify and compare the leadership level in second- and fourth-year students to see dynamics of development and implementation of the leadership phenomenon in the professional and personal making up of future specialists. The task was to: (1) diagnose the existing educational impact of the university environment on the formation of leadership competencies; (2) clarify the relationship between the objective level of leadership skills development and assessment of leadership characteristics by students themselves; (3) determining tactics for further support and / or stimulation of personal and professional leadership skills of students; (4) elucidating the relationship between leadership skills and academic performance; (5) determining the universal prerequisites for the

formation of leadership qualities of students. Based on the theoretical analysis of the issue, the authors developed an objective and subjective diagnostic model for leadership skills. In this study, data of the objective diagnostic technique are the key. Subjective diagnostic technique for leadership skills provides insights for problem interpretation. At the level of the first group of respondents, the average Leadership Skills Level of the second-year students was quite low and was found within the medium level. The second group of respondents consisting of the fourth-year students showed a slight but effective improvement. The Leadership Skills of this group were found at a sufficient level. Positive dynamics was revealed for all criteria of leadership skills as a result of applying objective diagnostic methods: decreased percentage of students with negative and relatively low markers of Leadership Skills Level and corresponding increase in percentage of students with positive markers of Leadership Skills Level. Further research can be organized in the direction of identifying and developing successful universal and professionally-oriented tactics for leadership development in students as part of attitude development.

Keywords—Attitude development, higher educational institutions (HEIs), building leadership attitudes, leadership competencies, self-development.

I. INTRODUCTION

Attitude development in the context of university education is the part of the educational process which is not given due importance in comparison with the study of academic subjects. However, the unity of the concepts of teaching, education and development as a triune goal of studies should dominate in learning the profession and the acquisition of professional competencies by students [1]. The main responsibilities for attitude development are statutory obligations of the supervisors. They are responsible for creating appropriate moral, psychological, organizational and implementation conditions for the diverse and integrated self-development of the student's personality. The principle is the education of highly qualified, morally stable, spiritually mature specialists with a view to the individual characteristics of students.

The attitude development in university education is always professionally determined, not neutral, as is typical of previous levels of education (e.g., school). One of the important and the most difficult areas of attitude development is the leadership development. Despite the relatively identical conditions of attitude development, only a few become leaders. This is the very concept of leadership. Macmillan Dictionary interprets the concept of leader as someone who is responsible for or in control of a group, organization, country, etc. It is important to pay attention to the same responsible, which will have further interpretation. Among other meanings of the word, the senses winning, popular, more successful, or advanced are the key. However, even taking into account that only exceptional individuals with become leaders from all the students with all the efforts of the management and the teaching staff of the HEI, purposeful attitude development influence will allow cultivating at least a few leadership skills in many students. Leadership development projects on perfectionism, success, thoroughness, surpassing others and oneself in a certain type of activity or by some feature. Leadership attitude (covering both attitudes toward learning, future professional responsibilities, self-development, etc.) pushes out of the environment of mediocrity, which is dangerous because of proximity to inferiority.

The sources of education and, in particular, leadership development in the paradigm of university education, usually the last, and therefore the most important element of initial education, are the already mentioned supervisor, faculty members, socio-psychological service of the university, student self-government bodies, other students and parents. Their role is usually to stimulate, initiate the launch of individual attitudes of each individual from the student community to further independent development of leadership skills. The role of accompaniment, support in the leadership

development process is also important. The rest depends on the student himself/herself. The human-centred modern worldview doctrines require building leadership skills on humanism, tolerance and democracy, as well as the self-centred position of the student, willingness and ability to interact with teachers, administration, support services, other students on a subject-subject basis.

It is critical to develop leadership skills in students specialized in the rapidly developing industries. In particular, leadership development is an integral part of the training of future specialists in the hotel and restaurant business. The very nature of the hospitality industry requires employees to have a range of professional and personal qualities that will potentially ensure successful career and effective interaction with all participants in the vertical of this niche. The leadership skills are the foundation for resolving all possible contradictions, and effective positive implementation of the peculiarities of hospitality under the "customer service provider" model, where strong personality traits provides insights for constructive application of knowledge in psychology and conflict management, while maintaining dominant position of power and authority. All innovative methods of training specialists in the hotel and restaurant business inevitably involve an element of leadership development in students to a greater or lesser extent.

The general purpose of cultivating leadership skills in students of hotel and restaurant business in this case is formation of competences of the ideological and formal leader in the specified sphere of activity, who has high professionalism, organizational, creative, innovative skills, attitude towards constant professional self-development, and ability to stimulate similar intentions of labour perfectionism in subordinates. The problem of leadership development in the context of learning is quite fully covered in the modern scientific literature. However, the theoretical aspects of the issue are mostly outlined. At the same time, the practical aspects of the implementation of education with a focus on leadership are poorly covered. Scientific socio-pedagogical literature very sparingly outlines the leadership development in the educational process. In addition, little attention is paid to university education of individuals with leadership skills.

Thus, the focus of this study is the paradigm of upbringing functions in the space of university education. Namely the formation of leadership qualities of students as a leading concept in the education of modern youth [1-3] and one of the key indicators of students' readiness for quality professional activity [4] in the field of hospitality [5]. In general, the practical purpose of the study was to draw attention to the problems of personal upbringing in the paradigm of professional training within higher education programs. The goal was to develop a diversified system for diagnosing leadership qualities of hospitality students, to diagnose the state of affairs and, depending on on education of leadership qualities of students. The very concept of leadership is positioned as fundamentally important for any modern

individual within the framework of professional training and the formation of professional consciousness. Nevertheless, the greatest emphasis is placed on those aspects of the manifestation of leadership qualities that are extremely important for the service sector. Within this, a prominent place is given to the communicative tactics of students and the categories of self-improvement and social activity. The research model, as well as its results (conclusions and recommendations on the organization of the educational process at the university with a focus on the development of students' leadership skills) might be used in the original or adapted version to organize similar research, find ways to improve leadership models, test leadership skills for students in the field of hospitality or other specialties, especially in the field of service.

All the above makes this research topical, determines its aim and practical value.

A. Literature Review

The Numerous scientific researches on the issues of student leadership testify to the importance of modern scientific and pedagogical discussion. The authors of [1] speak about the need to actualize the leadership skills in students as a prerequisite for the successful functioning of the individual in his/her professional activity and in a market economy in general. Organizational inclination and communication skills are considered important for determining leadership qualities. In the perspective of our study, the works by [2], [3] are important, they focus on the problem of leadership development in students, which sounds like a corresponding demand for leaders in the modern service economies. Besides, the advantage of the work of [3] is the study of the effectiveness of the introduction of special credit-bearing subject called Service Leadership for students majoring in services. The students showed an improved understanding of the concept of service leadership, their attitude to this concept. Teaching had a qualitative effect on the level of their life satisfaction and positive youth development attributes as an indicator of student well-being. Despite positive dynamics of the impact of the experimental course, it could not influence the knowledge acquisition of respondents. However, the authors assessed the formal curriculum-based leadership course in general as a positive factor in the purposeful and forced leadership development in students majoring in services.

The authors of [4] cover the gender aspect of the concept of student leadership. The author of [5] emphasizes the role of an authoritative and friendly mentor. The researchers in [6] see the development of students' leadership as a way of mental health improvement of young people.

The researchers in [7]-[9] translate the problem of leadership development in students into the soft skills. In part [7] consider soft skills as the key competence for the future leaders of the hospitality industry. To determine the level of a set of soft skills, [9] conducted an empirical study based on Chinese university. The trainings were successfully used to

stimulate the development of soft skills. The concepts of soft skills and hard skills in modern scientific and popular science literature outline a set of professional and non-professional competencies that a person acquires during his/her lifetime. Hard skills are skills that are fairly easy to detect, measure, relatively easy to manage, and that are easier to intentionally adjust. They are most accurately compared with the knowledge category. In contrast, soft skills are compared to the category of personality attitudes. These are auxiliary and at the same time fundamental, transcendent competencies. If we analyse the sets of skills included in soft skills, it is easy to note that they are all derivatives or components of a set of leadership skills: communication, self-motivation, leadership, responsibility, teamwork, problem solving, decisiveness, ability to work under pressure and time management. flexibility, negotiation and conflict resolution [10]. Besides, an almost identical set of skills (problem solving, decision making, creative thinking, critical thinking, self-awareness, empathy, interpersonal relationship, good communication, stress management, emotion management) is recommended by authoritative international organizations (UNICEF, UNESCO and WHO) as integral life skills [11], [12]. Thus, in our time, a person with the potential for full self-fulfilment is required to develop a complex of professional competences (hard skills = cognitive sphere) and leadership skills (mental health = soft skills = leadership skills).

To avoid terminological and conceptual inaccuracies, a clear distinction should be made between the concepts of leadership and managerial skills. This issue was actualized by [13] in the 1970's. Creativity, imagination, and an appetite for risk and uncertain are traits that distinguish a leader. On the contrary, seems that are comparable to the image of the manager are stability, order and control [14].

Thus, leadership skills are interpreted as those that help the young person to adapt to the conditions of the outside world, to socialize with the realization of professional competencies and personal intentions of the individual. However, there is no unambiguity in the formulation of the concepts of who a leader is, what traits he/she should have, what pedagogical influences contribute to the leadership development. The situation becomes even vaguer with the involvement of the university learning environment and the concept of leadership development in students.

II. AIM

The aim of the study is to identify and compare the level of leadership skills in second- and fourth-year students to assess the dynamics of development and realization of the leadership phenomenon in the professional and personal development of students majoring in hospitality during their university studies.

At the first stage of the research, it is necessary to develop and implement a technique for diagnosing the leadership skills of students, which would allow covering a sufficient number of respondents in order to increase the reliability of the obtained data. It is assumed that the assessment of the dynamics of the

manifestation of leadership skills in second- and fourth-year students will allow fulfilling the following research objectives:

- 1) diagnose the existing educational influence of the university environment as the main institutionalized source of education of student youth on the development of leadership competencies;
- 2) assess the current state of development of leadership skills on two vectors: (1) an objective method of determining leadership skills; (2) respondents' assessment-self-reflection on their level of leadership skills;
- 3) find out whether there is a correlation between the objective level of leadership skills and the assessment of leadership skills by students themselves;
- 4) determine the tactics of further adaptation of the university teaching staff and in particular the Faculty of Hotel-Restaurant and Tourism Business, depending on the positive or negative dynamics of leadership development according to the objective method, in order to consistently support and/or stimulate personal and professional leadership skills of students;
- 5) establish whether there is a correlation between the manifestation of leadership qualities of students and academic performance: if so, how it manifests itself;
- 6) determine the universal prerequisites for the leadership development in students.

III. MATERIALS AND METHODS

A. Theoretical Basis of the Research Model

The diagnostic methodology developed by the authors is based on the theory of Fallon [15] and Seijts [16] that: 1) even people who are not “born to be leaders” can be taught leadership skills; 2) if one does not develop leadership skills, even the natural inclinations to leadership atrophy. Thus, choosing between two common but essentially oppositional theories of the origin of leadership — a) Great Man Theory/Trait Theory — the idea of inborn leadership and b) Skill Theory/Educational Leadership — the idea of acquired leadership [17] — we support the second one. However, the researcher behind [18], [19] argues that 10-15% of people can

never a priori become leaders despite all efforts — due to the lack of innate wiring. [16], believing that a leader character is foundational to good leadership, nevertheless emphasize that leadership cannot be considered alone in the modern context, but as a complex process of building relationships between leader and followers. Thus, a person can develop the set of skills and abilities essential for becoming a leader. This is a central theoretical concept of the current study. A broad idea of this reflex also the idea that modern society demands the education of a successful person with developed leadership, business qualities, prepared for self-realization in the modern world. It means both readiness to adequately respond to the changes taking place in the modern world, as well as constantly self-improve. A feature of hospitality leaders is broad and complex focus, compared to other industries where the focus is one-sided [7], [20], [21].

B. Diagnostic Model

The author's diagnostic model was developed based on the theoretical analysis of insights on the essence and features of the scope, content, structure of the concept of leadership. Table 1 contains key leadership competencies that we distinguished, and that can be identified and assessed in the learning environment. The methodology covers the whole general paradigm of leadership skills that are manifested in the actions of individuals and can be subject to external evaluation through the assessment of natural behavioural strategy and situationally determined behavioural markers of respondents that can be identified by involving participants in the problem simulation.

The diagnostic technique aimed at assessing the leadership competencies listed in Table 1 is structured in Table 2. Its purpose is to: 1) fully identify the objective individual level of leadership skills of respondents during their university studies; 2) summarize the results as to the level of groups of respondents (second- and fourth-year of study, respectively) on the basis of assessment data for each individual respondent.

Table 1. Leadership skills of hospitality students

Leadership competencies	Content
Cognitive component	ability to learn and teach, purposefulness, attitude to self-development, innovation
Emotional component	balance, friendliness, sense of humour, tolerance, ability to listen and empathize, positive attitude, delegation
Teamwork	position of a leader who actively helps others in development, providing others with the opportunity to learn and grow)
Social activity	a wide range of social contacts, participation in student self-government, associations of active youth, conscious civic position, etc.
Communication	high level of proficiency in native and foreign languages, ability to adapt communication strategies in accordance with the communicative goal, organization of communication situation, competent and thoughtful verbal and non-verbal support of the communicative situation (including speaker's appearance)
Ability to solve problem situations	ingenuity, being resilient, entrepreneurial spirit, team-oriented, speed of decision-making, result orientation

In fact, the diagnostic methodology aimed at assessing the leadership competencies listed in Table 1 is structured in Table 2. Its purpose is: 1) to fully identify the objective individual level of leadership qualities of respondents during

their studies at the university; 2) on the basis of evaluation data for each individual respondent to summarize the results to the level of groups of respondents (II and IV year of study, respectively).

Table 2. The structure and description of the method of identifying the objective level of leadership skills in students.

	Leadership competencies	Diagnostic method	Number of points
1. Differentiated structure of leadership skills in students	Cognitive component	Academic performance (100 points) (average annual ECTS rating) + Test for Determination of Cognitive Component of Leadership (Appendix A, use https://drive.google.com/file/d/1viHvFWTm2C8HJ9k8yMxTxbvA76NgB02-/view?usp=sharing) (50 points)	150
	Social activity	Participation in student self-government, youth movements, other public activities (including maintaining constructive content or even professionally oriented blogs).	100
	Communication	How Well Do You Communicate? Test (50 points) + 50 points for assessing the communication strategy when solving the problem	100
	Emotional component		25
	Teamwork, authority in the group	Method of problem situation with a foreign client (Appendix B, use https://drive.google.com/file/d/1PFPOnKax8i5ofHtdvZhUAtC8gPiBq5UK/view?usp=sharing) *	25
	Argumentation of actions		25
2. General inclination for leadership	Proposals/decisions effectiveness factor		25
	How Good Are Your Leadership Skills?	Online Test (18-90 original test points=10-50 points of our technique)	50
Total points	150+100+100+100+50=500 points ≥299 – low level of Leadership Skills 300-349 – medium level of Leadership Skills 350-399 – sufficient level of Leadership Skills 400-449 – sufficiently high level of Leadership Skills 450-500 – high level of Leadership Skills		

Notes: *Test items are the same for both groups. In general, this is justified by the fact that students already have sufficient special theoretical knowledge by the end of the second year. It is also taken into account that a particular item may have a completely natural element of competence advantage for undergraduates.

Respondents were divided into groups of 10-12 people. The team assignment was a randomly selected situation (from Appendix A, use <https://drive.google.com/file/d/1viHvFWTm2C8HJ9k8yMxTxbvA76NgB02-/view?usp=sharing>). Responsibilities in the group were distributed by the team itself according to the hotel staff/restaurant staff model. One of the team members was elected to the role of formal leader. The participants' actions were evaluated by the jury members (3 faculty members + 2 representatives of the restaurant industry + 2 representatives of the hotel business); 2 hospitality representatives provoked

problematic situations. 4 listed criteria + communication skills of each participant were evaluated. After the problem situation was played out, it was expertly discussed. The degree of student involvement in the discussion also influenced the assessment results.

During the development of the diagnostic model, the general personality traits of the leader were taken into account, which were revealed during the preparation of the literature review on the topic and the formation of the theoretical basis of the study. However, during the direct implementation of all stages of diagnosing and evaluating student achievement under the

proposed items Leadership skills of hospitality students (Table 1) and Leadership competencies, attention was paid specifically to the professionally determined context of future hospitality students.

Besides, it was important in the context of the study to get the answers of the respondents themselves regarding their

predicted level of the development and realization of leadership skills. To do this, we used a subjective self-reflective questionnaire of combined structure (closed-ended tests + detailed answers to questions + short essays). The content of this technique is summarized in Table 3.

Table 3. Model of self-reflective technique for students' assessment of their own level of representation of leadership skills (Students' works were coded.)

Content Resource	Closed-ended tests	Detailed questions	Essay
	1 st level 12 questions	2 nd level 10 questions	3 rd level The image of the ideal self-leader*
	Appendix C (https://drive.google.com/file/d/1pauOMD0d5-WUNWvF1GhLPKr1DF6fZuiH/view?usp=sharing)		

Data obtained through this technique were not subject to systemic generalization and rating evaluation. However, some indicators will be statistically processed and used to reveal the personal essence of leadership.

C. Sample

The study was conducted at the Faculty of Hotel, Restaurant and Tourism Business of Kyiv University of Culture and Arts. Four student groups were taken (2 academic groups of second- and fourth-year students) to fulfil the research objectives. The total number of respondents is 112 people. The first group consisted of 54 second-year students, the second group of respondents involved 58 fourth-year students.

D. Methods

The When fulfilling the objectives of this study, we used the following special research methods:

- testing, survey;

- objective data acquisition method (in determining the social activity of respondents);
- method of scientific situational simulation;
- qualitative and quantitative analysis of the obtained empirical data;
- statistical and mathematical interpretation of empirical data; their functional analysis.

IV. RESULTS

A. Results of Diagnostics of Leadership Skills in Second-Year Students

Application of a diagnostic technique in the first group of respondents allowed obtaining the following average indicators of leadership skills (Table 4).

Table 4. The results of the application of the method of identifying the objective level of leadership skills in students (Group I of respondents, second-year students)

Item. No.	Leadership competencies	Number of points	%	
1. Differentiated structure of leadership skills in students				
1.	Cognitive component	108.4	68.2%	
2.	Social activity	62.5	62.5%	
3.	Communication	65.7	65.7%	
4.1.	Emotional component	19.1	76.4%	
4.2.	Teamwork, authority in the group	18.4	73.5	73.6%
4.3.	Argumentation of actions	17.8		71.2%
4.4.	Proposals/decisions effectiveness factor	18.2		72.8%
2. General inclination for leadership				
5.	How Good Are Your Leadership Skills?	33.7	67.4%	
	Total	343.8	68.8%	
Verbal assessment (Leadership Skills Level)		Medium level		

Thus, the Leadership Skills Level in the group of the second-year students turned out to be quite low and fell within the medium. The area that most needs stimulation in order to activate leadership patterns of behaviour is social activity. As expected, the level of the cognitive component was lower due

to the lack of professional competencies at the equator of studies. The professionally oriented and personal communication techniques of most respondents require thorough elaboration. Psychological discomfort was noticeable when simulating problem situations. It is mainly due to: 1)

ineffective communication strategies; 2) discomfort due to insufficient knowledge of special foreign vocabulary when communicating with the client; 3) lack of ability to work in a group in concord; 4) lack of practical experience. These

factors are minimized in the process of learning and leadership development.

It is also appropriate to pay attention to how the respondents of the first group distributed according to the levels of leadership development (Table 5).

Table 5. Distribution of respondents by levels of representation of Leadership Skills (Group I group, second year of studies)

Item No.	Level of Leadership Skills	Range of points scored	Number of respondents	% in the group of respondents
1.	Low	≥299	7	13.0%
2.	Medium	300-349	26	48.1%
3.	Sufficient	350-399	14	25.9%
4.	Sufficiently high	400-449	5	9.3%
5.	High	450-500	2	3.7%

Thus, it is visually clear that most of the students got to the left side of the chart (the area of weakly developed leadership skills). The extreme points of the chart are presented quite a bit, although the number of respondents with extremely low levels of leadership is as much as 3.5 times more than high-level students. The situation can change significantly if the

right strategies of educational influence on second-year students are applied.

The use of the model of self-reflective methods gave other insights for understanding the trends in the leadership development of second-year students (Table 6).

Table 6. The results of the application of the model of self-reflective methods of students' assessment of their own level of representation of leader qualities

Item No.	Question	Yes		No	
		Resp.	%	Resp.	%
1.	Do you feel like a leader?	37	68.5%	17	31.5%
2.	Does it matter to you what others think of you?	43	79.6%	11	20.4%
3.	Do you consider yourself an innate leader?	24	44.4%	30	55.6%
4.	Do you have acquired leadership skills?	46	85.2%	8	14.8%
5.	Is formal leadership your goal?	25	46.3%	29	53.7%
6.	Do you differentiate between the concepts of professional leader and leader in private relationships between people (outside of work and career)?	21	38.9%	33	61.1%
7.	Do you admit neglecting moral principles for the sake of gaining leadership positions?	8	11.8%	46	88.2%
8.	Did you show leadership skills while in school?	26	48.1%	28	51.9%
9.	Do you associate leadership with hard work?	39	72.2%	16	27.8%
10.	Is formal leadership for you just a matter of chance and not the result of persistent and purposeful work on yourself?	16	29.7%	38	70.3%
11.	Do you use your time rationally?	19	35.2%	35	64.8%
12.	Are you satisfied with your life as of now?	28	51.9%	26	48.1%

Almost twice as many respondents consider themselves the Leaders (due to the semantic attractiveness of the concept) compared to the results of the method of objective evaluation: 38.9% (objective method: the sum of % of sufficient, sufficiently high and high levels) ↓↑ 68.5% (self-reflection). The level of leadership development of this group (Question 3, Question Part) is estimated at an average of 61.2 points out of 100. There is also a significant dependence on public opinion. Respondents were almost equally divided in their answers about the desire to become a formal leader, the manifestation of leadership skills in school and life satisfaction (it was noted above that the growth of leadership competencies improves the level of well-being, joy of life). At the same time, a positive

marker of educational influence on students is that leadership is not an end in itself for them: only 11.8% theoretically do not assume the idea of betraying their own moral values in order to obtain leadership positions (formal leadership), 72.2% associate leadership with diligence, that is, the very idea of leadership gives them an incentive to work better.

B. The Results of Diagnostics of Leadership Skills of Fourth-Year Students

The application of a diagnostic technique in the second group of respondents allowed revealing the following average indicators of leadership skills (Table 7 and Table 8).

Table 7. The results of the application of the method for identifying the objective level of leadership skills in students (Group II of respondents, fourth-year students)

Item No.	Leadership competencies	Number of points		%
1. Differentiated structure of leadership skills of students				
1.	Cognitive component	119.5		79.7%
2.	Social activity	78.2		78.2%
3.	Communication	79.9		79.9%
4.1.	Emotional component	19.1		76.4%
4.2.	Teamwork, authority in the group	20.2	78.5	80.8%
4.3.	Argumentation of actions	18.9		75.6%
4.4.	Proposals/decisions effectiveness factor	20.3		81.2%
2. General inclination for leadership				
5.	How Good Are Your Leadership Skills?	38.9		77.8
Total		395.0		79.0%
Verbal assessment (Leadership Skills Level)		Sufficient level		

Table 8. Distribution of respondents by levels of representation of Leadership Skills (Group II, fourth year of studies)

Item No.	Level of Leadership Skills	Range of points scored	Number of respondents	% in the group of respondents
1.	Low	≥299	5	8.9%
2.	Medium	300-349	17	30.4%
3.	Sufficient	350-399	24	42.9%
4.	Sufficiently high	400-449	6	10.7%
5.	High	450-500	4	7.1%

Thus, a completely identical diagnostic model revealed a slight but stable improvement at the group level among fourth-year students, which in total allowed assessing the collective average level of leadership development in respondents in this group as sufficient. 5 points were missing to crossing the 400-449 mark — “Sufficiently high level of Leadership Skills”. However, even a step up is still a positive trend. This result makes it possible to positively assess the existing educational impact of the university environment as the main institutionalized source of education of student youth on the development of leadership competencies. The biggest improvement was observed in the growth of social activity of fourth-year students compared to second-year students,

including through incentives and encouragement of the supervisors and the faculty.

Cognitive indicator has increased (mainly due to the improvement of students’ theoretical readiness to work in the field), as well as the success of actions in problematic situations (indicates the practical readiness of students to take up professional duties and further building up professionalism and improve leadership skills). It is appropriate to pay attention to how the respondents of the second group are distributed according to the levels of leadership development.

As in the previous group of respondents, we consider it necessary to briefly summarize the data on the application of self-reflective diagnostic techniques to respondents of Group II (Table 9).

Table 9. The results of the application of self-reflective methods of students’ assessment of their own level of leadership skills

Item No.	Question	Yes		No	
		Resp.	%	Resp.	%
1.	Do you feel like a leader?	35	62.5%	21	37.5%
2.	Does it matter to you what others think of you?	44	78.6%	12	21.4%
3.	Do you consider yourself an innate leader?	19	33.9%	35	66.1%
4.	Do you have acquired leadership skills?	47	83.9%	9	16.1%
5.	Is formal leadership your goal?	27	48.2%	29	51.8%
6.	Do you differentiate between the concepts of professional leader and leader in private relationships between people (outside of work and career)?	15	26.8%	41	73.2%
7.	Do you admit neglecting moral principles for the sake of gaining leadership positions?	7	12.5%	49	87.5%
8.	Did you show leadership skills while in school?	29	51.8%	27	48.2%

9. Do you associate leadership with hard work?	48	85.7%	8	14.3%
10. Is formal leadership for you just a matter of chance and not the result of persistent and purposeful work on yourself?	13	23.2%	43	76.8%
11. Do you use your time rationally?	17	30.4%	39	69.6%
12. Are you satisfied with your life as of now?	36	64.3%	25	35.7%

The results of self-reflexive method also show positive dynamics. It is noticeable that the discrepancy level of respondents with strong leadership skills has significantly decreased according to the results of objective (60.7%: the sum of % of sufficient, fairly high and high levels) and subjective methods (62.5%). Compared to the first group of respondents, the difference decreased from almost twice to a difference of only 1.8%. This means that senior students, firstly, build up leadership skills, and secondly, are more objective about their own level of leadership. All this in general leads to the levelling of the situation. The level of leadership development in Group II (Question 3, Question Part) was estimated at an average of 71.9 points out of 100. An even higher percentage of respondents (85.7%:72.2%) began to associate leadership with diligence. This is the result of the categorization of leadership as a concept, quite realistically achievable through the instilled correct algorithm of personal and professional development.

The percentage of respondents (+12.4%) who answered in the affirmative whether they were satisfied with their lives at the time of the survey increased significantly. The issue that needs to be addressed is the rational allocation of time. It is known that time is the most popular resource and the ability to manage it effectively is crucial. The realization of leadership qualities is possible only provided the ability to use time effectively. The self-reflective method revealed that this aspect is one of the most problematic: 64.8% of respondents of Group I and 69.6% of respondents of Group II answered that they do not know how to allocate time efficiently. According to other indicators, the trends of both groups of respondents are actually balanced and indicate positive diachronic dynamics of the development of leadership competencies in the structure of university education.

C. Comparison of the Results of Diagnostics of the Level of Leadership Skills in Students for Both Groups of Respondents

To better understand the dynamics revealed by the basic objective method, it is appropriate to compare the results of both groups (Table 10). Thus, all the criteria revealed positive dynamics as a result of the application of objective diagnostic technique: a decrease in the percentage of students with negative and relatively low markers of Leadership Skills (low and medium level) and a corresponding increase in the percentage of students with positive markers of Leader Skills (sufficient, sufficiently high and high levels).

The average dynamics of positive growth at medium and sufficient levels is especially noticeable. It demonstrates almost a mirror image due to the interpretation of the medium level to the zone of undesirable dynamics, and a sufficient level, respectively, to the zone of positive dynamics. The average percentage of students who demonstrated a medium level of leadership skills decreased by as much as 17.7%, while the share of those who demonstrated a sufficient level of leadership skills increased by 17% among fourth-year students.

In addition, one of the set research objectives was to determine whether there is a relationship between the manifestation of leadership skills of students and their academic performance. A comparison of the results of the objective method of diagnosing the level of Leadership Skills for each individual respondent showed that 87% of respondents with an academic level at grades A and B (according to ECTS) show high and fairly high levels of Leader Skills. In other cases, not so high academic performance was offset by pronounced social activity. This allows asserting a clearly traceable relationship between students' social activity and leadership competencies.

Table 10. Comparison of the results of the representation of respondents from both groups of respondents according to the identified levels of leadership skills

Item No.	Level of Leadership Skills	% in the group of respondents (second year of study)	% in the group of respondents (fourth year of study)	Dynamics
1.	Low ≥ 299	13.0%	8.9%	-12.1% Positive
2.	Medium 300-349	48.1%	30.4%	-17.7% Positive
3.	Sufficient 350-399	25.9%	42.9%	+17.0% Positive
4.	Sufficiently high 400-449	9.3%	10.7%	+1.4% Positive
5.	High 450-500	3.7%	7.1%	+3.4% Positive

D. Tactics of Further Adaptation of Actions of Teaching Staff for the Purpose of Consistent Maintenance of Personal and Professional Leadership Skills of Students

Despite the overall positive dynamics of leadership development in students in the process of attitude development during their studies at the university, there are many opportunities for consistent maintenance and systemic stimulation of the improvement of leadership competencies. They were identified during the theoretical and empirical parts of the study. Interesting insights were identified through the analysis of detailed answers to the questions of self-reflexive methods

Appendix

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(<https://drive.google.com/file/d/1pauOMDOd5-WUNWvF1GhLPKr1DF6fZuiH/view?usp=sharing>). Let us recall that they included questions that clearly concerned the students' assessment of the educational tactics of the research and teaching environment of the university, which are aimed at the leadership development. In particular, questions 6 and 7: How does the university education system contribute to the development of your leadership skills?; Are university teachers models of leaders for you?

Based on the above, the identified effective methods of maintaining personal and professional leadership skills include:

- 1) keeping diaries of personal and professional self-development by students;
- 2) subjective, self-centric model of organization of the educational process;
- 3) interactive methods of cooperation in the course of attitude development;
- 4) the practical nature of attitude development (focus on specific cases, situations, algorithmization of students' actions);
- 5) attention to communication strategies, in particular, foreign language professionally oriented communication practices;
- 6) encouraging creativity and stimulating social activity;
- 7) the holistic leadership strategy (from appearance to the details of behaviour and thought), perfectionism (avoidance of mediocrity, the focus of the individual on the best examples of leadership);
- 8) implementation of theoretical and practical foundations of time management in the paradigm of the educational process;
- 9) personal example of university teachers, example of successful leaders in the field of hotel and restaurant business and other areas that are relevant for students in the field of hospitality.

E. Limitations and Implications for the Research

There are the following limitations regarding the application of the method of diagnosing leadership skills that we developed:

1) we consider it necessary to emphasize once again that the diagnostic model is not aimed at identifying formal or informal leaders or hierarchies of relationships in academic groups;

2) leadership skills are interpreted as those that are inherent in all individuals to varying degrees, and as those, although partially determined by innate inclinations to leadership (Leader Traits), that are most formed under the influence of a favourable educational environment (the idea of Leadership Skills that are in the dynamics throughout the life of an individual);

3) the concept of leadership qualities is quite broad, our diagnostic model is structured in such a way as to cover the maximum range of qualities that are interpreted by today's researchers as leadership; however, we do not claim the completeness and perfection of the proposed model;

4) this diagnostic technique is designed to determine leadership skills among students of the hotel and restaurant business, and it needs specialized adaptation for other respondents;

5) leadership competencies are quite abstract concepts that are virtually impossible to measure accurately; leadership skills are very much determined by the situation and environment in which the individual functions;

6) although the paradigm that we developed to determine the level of Leadership Skills provides for the level of 450-500 — a high level of Leader Skills, we believe that it is impossible to achieve in practice at the group level. High levels of Leadership Skills are possible only with an individual assessment of respondents. At the group level, the optimal level is considered to be 350-399 — sufficient. The result of 400-449 — a sufficiently high level of Leadership Skills — is desirable but difficult to achieve at the level of a randomly selected group of respondents.

However, all these limitations in no way offset the results obtained. Simultaneous application of objective and subjective methods for diagnosing leadership skills allowed achieving optimal correlation of results and claiming that the implemented empirical research model is the most effective.

V. DISCUSSIONS

The method of determining the objective level of leadership development that we applied involved assessing the leadership competencies of respondents, taking into account the personal and professionally determined level of leadership. This is also important in determining the readiness of students to perform professional duties in the field of hospitality, the peculiarity of which is that leadership here is crucial [7], [21], [22]. The success of the formal leader and the success of the entire team hierarchy here are highly interdependent. At the same time, the success of the team is not possible without strategically and actually correct and effective administration by the leader. We have already discussed this responsibility, which is inevitably associated with the concept of leadership. The student with leadership skills is responsible both for himself and for others

(his followers) who rely on the leader. The proposed methods are based in part on this thesis.

The role of the leadership development in university students is to improve learning [23], as well as the overall multi-vector positive orientation of the student's personality. The development of leadership competencies of the modern student implement the idea of self-development and self-improvement, which corresponds to and wholly support modern concepts of lifelong learning.

Our results and outlined trends prove the thesis that Leader Qualities \geq Leader Skills. This is a proper sign used for generalization, because we cannot ignore the importance of Leader Traits. However, the development of leadership qualities is not possible without proper support and the development of innate attitudes to leadership and ignoring the concept of Leadership Skills, especially in the ideological and procedural dimensions of a market economy, when Leader Skills = competitiveness. This partially contradicts the arguments of [18], [19], [24] that personality has a stable component across the life span, both at the trait level and at the profile level. However, our position prevails in modern scientific thought about the modelling acquired, not exclusively innate nature of leadership [25], [26]. It can be accurately outlined in the thesis about deep and more persistent interconnection and mutually-reinforcing effect between highly-developed leader character and highly-developed leader competence [27].

Communicative and foreign language communicative competencies play a central role in leadership development. Future leaders must have the skills to communicate across styles and modes, reaching across generations. According to innovative research, in 42% of cases communication failures are caused by different communication styles, in 29% the reason for miscommunication is the lack of strong leadership, in 15% — reliance on ineffective communication tools and technologies [28].

Targeted innovative technologies (leadership tools) such as The Student Leadership Practices Inventory (Student LPI) can be used for the forced leadership development in university students. They are based on the principle of an instrument package that treats leadership as a measurable, learnable, and teachable set of behaviours [29]. However, we still stand on the position that leadership development is a long and planned process [30], where significant and sustainable success cannot be achieved instantly [31].

It is important that friendly relations based on mutual enrichment and development are established between university mentors (formal leaders) and the student community in the process of education. This is in line with today's popular Servant Leadership trend. Within the concept (visually in the form of an inverted triangle), it is not the autocratic model of leadership that becomes dominant, but its democratic version. For Servant Leader the most important question is: "Do those served [let us transform served \rightarrow taught] grow as persons?" [32].

VI. CONCLUSIONS

Leadership development in university students as part of the systemic attitude development is an important area of pedagogical influence on students. Stimulating leadership skills is the programming of students for a positive focus on personal and professional development/self-development. Leadership skills as the goal of the educational process in higher educational institutions are the building blocks of the implementation of the concept of lifelong learning, and are in line with the principles of a market economy. Leadership development should become a key vector of attitude development of universities. The idea of developing leadership intentions, as research showed, is closely related to the focus on perfectionism. The leadership competencies of students from both groups of respondents in the current study are largely determined by academic performance and social activity.

Therefore, the recommendations for further action to stimulate the development of leadership skills of students in the field of hospitality (however, this can be a universal principle) focus on improving academic performance and encouraging social activity of students. It is recommended to increase academic success by realizing the motivational potential of curricula, in particular, attracting the maximum connection between theory and practice, close cooperation with employers, successful business owners in the hospitality industry and employees of all levels, innovative and creative approach to the profession. The realization of students' creative potential also occupies a prominent place. It is also important to conduct specialized trainings and work with psychologists, especially for those students who are complex or insecure. The development of communication skills is also crucial for hospitality workers, so knowledge of the theory of language communication and practical skills for the implementation of successful speech tactics will be especially relevant.

Our study successfully achieved the aim and fulfilled the objectives set at the beginning, and allowed identifying the positive dynamics of leadership development in fourth-year students majoring in hospitality compared with a group of second-year respondents. Thus, in the course of application of the developed author's complex techniques for diagnosing the levels of leadership skills, we found the average level of representation of leadership skills in the first group of participants (68.8%) and of average sufficient levels among participants of the second group (79.0%).

The article contributes to the development of scientific and practical discourse on stimulating leadership skills of students in the field of hospitality and higher education in general, highlights the problem of forming the competencies of a leader in the paradigm of professional qualities. A relevant diagnostic system (objective and self-reflective) has been developed, as well as theoretical and practical advice on integrating the concept of leadership competence into the field of professional training of hospitality niche students.

The practical significance of the results obtained is a holistic understanding of the success of educational tactics aimed at leadership development in students in the course of attitude development. The developed methods of objective and self-reflective assessment of the level of leadership development can be applied in an adapted or ready-made form in the organization of other empirical research to determine leadership skills.

Further research can be organized in the direction of identifying and developing successful universal and professionally-oriented tactics for leadership development of students in the course of attitude development. An interesting prospect of this research is the potential analysis of data on the leadership development by respondents of the first group (54 students) in diachrony. For example, in the 4th year of study.

VII. CONFLICT OF INTEREST

The authors declare no conflict of interests.

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