Personal Leadership at Higher Education Institutions in the Netherlands

Henrieta Bevilaqua

12027383

ES3-3B

Supervisor: Ms Marjo van den Haspel

Second marker: Mr. Paul Nixon

May 2015

Academy of European Studies

The Hague University of Applied Sciences

I. Executive summary

This thesis seeks to discover how personal leadership education functions in the Netherlands and to suggest recommendations for its improvement. To this end, personal leadership courses and students' attitudes towards those courses at six higher education institutions were researched.

Personal leadership is a subject focused on the personal and professional development of students because according to the prevailing approach in personal leadership – the inside-out approach – it is necessary to work on personal traits in order to increase outer performance. This theory emerged from business science, where personal leadership is used by leaders to increase their effectivity. Personal leadership is defined in this paper by a series of basic concepts: self-awareness, paradigm shift, integrity, proactivity, and values.

The first section of findings describes personal leadership courses in schools and the practices used in classes. Each one of the courses differs in format and practices. All of them begin with self-awareness exercises. Students then work on their self-development by participating in group-works, training exercises, the writing of journals, self-reflection documents and the completion of assignments, some of which involve cooperation with external parties. Evaluation of these courses is, however, problematic, as students' development is highly individual.

The second section of findings focuses on student's attitudes towards personal leadership. Results have shown that students generally have a positive attitude towards personal leadership courses, although they benefit from the course much more when they are interested in personal development. Nevertheless, almost all the respondents stated that it was beneficial for them. Most of the students gained a greater insight of themselves, leading them to a realization of their strengths, weaknesses, values and life goals. The other benefits most commonly mentioned were an improvement in organizing and scheduling skills and increased effectivity. In their responses, students spoke of basic personal leadership concepts, which they understood and put into use. On the basis of these responses it can be concluded that personal leadership courses are meeting their objectives and it is recommended to further develop and improve them.

The recommendations made as a result of this survey are for more clarity and information on the course, i.e. what is expected from students and how it can be of benefit; beginning the course earlier, so students can benefit from the acquired theory from the beginning of their studies; an increased level of interaction inside class; diverse literature, to motivate students to think rather than just follow; cooperation with external stakeholders, in order to connect personal and professional development; and finally, longer courses (longer than 7 weeks) incorporated into more stages of a student's degree course.

II. Table of Contents

III. Preface and Acknowledgements

I am very thankful to The Hague University of Applied Sciences (to the faculty of European Studies in particular) in part for providing me with a broad scope of skills and knowledge, but primarily for giving me a chance to develop as a person, which I did largely thanks to the personal leadership course that I could take during my studies. I began my studies with a vision of changing the world through diplomacy and I am finishing with a vision of changing the world through personal formation.

As I was positively affected by the theory of self-development, I started to think whether there were more people who have been affected by this course in similar ways. Believing in its value, as well as in the potential of people that can be discovered through personal leadership, I decided to write a thesis on this subject. I have traveled throughout the Netherlands, and in my search for the improvement of personal leadership education I have not only encountered inspirational opinions and practices, but I have also met extraordinarily inspirational people. I would like to thank my supervisor Ms Marjo van den Haspel for her essential critique and endless patience with my working pace and my grammar. Next I would like to thank Ms Krijtenburg for her altruistic willingness to help and fully support me while I was writing my thesis. My gratitude also belongs to Ms Cavagnaro, whose work is an asset for personal leadership theory, and which was a tremendous inspiration for me and my research.

IV. Introduction

Education focused clearly on a student's personal development is not very common in the education systems of western cultures. Personal leadership (later referred to as PL) seeks to develop students into effective professionals and happy self-actualizing[1] human beings. This subject frequently leads students to reflect on themselves at a very personal level, questioning their values and beliefs and leading them to express their inner feelings and desires. This is certainly not something that students are used to in school.

The following questions are examined: How is this subject taught? Is it working? Should such a subject be in schools? This thesis aims to find out how personal leadership functions in the Netherlands, whether it has a value for students and to discover how it can improve.

Recent statistics show that students and young people in general in the Netherlands, often struggle with their personal issues when it comes to their self-actualization or life-choices, for instance what career path to choose, what their role in society is, what is really important for them, etc. Academics in the field of personal leadership maintain that PL is helping young people to cope with these kinds of issues. To find out whether personal leadership is really a solution and whether PL courses really meet their objectives and help students in guiding their lives, PL courses at six higher education institutions were researched.

The findings of this thesis are divided into two sections. The first focus is on the research of personal leadership in the Netherlands, which provides an overview of PL courses at the schools researched - their types, objectives and practices. The second focus is on researching students' attitudes towards PL courses and personal leadership theory in general.

To understand the findings, it is necessary to understand where personal leadership came from and what it means. The first part of this paper is, therefore, focused on the theoretical background. Personal leadership proposes that students will be able to 'lead themselves' if they know themselves, what they want and how they can achieve it. According to the prevailing inside-out approach to personal leadership, everybody can work on their inner capabilities (self-awareness, mindfulness) to improve his/her actions (behavior, performance) and by this he/she also affects the surrounding environment (people, organizations). From a larger perspective, the inside-out approach proposes that developing individuals on a personal level can lead to the development and well-being of the whole society. At some schools personal development of students is seen as a way of promoting social responsibility.

---

[1]Self-actualizing human beings meaning persons who know themselves, what they want and take considered steps to obtain it.

A further aim of this paper is to discover the attitude of students towards PL courses, which is crucial in the evaluation of such courses. Students were asked questions about leadership courses that they took, their view of their own development and their view of personal leadership education in general. In order to establish the views of students on the PL courses of three universities, a standard questionnaire, a focus group and a number of evaluations were conducted.

This thesis does not provide a complete overview of students' perceptions of PL courses, although it offers a considerable insight into the opinions of 52 students. After consideration of the responses of these students, it can be suggested whether personal leadership should be a part of the curriculum. Moreover, students' opinions on PL courses are a valuable source of recommendations for possible improvements to personal leadership education.

A further goal of this thesis is to make recommendations for the improvement of PL courses. The descriptions of personal leadership courses in this work offer an insight into many different ideas and practices, which show how personal leadership courses can be changed. Students' opinions on the courses indicate what should be changed.

V. Methods

For this work, several methods of research have been used. The first part of this thesis, which is focused on the theoretical background, contains secondary data obtained via desk research using internet sources, books, and academic journals. In the theoretical part, the history of personal leadership, which developed from business science, is described. Therefore, the theoretical part covers a brief history of leadership, self-management theory and personal leadership theory, which uses many concepts coming from different leadership approaches.

Personal leadership is described in widely accepted concepts such as self-awareness, integrity, paradigm shift, proactivity and values. These concepts are important for understanding personal leadership theories in general, as well as for understanding specific personal leadership courses and students' attitudes to them. In order to facilitate a better understanding of students' opinions on personal leadership, *7 Habits of Highly Effective People* is described, since it is the most used work on personal leadership courses (used in four out of the six schools researched).

In researching personal leadership courses, six interviews were conducted. All the interviews were conducted in person at the following six locations: The Hague University of Applied Sciences, Leiden University, Utrecht University of Applied Sciences, Hanze University of Applied Sciences, Stenden University of Applied Sciences and a business school.[1] Interviewees, who were academics responsible for personal leadership courses, enriched the research with primary data on practical and theoretical aspects of personal leadership courses. In addition to course descriptions, they provided access to the additional evaluations of personal leadership courses.

Students' attitudes towards courses were researched through qualitative research in the form of a focus group. Quantitative research was conducted through a standard questionnaire and internet survey. Participants of the focus group attended the same personal leadership course. One month after completion of the course, they were asked to discuss their opinions on the course that they had attended, the teaching methods, the practices, and the personal leadership concept in general.

The questionnaire and internet survey (conducted at two universities of applied sciences) contained closed and open questions addressed to participants of personal leadership courses. The aim was to discover their attitudes towards those courses, specifically, their attitude towards self-development in general, their opinions on the personal leadership course that they took and finally their reflections on their own development.

---

[1]The school did not wish to have its name used in this paper. It shall, therefore, be referred to as: The Business School

This paper further contains evaluations obtained directly from academics responsible for personal leadership courses in Leiden University and The Hague University of Applied Sciences. These evaluations provided additional information about students' experiences from personal leadership courses.

VI. The relevance of personal leadership for students

A study has shown that 35% of students in the Netherlands have not completed their first year of university. A large proportion of this cohort are students who signed up late, because they could not decide which direction to go in (Pots, 2010). In 2012, 75% of people between the ages of 25-35 in the Netherlands suffered from stress as a result of choices that would have to be made; sleeping problems; and existential questions, such as, "Is this it?" and "What do I want now?" (Personal Leadership Experience, 2012 c.f Volkskrant 2011). Personal leadership is supposed to help young people cope with confusions of this kind and it aims to help them to become more effective, to make better life choices, in some cases to live better or to bring better live to others.

Education focused on personal development is not common in the educational systems of western cultures. Even though universities offer a great amount of knowledge, character development is insufficiently addressed (Covey, 2013; p.45).

Personal leadership is seen by many as a way to social responsibility. An increasing number of higher education institutions follow their vision of being socially responsible also through personal or leadership development. Many universities have a mission statement that claims to educate students to become leaders who will advance the well-being of society. For example, Harvard Business School's formal mission statement is, 'to educate leaders who make a difference in the world.' Stanford Business School aims to, 'develop innovative, principled, and insightful leaders who change the world.' (Cavagnaro & Curiel, 2012, p.234 c.f Nitin Nohria & Rakesh Khurana 2010).

In the Netherlands the Higher Education and Research Act, which was introduced by the Dutch Ministry of Education, Culture and Science (2013) (*Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW*), defines the universities of applied sciences as providing education that, "focuses attention on personal development and promotes an awareness of social responsibility." This subject focuses on the development of fulfilled individuals working towards worthy objectives.

VII.   Infographics of basic concepts

The core of this theory is working on inner capabilities and traits such as values, motivations, attitudes, convictions, morals, beliefs, feelings, emotions and conscience in order to improve the outer performance – behavior, actions, communication, appearance, techniques, skills or influence.
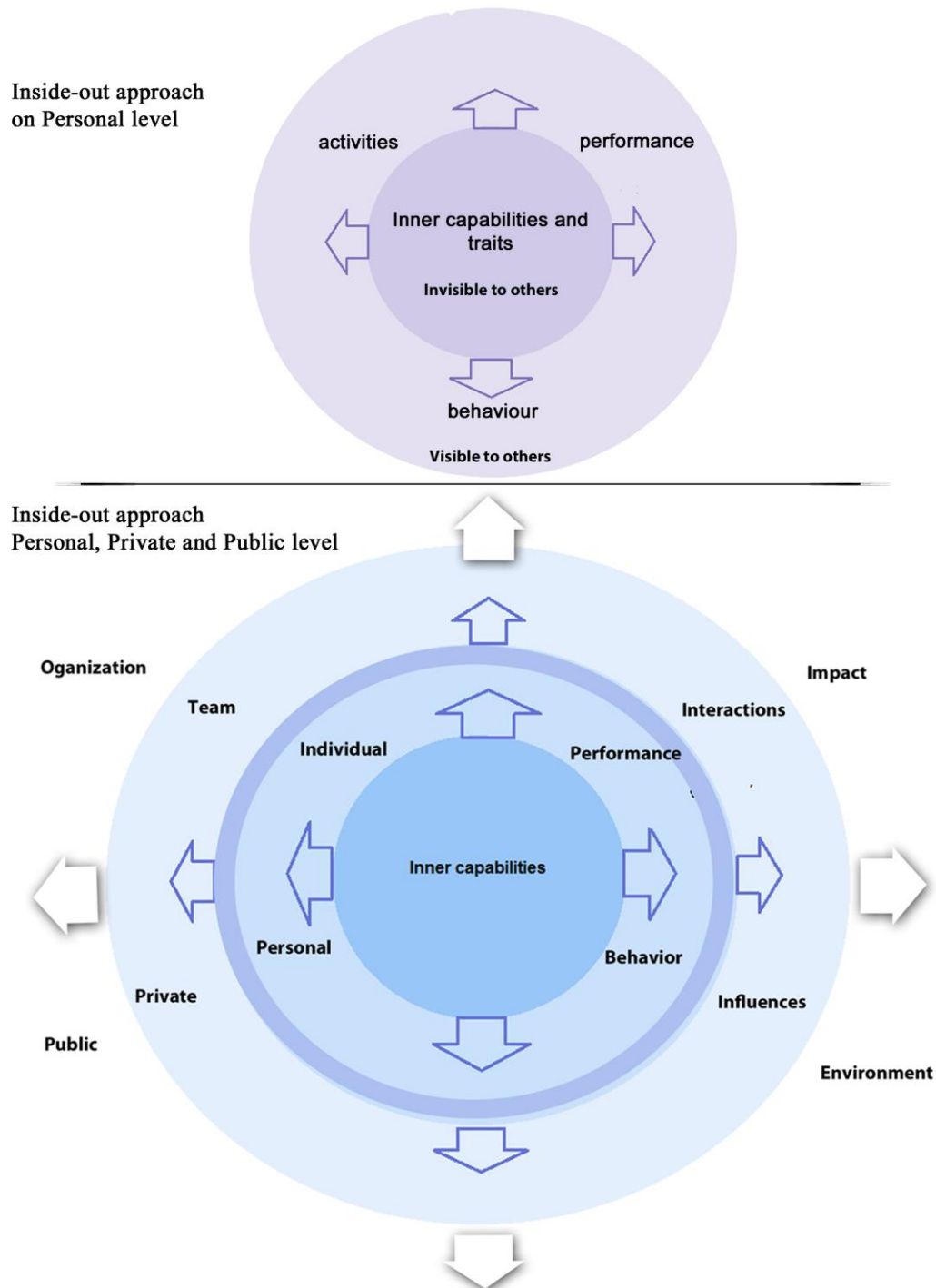
The following graphics shows the shift of personal leadership theory from an organizational level to an academic level. Leaders and students both have two layers – inner and outer. By working on their inner capabilities, they influence their performance. The main aim at the organizational level was increasing the leader's work performance (influence on followers). In academia, the main focus is on increasing students' performance in general (without followers).

Organizational Level

Education level
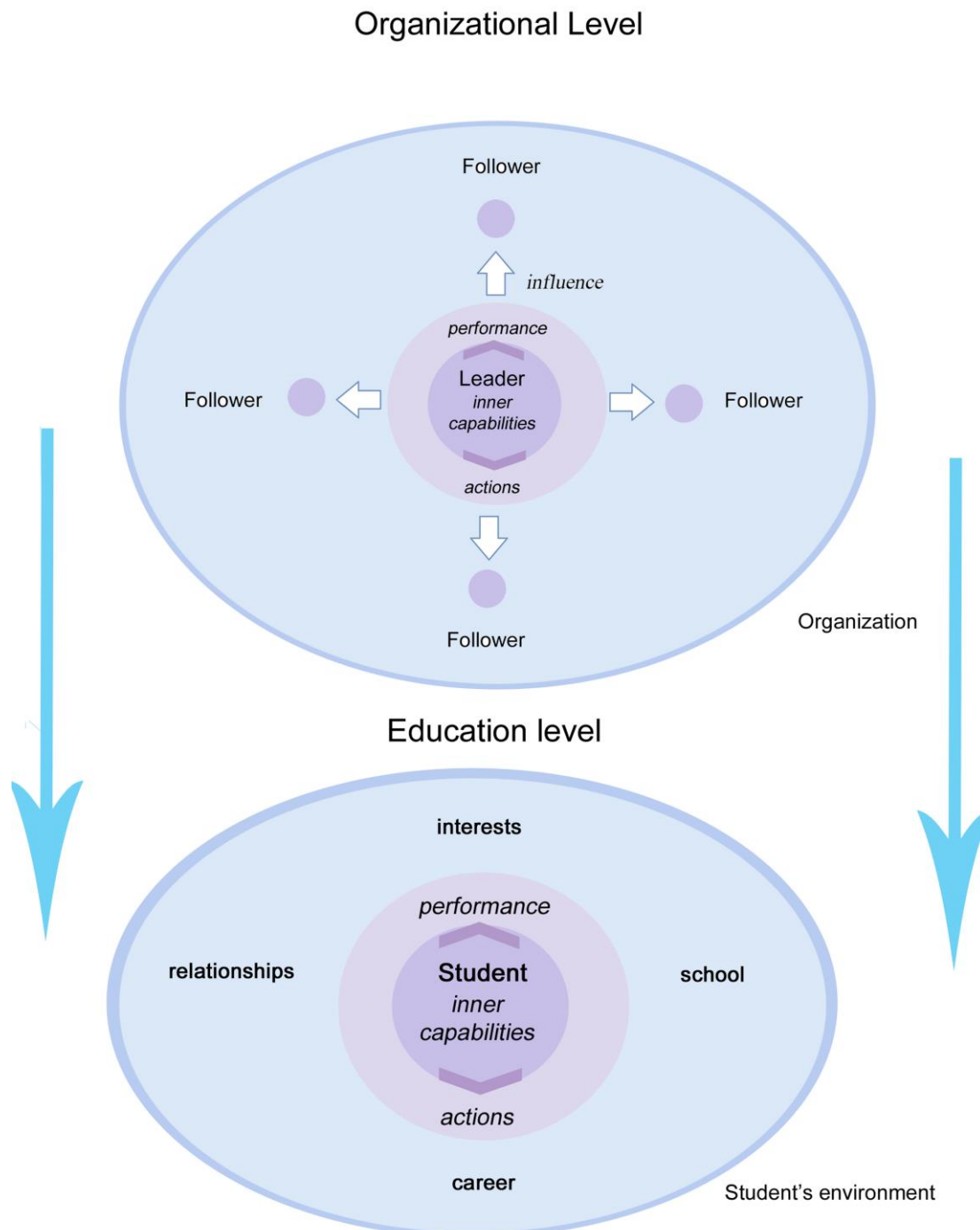
VIII.   Theoretical background

Brief history of leadership

Leadership is commonly known as "the action of leading a group of people or an organization" (The Oxford Dictionary; leadership). Aspects of leadership have already been discussed by philosophers such as Asoka, Confucius, Plato or Aristotle (Cavagnaro & Curiel p.227, 2012 c.f. Bass and Stogdill 1990). Even leadership starting from within is not new. In the sixth century, Confucius proclaimed, "If you want to be a great leader, you have to be a real human being. You must recognize the true meaning of life before you can become a great leader. You must understand yourself first" (Senge, Scharmer, Jaworski, & Flowers, 2004; p.18l). Over the past one hundred years, leadership has become mainly a western domain. The following table shows the main leadership theories of the past century.

1900 -1920	**Great Man Theories**	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories
40's 50's	**Trait Theories**	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life
50's 60's	**Behaviourist Theories**	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorised as 'styles of leadership'. This area has probably attracted most attention from practising managers
60's 70's	**Situational Leadership**	This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organisation
	Contingency Theory	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances
70's 80's	**Transactional Theory**	This approach emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers
	Transformational Theory	The central concept here is change and the role of leadership in envisioning and implementing the transformation of organisational performance

Figure 1.0   (Bolden, Golsing, Marturano, & Dennison, 2013; p.6)

This figure shows only a few of the main leadership theories. However, there are many more theories and definitions of leaders, and even more theories of how leadership should be practiced.

Bass & Stogdill in their *Handbook of Leadership* state that, "there are almost as many definitions of leadership as there are persons who have attempted to define this concept" (Bass & Stodgill, 1990; p.11). According to West-Burnham & Ireson (2005), this diversity occurs because the "interpersonal, moral, spiritual and future orientation of leadership are defined by abstract and complex quantities". Self-development theories, in common with any human-focused science, are very complex, interconnecting organizational, psychological, social and philosophical theories.

As can be seen in figure 1.0, a leader was defined primarily by his/her traits and behaviors. In order to be effective in different situations and in order to lead his/her followers, a leader had to possess certain traits, behaviors; he/she had simply to be a certain kind of person. To become a (better) leader, therefore, the person had to work on his/her personal traits and behaviors. Many leadership theorists claim that, "leadership development is symbiotic with personal growth" (West-Burnham & Ireson, 2005). There is a shift from developing leadership practices based on interactions with followers to developing leaders' personal attributes. As Maxwell (2009) stated: "First everybody needs to be able to lead himself, and only then he can lead others".

Self-leadership and Self- management theory

These theories are not concerned with leading followers, but describe the leadership of self. In the 80s, Charles Manz undertook research in the development of self-leadership as a substitute of leadership. He believed that if employees were able to lead themselves, they would not require leadership. His definition of self-leadership is, "a comprehensive self-influence perspective that concerns leading oneself toward performance of naturally motivating tasks as well as managing oneself to do work that must be done but is not naturally motivating" (Manz, 1986, p.589). According to this theory, an individual can improve his performance on his own, without being dependent on a leader.

Personal leadership

Personal leadership is the leadership of the self (Jay; n.d). As leaders have to work on their personal capabilities to lead their employees, everybody has to work on their personal capabilities in order to be an effective leader of his life. The difference between leadership and self-management theories is that personal leadership takes into consideration more personal aspects such as a person's aspirations, values, beliefs etc. Furthermore, it is not only a tool to increase business efficiency, but it is also a way to reach personal happiness.

In past decades, there was a blossoming of humanistic, philosophic, and spiritual literature focused on personal development and self-improvement. There are many self-improvement courses, such as time-management and public speaking, as well as courses enhancing effectiveness, learning, memory, and a wide range of practical skills. Authors of inside-out approach literature view these techniques as insufficient for success as they do not explore personal issues in depth. To resolve underlying problems, one needs to work on the core.

Inside-Out Approach

The prevailing approach to personal leadership is the inside-out approach. Inside-out strategy, which is defined by Lagerstedt (2014) as the "inner strengths and capabilities of the organisation [which] make the organisation prevail", is commonly known in organizational literature and in the 'business world'.

The Personal Leadership Institute calls it "maximizing outer impact through inner mastery" (Personal Leadership; n.d.), meaning that one can improve one's outer impact by working on the self. Authors of personal leadership literature based on inside-out approach suggest different ways to inner mastery, but in all cases it includes working on inner issues such as values, beliefs or paradigms leading to increased performance (effectivity, skills, and behaviors).

This theory connects multiple layers (as displayed in infographics on page 9). "The inside-out approach begins," according to Franklin Covey, "first, with the individual and their own understanding and growth, and then moves outward to impact on interpersonal relationships, teams, and ultimately, the organization" (Strengths Strategy, c.f. Franklin Covey).
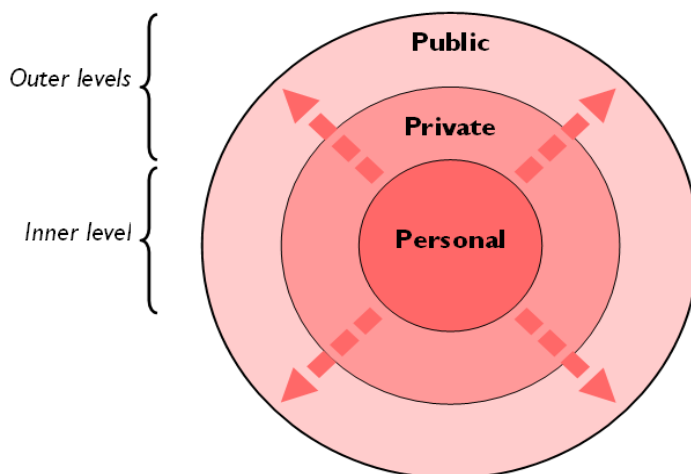

Figure 1.1

James Scouller in his book *The Three Levels of Leadership: How to Develop Your Leadership Presence, Know how and Skill*, developed a very simple and clear model representing the inside-out approach to leadership (Comindwork, 2014).

As early as 1957, Phillip Selznick, in his publication *Leadership in Administration,* emphasizes the importance of the leader as he/she "infuses values and purpose to the group" (Selznick, 1984; p.9 (Rost J. C., 1993; p.164). According to George and Jones, transformational leadership is based on 'shifting the values, beliefs, and needs of their followers'(George & Jones, 2011; p.430). It has become clear that leaders and followers also affect one another on a personal level.

On the assumption that everybody, not only leaders, can improve their performance by working on inner capabilities, personal leadership is being applied to the personal level so that every individual can affect his environment and the other people in it.

There are many variations of this model. The same is true for leadershipas for personal leadership - there are as many variations of theories as there are authors of theories. However, the basic concept – inner mastery maximizing outer impact – stays the same. The ways, means, and theories regarding self-development vary. There are, though, a few essential concepts which can be identified in all personal leadership theories intended to develop inner mastery.

Main concepts in personal leadership

Self-development begins with *self-awareness*. When someone wants to become better at something, he must know what to improve. As mentioned before, Confucius stated that "to be a great leader you must understand yourself first" (Senge, Scharmer, Jaworski, & Flowers, 2004). When researching self-leadership, Charles Manz came up with a concept of self-control, stating that one can be able to lead oneself with the attainment of self-knowledge (Manz, 1986). In both the professional and personal world*,* self-awareness is the first step toward changing thought and behavior patterns, and eventually overcoming them (Gutermuth, 2014). Self-awareness is a crucial step to self-improvement and even though it is often taken for granted, many people do not know themselves completely. Self-awareness, though, does not only mean that a person knows his/her strengths, weaknesses, values and beliefs. It also means to understand why he/she has such strengths and weaknesses and where these values and beliefs come from. For this, he/she needs to shift his/her paradigm.

Paradigm shift is used to see things from different perspectives. Many sociologists suggest that our ideas are usually not our own, but we recieve them from the environment we live in (Botton, 2009). Botton (2009) uses, as an example, a student who studies finance in order to gain employment in a bank, not because he likes finance, but because it is perceived as a good position by society. Participants of personal leadership courses are led to see things from their own perspective and to search for ideas, beliefs and opinions that are truly theirs and not of the society that they live in, their family or the media. Interesting techniques focusing on shifting paradigms and discovering the origin of beliefs are described in appendix A (Interview 4). Through paradigm

shifts, people can realize many things (such as who they are, what they want, what their values are etc.)

Integrity is a concept emphasized in all personal leadership theories. Normally characterized as "the state of being whole, undivided," (Oxford Dictionary; integrity) in this context, integrity means the consistency between a person's inner self (thoughts, values, beliefs) and a person's outer self (behaviors, actions). Personal leadership is based on the assumption that personal and professional lives are inseparable, and therefore this consistency is very important. A leadership style emphasizing the importance of consistency in words, actions and values is authentic leadership (Yukl, 2010; p.423). Yukl further describes an authentic leader as, "a strong, stable and consistent individual with self-awareness about his values, beliefs, emotions, self-identities and abilities" (Yukl, 2010; p.424). Rogers and Maslow, furthermore, focused attention on the development of fully functioning or self actualized persons, i.e. "individuals who are in tune with their basic nature and clearly and accurately see themselves and their lives" (Černe, Jaklič, & Škerlavaj, 2013) because they are unencumbered by others' expectations of them (ibid.). These fully functioning persons can make sounder personal choices (ibid.). Authors authentic leadership literature agree that without integrity no leader can be successful (Duggar, 2011; p.2).

Students of personal leadership should also understand the key concept of ***proactivity***. Proactivity is creating or controlling a situation rather than just responding to it. (Oxford dictionaries; proactivity). It means taking the initiative and necessary steps towards persons goal's. "Behavior is a function of our decisions, not our conditions" (Covey 2013, p.78). Proactive people focus more on their life choices, goals, and ambitions.

Some theories further incorporate '***values***' and sustainability into personal leadership theory. The type of leader to whom ***values*** are the most important is the value-based leader, who "remains consistent with the leader's beliefs and never sways from ... fundamental values" (Saylor, 2013). This is also an example of integrity. According to Henry Kraemer, author of value-based leadership literature: "today's business environment demands value-based leaders who, are 'doing the right thing,' [and who] deliver outstanding and lasting results" (Wiley, 2011).

Ethical leadership, in common with value-based leadership, gives importance to '***good values***'. Ethical leaders are characterized by several aspects of behavior and motives, such as honesty, trustworthiness, altruistism and fairness (Yukl, 2010; p.409). According to Treviño, Brown, & Hartman (2003) are ethical dimensions extremely important because of the leader's potential influence on employees and organizational behavior. Discussion of ethical leadership also involves the concept of personal integrity, which is based on honesty and consistency of behavior in relation to espoused values (Yukl, 2010; p.410). Interestingly, Maslow (1971, p. 346) also conceives of self-actualizing (proactive) people as having strong ethical convictions (Avolio & Gardner, 2013) Moreover according to Yukl (2010; p.410) an authentic leader who behaves with integrity is

motivated by the positive core values (honesty, altruism, kindness, fairness) to do what is right and fair and guides his followers towards worthy, shared objectives.

Human nature is an extremely large and complex subject, although authors of personal leadership literature tend to believe in human potential and the good in people. Based on the assumption that humans are good by nature, and that truly human values are positive (kindness, fairness, honesty etc.), personal leadership is also seen as a way to sustainable development. "After all, societies consist of organizations which in turn are made up of individuals, and sustainability is about a better quality of life for all these individuals" (Cavagnaro & Curiel, 2012, p.9). A person following his/her true and good values leads his/her own life, or that of others, towards positive objectives.

All these concepts are interconnected and create a complex base of personal leadership theory. In simplified form the person first gets to truly know himself/herself through paradigm shift and finds what he/she really wants, and then he/she takes proactive action to achieve his/her goals based on adopted values.

In personal leadership theories human dimensions are the most important also in economic or political context, because anything that occurs (crisis, inflation, corruption etc.) is always caused by individuals responsible for their actions. Critics argue that such a personal focus shifts people's attention from larger, structural issues which may really be cause of their problems. "It's miniaturizing and personalizing subjects that cannot be miniaturized and personalized," says Benjamin De Mott, English professor emeritus, Amherst College. (Smith, 1994) These arguments are common in debates between supporters of institutionalism and humanists.

7 Habits of Highly Effective People

Four out of six of the schools researched use a popular book *7 Habits of Highly Effective People* for personal leadership courses. It seems useful to provide a description of this book, since many students taking part in this research refer to this book and the habits it describes, which are presented in this part. Covey also recognizes inner-self of a person which he calls character ethics and outer-self (behavior, appearance) which he calls personality ethics.

Stephen Covey created a *principle-based theory*, which is based on the principles that are a part of most enduring religions as well as enduring social philosophies and ethical systems. He describes these universal principles as 'natural laws', as if they are almost part of the human condition or human consciousness (Covey, 2013; p.42). By this he means principles familiar to everyone, such as fairness, integrity and honesty. He encourages people to know themselves (discover these priciples and own desires) to be proactive (act upon it) and to follow their goals effectively.
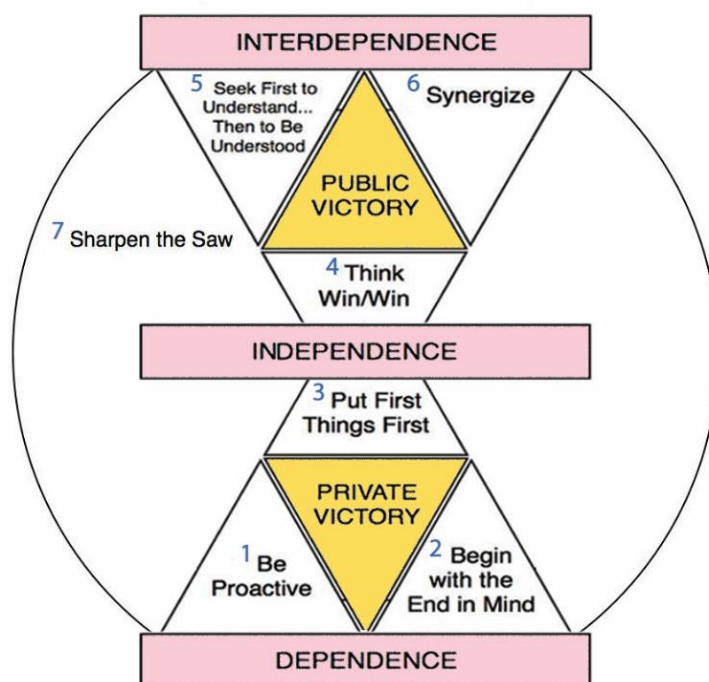
Figure 1.3 Graphics of 7 Habits

(Western Carolina University, n.d)

1st habit – Proactivity, as already described, means taking responsibility for one's own life and taking intitiative to reach one's goals rather then merely responding to stimuli from the environment. Covey developed the response-ability model, and divided people into those who only react to external stimuli and take what life brings them and those who take the initiative and act to get what they want. Covey consciously begins with this step because he perceives of this realization (i.e. that we are responsible for our lives) as the base for all the other steps. He believes that our mindset is the most important factor in the self-development process. Other theories included in this section, which impressed many students are:

The last of human freedoms, discovered by Victor Frankl. Frankl was a jewish philosopher, who was imprisoned in a Nazi camp. There, in the moidst of such horror, he invented freedom of will. Even though he was deprived of all his freedoms, no one could change his thoughts. As research showed, many students were impressed by this story, and realized that no matter the situation in which they find themselves or what conditions they have, they can still choose their attitudes.

Value over feeling theory advises people always to consider their values, no matter how they feel in a given moment. An example often used in school is a student who wakes up in the morning and really feels like sleeping a bit more, but because the school is his value, he puts it in first place and overcomes his feeling by getting up and going there.

 2nd habit – Begin with the end in mind – In this habit Covey suggests that in order to achieve desired results it is necessary to have a clear vision of these results. He explains that all things are

created twice - firstly in our mind and secondly for real. He used, as an example, the construction of a house, which is planned in detail before construction begins.

3rd habit- <u>Put first things first</u> – Where the first two habits discussed priorities and vision, the third habit deals with execution through effective planning. Covey recognizes four quadrants of planning and suggests focusing on the second quadrant, which is where our priorities lie. These priorities should be based on our values.
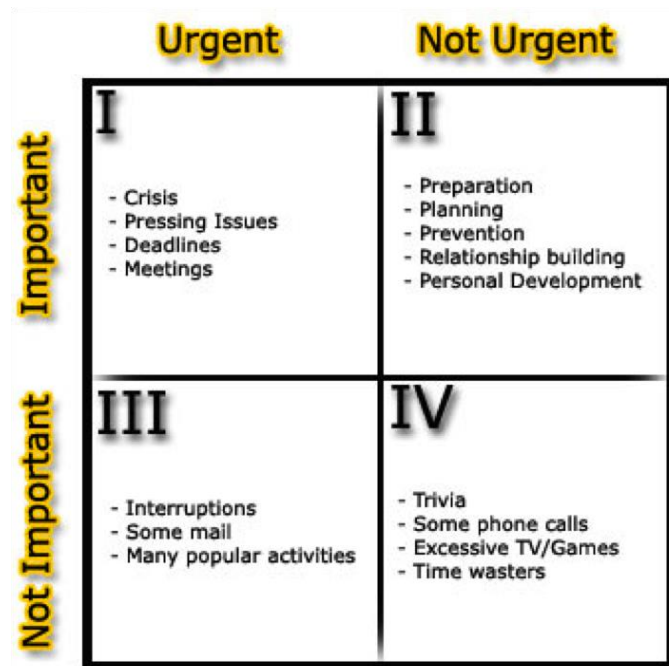
Figure 1.4 (tvl, 2013)

<u>4th habit – Think Win-Win</u> This habit teaches how to engage in relationships that are mutually beneficial and satisfying. Covey also coined the idea of 'abundance mentality', in which he suggests that the idea of scarcity of resources is only in our mind, and if we believe that there is enough for everybody, we will not have to compete, but rather we will cooperate with each other.

5th habit – <u>Seek first to understand then to be understood</u> In this habit Covey explains emphatic communication. We must change our paradigm to realize that we first need to understand someone else and only then can we communicate with this person. To achieve this, emphatic listening (listening with the intention of understanding) and consideration is required. Once two communicants really understand each other, they can effectively communicate and create mutually beneficial solutions.

6th habit – <u>Synergize</u> Once inner mastery, consideration and mutual understanding has been achieved, effective interaction and cooperation can be mastered. The effect of Synergy is often characterized as being where 'the whole is greater than the sum of its parts' and 'one plus one equals three or more'. Through working on communication (by raising levels of trust and

cooperation) people can come up with new solutions that are better for all of them and reach goals which they would not be able to reach alone.

7th habit- <u>Sharpen the saw.</u> In this part author proposes that in order to perseve and enhance one's acquired assets from previous six habits, he needs to work in balance on his physical (exercise, nutrition, stress management), social/emotional (service, emphaty, synergy, intrinsic security), spiritual (value clarification & commitment, study & meditation) and mental (reading, visualizing, planning, writing). Improving every habit with humility and diligence an ' increasingly educated conscience will propel along the path of personal freedom, security, wisdom and power.

(Covey, 2013)

This theory definitely does not offer a fast solutions to problems but it is rather a guite to a complex self-development process. During a high-school leadership program at US high-school De Mott observed: "These kids were absorbed, even enraptured, by the problems that the Covey man set for them. As you watched, you could see how one or another person would get a vision of how the problem might be solved and would see that solving that problem would mean assigning tasks. And the question would become how that job of assigning tasks could become a fully democratic thing. " (Smith; 1994) Students can not find this theory only intruisive, but also too demanding when they feel that they problems are not connected to their values or anything that could be thought of a management quarrel.

Yet it is still the most popular personal development literature which has become a blueprint for personal leadership. Stephen Covey founded a Franklin Covey Institute, which offers specialized services in personal leadership. Franklin Covey Institute has also an office in Amesfoort and it is offering personal leadership courses for public and for students at higher education institutions in the Netherlads. This institute has an official cooperation with one school included in this research. This university of applied sciences (Stenden) follows the guideliness set by FranklinCovey institute and uses literature and exercises publushed by this institute. Students (after meeting all the conditions later explained) receive at the end of the course an official FranklinCovey certificate proving that they have successfuly completed their personal leadership training. In an interview with the representant of FranklinCovey institute have been stated that this institute has a vision of incorporating personal leadership into more higher educational institutions in the future (Wijnhamer, 2014). This institute publishes also different versions of book *7 habits of highly effective people* of which there is the newest one *7 habits of highly effective student.*

IX. Personal Leadership courses in higher education institutions

A number of higher education institutions take personal leadership theory into consideration and incorporate it into their programs or create whole programs focused on personal development. For this paper, six higher education institutions in the Netherlands have been researched. In the same way that leadership and personal leadership theories vary from author to author, personal leadership courses vary from course manager to course manager. This state of affairs is not surprising, when one considers that personal leadership theory is new to academia and there are no deeply rooted standards for education of this kind. The first personal leadership course in the Netherlands was introduced at Stenden University of Applied Sciences at the Master level in 2002. At Leiden University and at The Hague University of Applied Sciences, this course has existed for four years. At Hanze University of Applied Sciences, this program has been established for three years and at the Utrecht University of Applied Sciences for only two years.

The research on personal leadership was conducted in the following institutions:

Higher education institution	Level	Study
The Hague University of Applied Sciences	Bachelor	European Studies (elective)
Stenden University of Applied Sciences	Master	Hospitality and Management
Hanze University of Applied Sciences	Honours talent program	International Business School
Leiden University	Honours program	for all students of Leiden University
Utrecht University of Applied Sciences	Bachelor	Business Administration
business school (will not be named)	Master	Business Administration

As can be seen from this table, personal leadership courses are not always incorporated in the basic curriculum; however, they are often considered as giving extra value to the course and students take them on top of their main phase studies. As mentioned in the beginning, a Higher Education and Research Act defines universities of applied sciences as providing education that "focuses attention on personal development and promotes an awareness of social responsibility." (Dutch Ministry of Education, Culture and Science, 2013) This is a probable explanation as to why the

personal leadership courses in the universities of applied sciences are focused more on a student's personal development, whereas personal development in other universities is primarily a part of career development

An honorus coordinator of the honorus talent program within the International Business School, Ms Nijdam from Hanze University of Applied Sciences, who is concerned with the need for personal development, says: "One thing we do feel very strongly about is that we can give our business students all the information about marketing, finance, economics etc., but unless they are not at one with themselves and happy with their own development and their own communication skills or if they have got any 'demons in their closet' they are not going to be an effective professional" (Nijdam, 2014). While all the universites researched focus on personal development, Universities of Applied Sciences such as Stenden and The Hague also see personal development in the context of social responsibility.

Dr. Margriet Krijtenburg, teacher of personal leadership at the Hague University of Applied Sciences, is convinced that personal formation is the most important thing in one's life. She gives as an example Robert Schuman, one of the main architects of the EU. It was Schuman's vision and his leadership, which was based on his view of humanity, that drove the process of European integration forward. "It is not an economy in the centre [which is] what many people think" (Krijtenburg, 2014). She also thinks that "when one gives it [personal development] the right attention and the right education, … it contributes a lot to society," and that " the bottom line of all the violence, all bad things that happen in the world is, deep down, because of the lack of personal formation" (Krijtenburg, 2014). At a course taught by Ms Krijtenburg, personal development is seen as an essential process in a student's life and also in the shaping of society, since, according to the inside-out approach, students working on themselves improve their actions and, therefore, also the well-being of society.

Stenden University of Applied Sciences, which has the richest experience in terms of personal leadership, has incorporated personal leadership into its core values, mission and vision. Its mission is: "Unleashing the potential in our students, staff and surrounding communities" (Stenden). Its vision, "Serving to make it a better world", includes working in an "international, enterprising and value-driven environment on personal leadership and creativity" (ibid.). To acheive this, it poses an "attention and respect for personal inspiration and eye for human dimensions and needs" (ibid.). Stenden incorporates the teaching of sustainability in students' curriculum, and it does so especially through personal leadership.

Personal leadership courses are being introduced into academia mainly as a part of business and management studies. Their objectives differ from course to course. Some schools pay more attention to career, while others to the personal development of students. Where the course is more careers orientated, however, academics nonetheless admit that self-development practices affect

students on a deeply personal level. There are no strict standards for personal leadership courses and schools have relative freedom in choosing how the course is delivered. This results in a great diversity of teaching practices and exercises; consequently, it is very interesting to have a closer look at each of these courses and to collate effective practices and ideas.

Course practices and exercises

Course practices and exercises are very much determined by the type of personal leadership course. Elective (The Hague University of Applied Sciences) which lasts six weeks cannot cover as much as a program which lasts the whole year (Leiden University and the business school). After all, all the higher education institutions researched manage to apply personal leadership theory through practice.

What all the courses researched have in common is that they begin with self-knowledge and *self-awareness* as the first step towards self-development. Covey's *7 Habits* is used at Stenden UofAS, The Hague UofAS, Hanze UofAS and Utrecht UofAS. As described earlier, Covey's work begins with self-awareness through paradigm shift and the realization of one's desires through a proactive mindset. The senior career consultant responsible for this module considers self-awareness to be very important, adding: "after graduation, companies expect you to know yourself" (A, 2014).

University Length of course Number of credits	Practices and exercises used in personal leadership courses
Leiden University 1 year 15 credits	**Self- evaluation document** - where students describe their personality, strengths and weaknesses **Personality tests** - where students look at their leadership style **High-potential assessment days** - where they explore competences that companies find important **Action plan/Road map**- Students plan their self-development process **Training days** – training skills, such as negotiation, conflict management, motivation (how students can motivate themselves and others), interview techniques. During these training sessions, students also have the chance to observe the behavior of others, as well as their own. **Seminars** – focused on leadership theories. Students are encouraged to reflect on these theories so that they are "not only listening what the theories are, but also listening what they are for their personal leadership and their own personal development (Brakefield, 2013).

	Practical assignment - is conducted in cooperation with an external public or private organization, and it takes place during the whole of the second semester. Students work on a broad question that a company has (for example leadership styles in relation to gender). Through this cooperation, students work on their strengths and practise acquired skills and theory. **Final Self-reflection document** at the end of the program, students describe how far they went with their experiment (compared to their road-map) **Final Self-reflection document** – regarding their performance in their practical assignment (how they worked with other people and what they saw in the company and how that influenced the assignment. The final grade is an average of the two final reflections. If a score of six or above is attained, they receive a certificate, which will also be on their master diplomas in the place for extra curriculum grades.
Business School 1 year 3 credits (in combination with the career program)	'**Developing attitude to learn'** & increasing students' awareness of who they are, what they can do and how they can be influential **Self-reflection document** at the beginning of the course. This document is very personal, confronting matters such as the students' childhood, education, parents, family, work and life experiences. **Self-reflection report** during the course **Self-reflection report** at the end of the course **Peer reviews & Feedback sessions** **Self-review using videos** **Assignments within study group** **Leadership Challenge** – where students practise their skills with a focus on gaining an insight in themselves **Workshops** – self-management, managing energy "how do I have more control of my time and my energy" (A, 2014) **Final Personal Portfolio** – with reflection documents **Compulsory attendance** ; Pass/Fail course

Stenden University of Applied Sciences 1 year 5 credits	• **Classes chaired by students** – Each session is chaired by one of the students from the group of 12 people. It is important to be creative and include practices such as videos, in-class games (more examples in appendix A3). • **Essay** – on a topic concerning leadership/society/sustainability, using academic literature • **Online courses** – of Covey's *7 Habits*. **Final Self-reflection journal** – for every habit • **Compulsory attendance** – Students cannot skip more than one class, or they will not receive a FranklinCovey certificate. • Meeting all the requirements, means passing with average grades. Using academic literature and reflecting on other theories related to personal leadership, however, can secure the student a higher grade.
Hanze University of Applied Sciences 1 year 2 credits	• **Preparation assignments** – prior to each session students are required to read various chapters/articles and appply the learning to themselves. • **Lectures** • **Company visits** • **In-class workshop*** to uncover students' unconscious or transparent beliefs. They define where their beliefs come from, by assessing different statements and asking themselves why they think what they think, with the aim of making effective choices within their belief system. • **In-class workshop -** to detect and learn to use strengths and weaknesses. • **In-class workshop** – focused on character strength and on empowering and improving weaknesses • **In-class workshop 'Difficult Conversation'** where students are also encouraged to talk to a person with whom they have had an issue. This makes them "empowered and a lot more in control" (Nijdam, 2014) • **Project** –completed in the students's own time, alongside the course. Topics can include, for example, identifying something that makes them ineffective and establishing a strategy for improving this. • '**Learning outcome**' – of the project, which is written in collaboration with the mentor • **Final Presentation** – 10 minute presentation to the honours group and the mentors that shows the students' personal projects and learning journies over the last semester. This presentation must be supported by something more creative than a Powerpoint presentation (video, blog) • **Attendance & Preparation** is noted; Pass/Fail course *Workshops are held in groups of no more than 12 people (eight is ideal), who already know each other well. Students facilitate each other and there is the overall group facilitator overseeing all the students.

The Hague University of Applied Sciences
 	
6 weeks
 	
5 credits
	• **Lectures** – covering theory of Covey's *7 Habits* (first three habits)
	
	• **In-class discussions**
	
	• **Self-reflection journal** – students choose one virtue they want to improve on and they write a journal about their improvement process
	
	• **Final portfolio** consisting of - summary of chapters (first three habits from Covey'7 Habits) - summary of classes
	      - diary
	      - mission statement
	      - creative writing assignment
	
	• **Compulsory attendance**

Utrecht University of Applied Sciences 1 semester 5 credits	• **Lectures** covering theory of Covey's *7 Habits* (first three habits) • **In-class training – (feedback sessions and in-class discussion)** where students are divided into groups and discuss their experiences and personal progress so they can help and inspire each other. • **Individual homework-** On a weekly basis connected to one of the habits • **Classes-** led by 3rd year students who are taking charismatic leadership minor • **Practical assignment** – in cooperation with external institutions. Students' task is to interview someone from an institution, and to facilitate, for students of Utrecht Uof AS, the completion of an appropriate assignment set by the institution • **Networking assignemt** – students need to join a society of their own choice • **Five final assignments – 1.** description of business environment, student's future aspirations, personal and career development through reflections on the *7 Habits* • **2**. Description of student's experience of networking, through reflections on his/her development • **3.** A pitch about the students contact with a company of his choice. • **4.** and **5.** are self-reflection documents

It can be seen that all of the courses begin with self-awareness exercises, where students explore who they are, what made them who they are now and what they want to be. Teachers use techniques developed by organizations focused on personal development, by authors of PL literature (workshops at Hanze University) or by companies (high-potential assessment tests).

The course gains in value with the completion of a number of practical exercises, which makes it more diverse and interesting than if students focus purely on theory. At many schools, students are

also encouraged to be creative and to put more effort in their personal development learning through videos, presentations or portfolios, which can add additional value to the course.

What seems to be very important in many schools is encouraging interaction between students, whether it is through workshops, in-class discussions or different exercises. The PL teacher at Utrecht University of Applied Sciences says that this way students can see when their classmates struggle with similar problems and in this way they can help each other and learn from each other.

At Hanze UofAS and Stenden UofAS students have an important role in conducting classes. Students can facilitate working groups of other students or can chair meetings and supervise other students during the class. This results in the increased attention of students, and it also facilitates sharing and interactions, as students are more open to each other than to teachers.

In cases where a school runs more than one leadership course, it can also connect leadership development with personal development, by bringing students of those two subjects together and letting them practice with each other. This minimizes the role of the teacher and makes it easier for students to deal with personal issues.

A highly effective practice is to connect the personal and professional development of students by engaging with external organizations. It is a challenge for students, which requires them to use a number of skills, such as communication and organization, and techniques which they normally do not employ in school. Moreover it can benefit schools when, for example, PL students of Utrecht University of Applied Sciences introduce assignments from a relevant company to students of Utrecht UofAS.

Academics responsible for this course agree upon the fact that the grading part of this subject is highly problematic. After all, it is difficult to grade someone's personal development. "For some people, making a little step is a lot more difficult than for other people" (Brakefield, 2014). The course coordinator from Leiden University says: "What we really want to see in the report is the growth they had during this year, so how they developed themselves" (ibid.). A teacher of personal leadership from The Utrecht University of Applied Sciences confirms that assessing this course is a challenge. In the assessment, they look at certain qualities and try to evaluate the student according to his effort and performance (C, 2014).

Four of these schools also offer personal coaching for students. A coach can be a personal leadership teacher or other person with whom students can discuss their progress and any personal issues. A personal leadership teacher from Stenden University of Applied Sciences says: "We spent beneath [sic] the school a lot of time in coaching our students one by one. We think that this investment is very important for development of the person" (B, 2014). In cases where a student has any objection to discussing his personal leadership with the teacher, he can still approach another authority. At Hanze University of Applied Sciences, students really do approach their coach to discuss issues they do not talk about in class.

X. Students' attitudes towards personal leadership courses

In the following part, the students' perceptions and attitudes towards personal leadership are described. These were researched through questionnaires, a focus group and through personal interviews with PL teachers or module managers.

Results from questionnaire

Overall, 52 students filled in the questionnaire, the full version of which is to be found in Appendix XB. All the respondents were from the universities of applied sciences and were in their last (3rd or 4th) year of their bachelor studies, studying political sciences, European studies, business and/or management and communication.

Students of only two out of the six schools researched completed the questionnaire. The students were from The Hague University, where most of the students were in their third year of European studies and were attending an optional course covering 20-30 in-class hours; Hanze University of Applied Sciences, where students were in their fourth year of business/management studies and were attending a compulsory course also of 20-30 in-class hours. In both of these courses, attendance is noted as a result of which over 63% of students attended 80-100% of classes.

Generally, the students' attitude was positive. The value of all the responses in the following graph is slightly above average. Students could indicate, on a scale from 1 to 5, (where 1 is the least and 5 is the most) their acceptance of the following statements. See the figure 2.1 below.
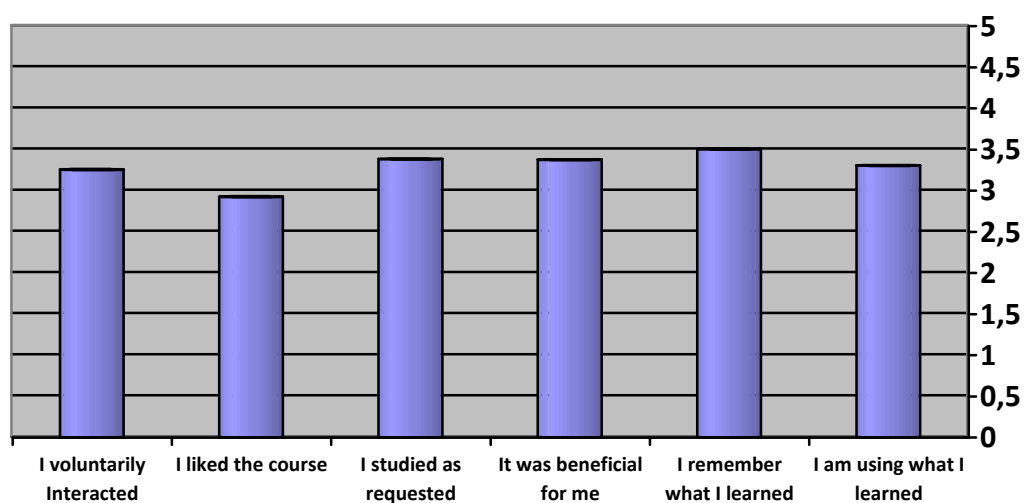
There is no visible link between the type of course and the participant's opinion of the course. As the results show, what matters is the students' interest in personal development. People who were not interested in personal development stated that it was less beneficial. As the following graph shows, students with a greater interest have, in general, higher scores from these statements.
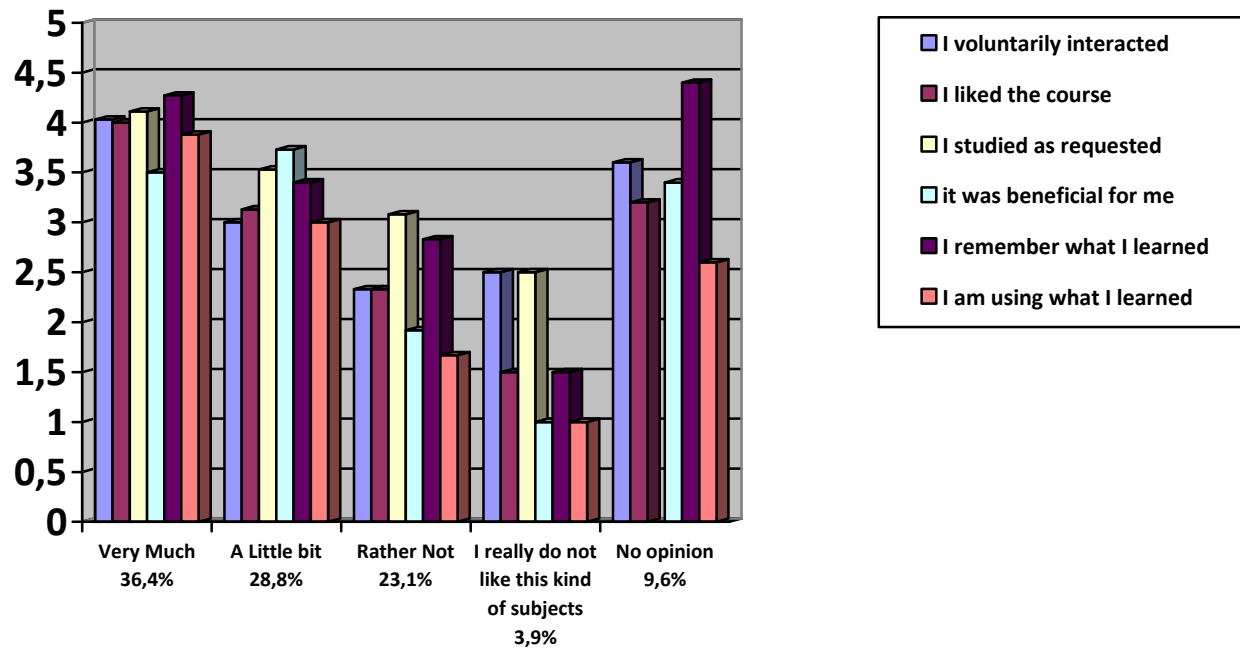
Figure 2.2
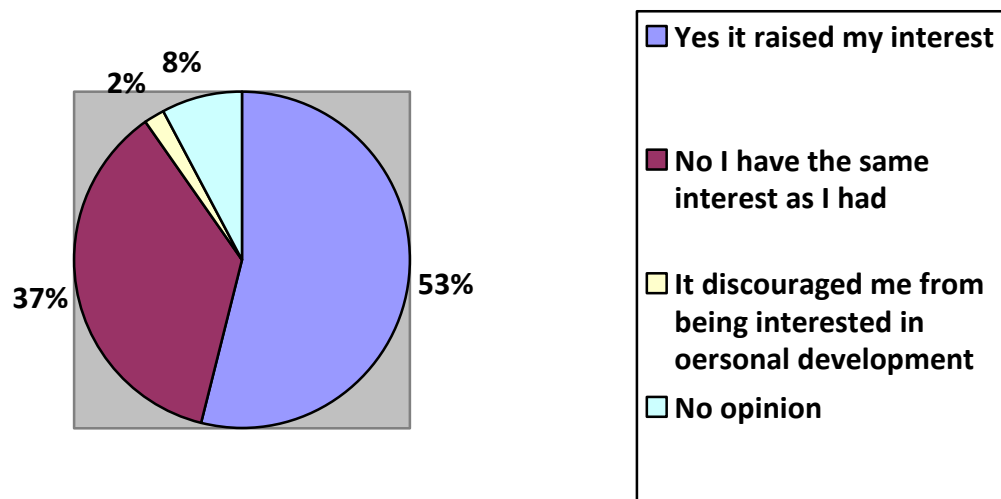
Figure 2.3 This course has also considerably raised the students' interest in personal development.

One part of the questionnaire was focused on benefits to the students from the personal leadership course. Students were asked to describe what the course brought them in their personal, professional or other areas. (Students were required to tick one or more of the boxes and they were, moreover, given the opportunity to leave a written response).
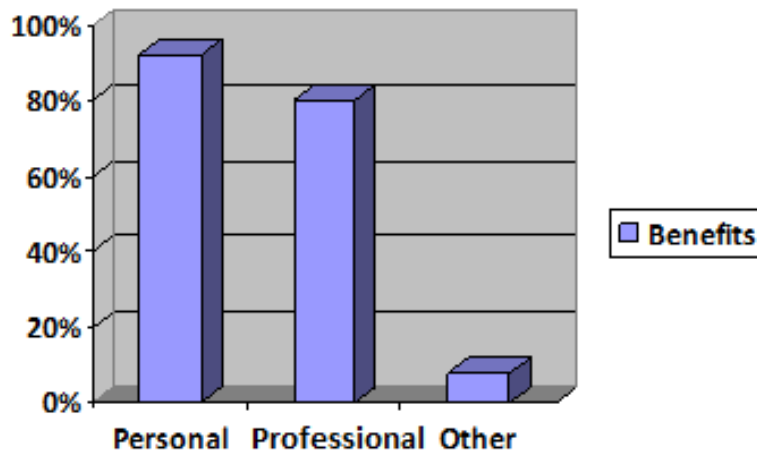
Figure 2.4

Students discussed the theoretical concepts already detailed in this work, namely proactivity, paradigm shift, self-awareness and values.

29% of students mentioned *proactivity*. Below are a number of examples:

- "I realized that I need to be proactive in my life and that I can create any life I want."
- "Thanks to my proactive attitude I am not afraid of undertaking necessary steps to reach my goals"
- "I realize that you can always decide what you do or how you react (being proactive)."
- "I organize my life around my goals. I am more proactive and determined to be and to perform better."

Students also gained *self-awareness* as can be seen from the following quotes. What is also of interest is the way in which students' heightened

- "I found out many things about myself that I never realized before (how I behave in certain situations and what my weak points are)."
- "The way I perceive myself and now I know which steps to take to change what I wanted to change. "
- "It helped me to think about my personality and character, how to deal with my weaknesses through the diary."
- "Clarify my own bacground and defne what made me who I am today. Writing this down was a good step for me. "

- " I learned to look at myself. To step back, realize the situation and thinking of how to change it, not just go with the flow"
- "I reflect on myself, realize my strengths and weaknesses and I work on myself more"

A few students also mentioned *paradigm shift*.

- "I started to look at things differently, to see them from different perspectives and now when I realize points of view of other people I also realize my behavior better and I am more concerned of my actions"
- "This course changed my life. Thanks to it I am working on life I want, not life society tells me to have."
- Through self-knowledge and proactive attitudes, students often start to follow their goals and prioritize things.
- "I realized what my goals are and that I need to work on them put first things first. "
- "I am organizing my life about my values. I realized what career I want to have and I am focusing on that. "

Students also improved their scheduling and planning skills.

- "I am little more self disciplined - organizing and scheduling things right"

Four students also ticked the 'other' box in the questionnaire, which asked in what area personal leadership affected them. One student wrote "I have become more content with myself and I like to spend time only with myself, exploring my mind what brings me piece and many fruitful ideas." More students also mentioned raised confidence. Another student spoke of 'broadening points of view.' Two other students mentioned universal principles (see the theory on page 16).

Students were also given the chance to comment on possible changes that they would make to the personal leadership course that they took. 15.4% of students stated that they would have liked to have had a more 'intensive', more 'in-depth' course, or that they would have appreciated more exercises and in-class practice. Some of the students wished that they had had more interaction. 7.7% of the students wrote that the course should have been longer and 5.8% wrote that it should have been held before the last year of their studies. There were also students who suggested a change of teacher or less workload. There were only two negative comments: "we don't need a psychology class. Personal tales with the teacher could be more useful" and the "Spiritual part of the course is useless. This is university and everybody has a different life philosophy." Nevertheless, 67% would recommend this course to someone else.

Evaluations from The Hague University of Applied Sciences

Evaluation is a part of the final portfolio that students need to submit after the completion of the personal leadership elective at The Hague University of Applied Sciences. The teacher of this elective – Dr. Krijtenburg – is satisfied with the responses she gets, and she shared some conclusions in a private conversation. Even though students, initially, often do not know what personal leadership actually is and what they can expect from the course, almost everyone finds it beneficial in some way.

In their evaluation, students were supposed to describe what they had learned from the course, which resolution in the field of personal leadership was going to stick in their mind, in what way they were going to put into practice what they had learned and in how the diary had affected their lives. (Students were supposed to write an entry every day for the duration of the course. Entries should have described their day-to-day struggle regarding the quality/weakness they decided to improve on). Evaluations were structured differently, but there are a few prevailing concepts to be observed in students' responses.

Most of the students stated that personal leadership had raised their self-awareness. The course helped many to realize what their goals are, their priorities and values, and what their strengths and weaknesses are. "I learned how powerful self-reflection is and how it creates self-empowerment," claimed one student.

In writing diaries, students also had a chance to reflect on themselves, to see how they struggle, where and why their weaknesses occur, and the consequences of that. As, for example, one student said: "It made me self-reflect and realize how inactive and unmotivated I have been during the day and how it can be easy to switch it". Some students were aware oftheir weaknesses and their goals; however, it was confined to the back of their minds and they were not really stimulated to act on it.

Another concept which students mentioned a lot was proactivity. Many students learned to be proactive and how beneficial that can be. They started to build their lives around their goals, values and principles. As one student said: "I learned to be more proactive, to arrange my time in a more effective way and also how to form goals and reach them." Another student explained: "For example today, by waking up early to go to school before class and write and send a letter of motivation for an internship. It makes me feel good, because I am being proactive and it helps me deal with my goals and what is important."

Concepts in personal leadership are interconnected, so many students saw the effect of a proactive approach in their everyday lives, in particular in planning and scheduling. The students on the course used Covey's book *7 Habits of Highly Effective People* and as one of the habits was dedicated to effective planning, many of them started to put this into practice. As a result of this, students could see a raised effectiveness. "I am happy that Personal Leadership made me realize

that I can be more effective than I ever could be." The process of organizing their lives with an orientation towards their priorities and self-development, was enhanced through the process of writing their diaries.

One of the most appealing concepts for students was the response-ability model. Many students realized and understood their responsibility for their lives, actions, attitudes or moods. Many of them were impressed by the story of Victor Frankl, who discovered the freedom of response in a labor camp. Besides the points mentioned above, some students also claimed that they started to think positively, that they had a raised interest in personal development and that they had realized the importance of this kind of development.

A few students also proposed possible improvements to the course of which the majority stated that it should be longer. Some students also stated that it should have started earlier.

Evaluations from Leiden University

The following evaluations were conducted at Leiden University after the end of last year's (2014) leadership program. The course was evaluated very positively and scored 4.3 out of five on a general scale. Students were further asked questions about their personal development. Students responded to 60 statements, where they could indicate their agreement on a scale from one to five, where the higher the number the more positive the result. The results of these evaluations are presented below.

The majority of students agreed with the statement *Because of this training I have started experimenting with my own development* – average score 4.2. The results further indicate that after completion of the Leiden Leadership program, students claimed to have 18% more courage to look into themselves than they had before the start of the course.

The chart below shows the results of students' responses to the statements *before the course I had courage to look into myself* (top) and *after the course I have courage to look into myself* (bottom).
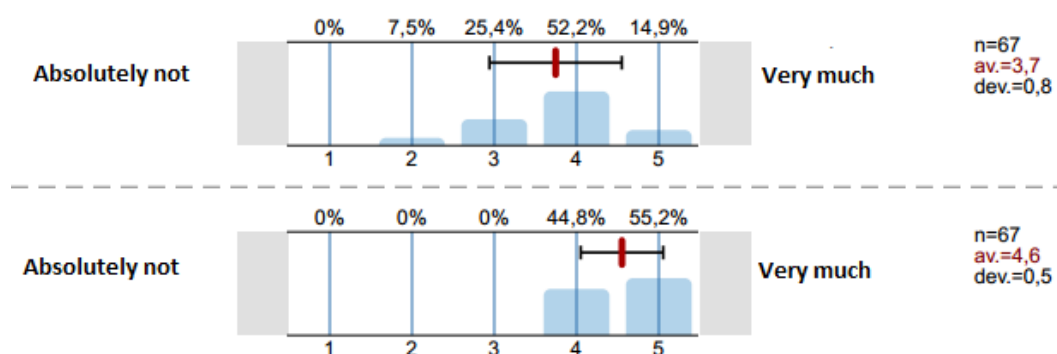
Other variations saw students who claimed to know their strong points up by 22%, and those who could accept their weak points increasing by 14%.

The following chart tabulates responses to the statements *Before the Leiden Leadership Program I reflected on myself and my behavior* (top) and *After the Leiden Leadership Program I reflect on myself and my behavior* (bottom). As can be seen, self-reflection increased by 18%.
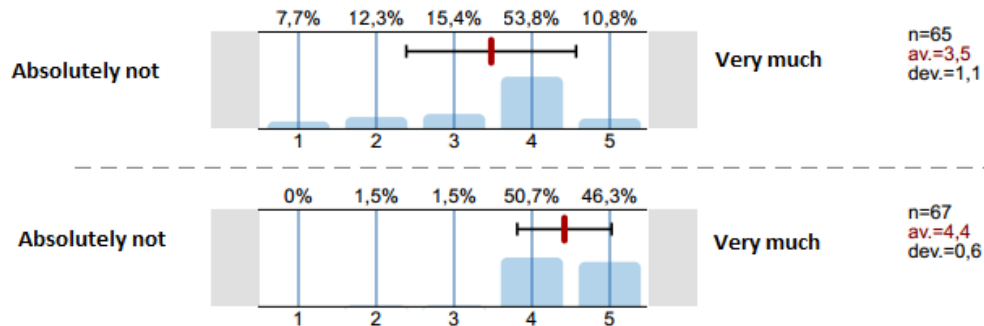
A further outcome of this course is that sensitivity of students to others increased by 16%. They were responding to statements: *Before LLP I was sensitive to others* (top) *After LLP I am sensitive to others* (bottom).
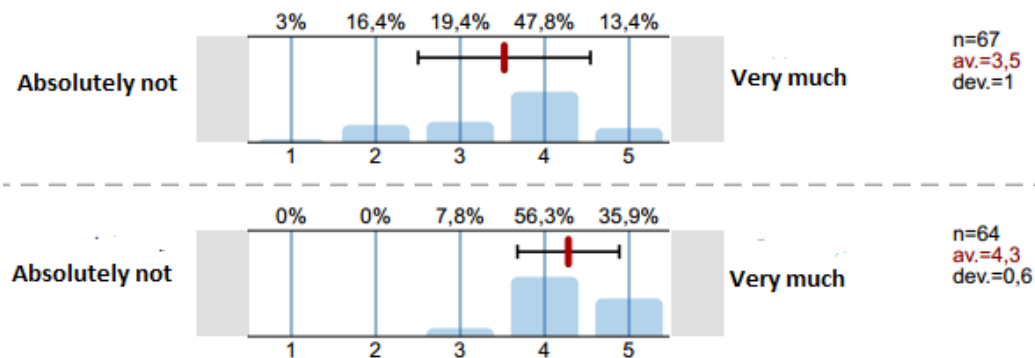
The amount of space students give to others also increased by *16%*. The first of the two tables below reflects answers to the statement: *I consciously made adjustments to my behavior, as it was necessary to give more space to others.* The second table displays responses to the statement: *After the LLP I make conscious adjustments to my behavior, if this is necessary to give another more space.*
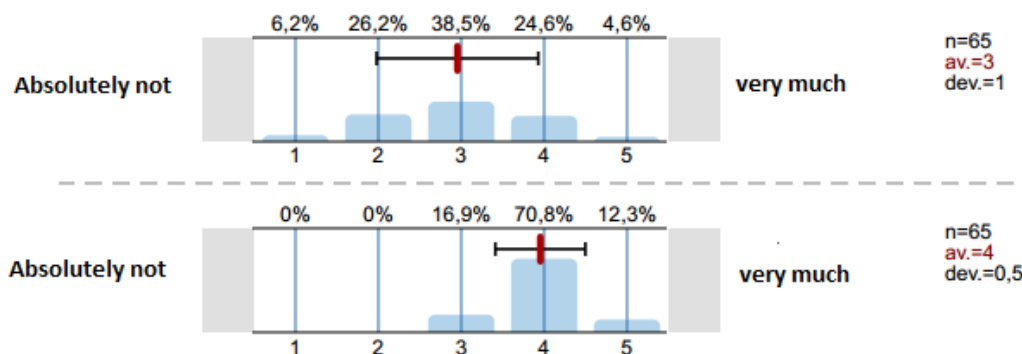
(Brakefield, 2014)

Experience of Personal Leadership teachers

During personal interviews with the teachers, interviewees were also asked to share their experiences of students' feedback, as well as interactions showing the attitudes of students during the courses.

Ms B from the Stenden University of Applied Sciences acknowledged that in the beginning (in the third week) the attitude of students was very negative (B, 2014). She used examples of what students often say, for instance: "This is so American", "This has done nothing to us" and "We have to write all these things" (B, 2014). However, when they were asked at the end, they were slightly more positive. She explains that the students had started appreciating the value of the course, but normally it would only be fully appreciated at the end (B, 2014). Ms. B, moreover, says that she quite often gets e-mails from alumni saying: "We forgot everything, but not personal leadership."(B, 2014). She says that there is a degree of criticism from students at the beginning, when they do not understand why they are required to do what they have been asked to do, or they are angry because planning is a habit number three in Covey's book and students complain that they shave have had it at the beginning. She admits that it is very difficult, and there is also often a lot of tension. She adds that normally, after a short period, students are very positive, in consequence of which they also give a high score to the module (B, 2014).

The personal leadership teacher at the Hanze University of Applied Sciences had a similar experience. The evaluation from students was generally good, although there were those who really did not like it and thought that the whole course was entirely useless. This statement is supported by the information from figure 2.2 which shows that the students' personal interest in self-development is a crucial factor in students' learning. She says, however, that every one of them wrote her an e-mail within six-months of having completed the course saying, "Oh my god I get it now!, I've just used that technique"

Dr. Krijtenburg shared some opinions of students which were extremely positive. Here are some examples: "it was the best course in my educational career. It changed my life. I did not want to procrastinate anymore. Suddenly I found out that I have more time, more free time, more time for my friends my girlfriend is much more in love with me than ever before, she was jealous that she could not do that course"(Krijtenburg, 2014).

"Other one wanted to work on proactivity. He started that course thinking that he will give it a try but he did not expect that much but it brought it a lot. "I noticed that I make other people happy and I also become much happier myself (Krijtenburg, 2014)."

She also taught personal leadership before in India at Infinity business school, at MBA level, where students were under a lot of pressure to excel as a business people and personal leadership was

something completely different from what they were used to. "They suddenly they heard that the most important thing is to develop your character, which you become strong and happy person, that you know who you are and that you want to contribute to society by being the person you are meant to be, so be a good person. So that was something like relieve in a certain sense as well. You did not have to be the kind of another person that you were." (Krijtenburg, 2014) This is an example of how useful can PL be when a young person is too concerned with the expectations of others. She says students were extremely enthusiastic about that course. (ibid.)

Results of the focus group

6 students, who formed a focus group, took the same personal leadership course (September-November 2015) at The Hague University of Applied Sciences. The students are anonymous and so have been numbered 1 - 6. In the following text, many opinions which have already been expressed in the questionnaires can be found; however, the focus group provides a deeper insight into these opinions and the reasons for having them. It also offers more explicit suggestions on personal leadership education. The following is a review of the main topics that emerged from the group.

Relevance of this course for students: Student 6 emphasized the importance of this course, pointing to the fact that many young people do not know which direction to take in life. He believes that it could be a very useful course, especially were it to be taught in high schools, when one is not sure of one's goals. According to him, in the Netherlands it is fairly common for young people to end up studying the wrong course. "After high-school, I turned to study economics because I thought economics would be interesting. It turned out to be completely what I didn't like. I always saw myself as being CEO in a big company. I was studying economics, but I dropped out after half a year and I started thinking. I did a lot of self-thinking and I did a lot of self-exploration and I figured out that it's not who I really am." (Student 6, 2014) This is a clear example of not having one's own beliefs, and of accepting society's beliefs of what is right (as described in the theoretical section on page 14). This student went on to say that the same situation had occurred to many of his friends, who also discontinued their studies.

Another student, student 5, subsequently added, "I totally agree. If I had had this course at high school, I think I would be somewhere else now" (Student 5, 2014). This points to the possibility that personal leadership courses should be introduced at an earlier phase of education than has hitherto been envisaged, in order to allow students to make better choices.

The effect of personal leadership courses: Student 1 realized that it is important to work on oneself. She stated that an understanding of the importance of self-development had always been

present; however, she had failed to act on it. Doing the course made her realize that she had to be proactive rather than reactive (Student1).

Another student mentioned 'value over feeling', saying that he puts his values first and he is motivated to do things even though he does not feel like doing them at that moment. For him, PL is a reminder to struggle for something better in life (Student 3).

During the course, one student stated that the journal he was supposed to write motivated him to make the best possible use of his time (Student 6, 2014). This position is supported by student 1, who claimed that: ''I think if you write it every day and you really do it consistently, seriously I think that it can be really helpful'' (Student 1, 2014). However, she went on to state that: "It becomes more forced … it made it less good because I ended up doing it for the teacher and not for myself" (Student 1). This led to a discussion seeking a solution in which both requirements, its use as a personal record and a document for teachers, could be combined.

The teacher and his role in teaching personal leadership: Students suggest that the teacher has a crucial role in such a subject. Student 1 claimed: "I think that if you have a really inspirational teacher who motivates you, you don't need to be forced because then you would be like: … "I want to do this, I want to accomplish this." (Student 1, 2014) Another student stated that: "I think that the teacher also plays a really big role in this. It should be like an inspirational person, someone who has more authority and who really knows what he is talking about, who could share some experiences. I think that students could understand from the beginning that it can really help (Student 4, 2014)." This student also stated that it should be someone to whom students would look up to: "I want to be like him" (ibid.).

Personal leadership is a new concept: Students realize that it is not clear to young people what PL really is and how it can be of benefit. Student 4 proposes, "raising the attention of people at an earlier stage, so people understand that it can be important … For example I've never heard of it before. I think people can be open to it but again, they should see it more often. Maybe in high-schools because it can be useful for everything you do in your school and your career … make it a compulsory part of a school earlier" (Student 4; 2014). This student adds "It should be clearer what the goals are (Student 4, 2014)." "Maybe, to make it clearer at the beginning, what they can expect from the course and that they are really expected to participate (ibid.)"

Practices which could raise the effectiveness of the class: Students suggested that class sizes should have been smaller. One student thinks that smaller groups and sessions of half an hour or forty-five minutes would make people open up more (Student 6). An American student shared her experiences of the leadership course which she participated in, in the US. "Something that's important to do is ice-breakers, and do some team building challenges and kind of get to know each other before you start to share something personal" (Student 2, 2014).

Student 6 proposes that there should be more practical exercises, such as doing mind-maps, posters, having students talk about their biggest achievement in their lives or bringing to the class articles they like to read. This could be a part of a self-exploring assignment, where students find out what interests them most. In this way, participants would also get to know each other better (Student 6, 2014). When asked what was lacking in the course, all of the students agreed that there was not enough interaction in class. For student 6, there was also insufficient structure, and too much repetition. (Student 6)

Diversity of literature: According to the students, having only one book, in this case *7 Habits of Highly Effective People* is not enough for the course. Student 1 complained, stating: "It is all about the book [which reflects] one perspective (Student 1)." "If you don't like the book, you will not like the course either (ibid.)." Students admit that Covey's book is interesting, but they say that there is much more that. Following only one book can make students feel demotivated. Therefore, students from the focus group proposed that the personal leadership course should include more literature (from more perspectives) allowing students to choose what suits them best (Student 2).

Period and length of personal leadership course: According to students, the six-week course was insufficient for reaching its objectives. One student claimed that the first part of the course – where students realize that they can change through this theory – is crucial, and so it should longer than one academic term in order to enable students to practice and enhance their self-development. "It should be on a longer stretch" (Student 6, 2014). All of the students were unanimous in their agreement that the personal leadership course should have been introduced at an earlier stage of their studies. The knowledge that they gained would have been of use in their later studies.

The last question to be addressed saw students being asked whether they thought that such a ***course is for everybody*** or only for certain kinds of people and whether it should be compulsory or left as an elective. Opinions here differ. Student 6 thinks that such a course must be done with a "certain sense of maturity; with the willingness to learn and willingness to participate in a certain manner" (Student 6, 2014). Another student stated: "I don't think that it works for everyone. Not everyone wants to change. There is a certain kind of person who wants to change their personality" (Student 4, 2014).

Finally, the students who were interviewed questioned the motivation of many people who chose the PL course. Students claimed that the course was chosen because it fit their schedule or because it was an easy way to get credits. As they all admit, it was pretty easy to pass. "People just choose it to get easy credits" (Student 4, 2014). It means that there are people who are not interested in personal development. However, even though students sometimes do not know what to expect or do not take the course because they are genuinely interested in self-development, they can still be positively affected by PL theories. Student 6, for example, admits that he had learned more than he expected (Student 6, 2014).

XI. Conclusion

More and more higher education institutions are trying to fulfill students' potential through personal leadership courses. Through research of PL courses many interesting and effective practices for leading students towards self-development have been discovered. Every course manager has relative freedom in designing and implementing the PL course meaning that he can choose its practices and exercises, which results both in great diversity of the courses and a substantial number of interesting techniques.

There are many ways to make PL classes effective, purely with the use of internal sources, employing a range of creative methods, such as giving students different roles within class, or encouraging interaction or creative learning practices. Teachers can also 'outsource' self-development practices from specialist self-development organizations, authors publishing self-development literature or from companies which use PL practices for their employees.

Research has shown that schools can facilitate learning between students with similar leadership and personal development subjects. Moreover, PL courses can engage with companies and organizations in order to facilitate the personal and professional development of a student. By imposing diverse and challenging situations on a student, he can practice different skills, develop in more ways and he can reflect on his personal development much more. Academics in the field of personal leadership see this connection (between professional and personal growth) as the core for success.

From the responses of students, which formed a key part of the research, it was evident that whether the course was a full-time program or just an elective lasting six weeks, its effect on students was remarkable. A large number of students experienced a considerable change in their lives purely through the change in their thinking, resulting from a paradigm shift. Students displayed, moreover, an elevated interest in self-development and increased self-awareness. In addition to this, students displayed an improved attitude, means of communicating and organizing, together with greater initiative-taking skills. By noticing their feelings and reactions and by practicing control, they became more confident, effective, and fulfilled.

In their responses, students spoke of basic personal leadership concepts and it was clear that they really understood them and had put them into use. On the basis of these responses, it can be said that the personal leadership courses that were researched are meeting their objectives.

There were, naturally, students who were not interested in self-development and who found this kind of course to be of extremely limited value. However, PL teachers stated that, in many cases, even though some students cannot see the value of the course at the beginning, it eventually has an effect on them and that later on they realized what value this course really has.

The responses of the student quoted in this work prove that this course can bring a significant positive change to a student's life. The number of responses saying that personal leadership has positively changed students' lives far outweigh those saying it was a waste of time. Taking this into consideration, it is recommended to further develop and improve personal leadership courses so students can use their potential to the fullest.

XII.   Recommendation

The following recommendations are suggested on the basis of students' responses from the questionnaire, focus group and PL teachers' opinions as expressed in their interviews.

First of all, it is vital for schools to clarify what is expected from the course and from the students. Many students have never heard of personal leadership and so effectively introducing the course is real opportunity to gain students' interest. As the questionnaire showed, interest in personal development is the crucial element in this subject.

It should, furthermore, be made explicitly clear what one can gain with the right attitude. Course managers might consider inviting a successful professional for the first lecture to discuss the value of self-awareness and inner mastery. Since many students complained that the course was vague, the teacher should explain to them what is expected from them (openness, participation, etc.), and students can set goals they wish to accomplish.

A further recommendation is for personal leadership courses to be held at an earlier stage of a student's studies. Complaints were expressed that having the PL course in the final year is very ineffective, since its benefits would have been very useful throughout their studies. Some went so far as to say that it should be taught in high schools. Since PL teaches skills and knowledge valuable in all human spheres, it is highly recommended that this course is introduced in the first year of bachelor studies. The advantage of a first year course is that students are open to new theories and practices and are motivated to begin university on the right foot.

When implementing a PL course, the institution needs to carefully consider the teacher. Students stated that teacher should be an inspirational person who they could look up to. However, it is not always easy to find the 'perfect' teacher and even a good teacher can always be disliked by some.

A solution to the above difficulty can be found in an increased interaction between students. As examples have shown, students can discuss their progress within groups. In this case, one student shall be appointed as the leader who facilitates the discussion. The teacher's role can be minimized by letting students chair the class and explain the subject in a creative way. The teacher is, of course, the main person to explain the theory, but through sharing, classmates can see other students' struggles. Students could then become more open and willing to learn. Courses lasting

longer should include some 'ice-breakers' and team-building exercises to facilitate students' interaction.

Looking at the literature for the courses, it is advisable that schools provide students with a wide variety of sources and have them analyze their self-development rather than only showing one way of thinking; thereby allowing them to reflect on a number of theories. This is of extreme importance as it is difficult, if not impossible, for a student to work on self-development according to guidelines which he/she does not agree with. Including more academic sources can actually elevate the academic value of the course, which would also facilitate its grading.

The course would also benefit from the participation of external stakeholders such as companies and organizations relevant to their studies, which is an effective way of connecting students' personal and professional. In this way students will also benefit their school and facilitate cooperation in more areas, which would be beneficial for the school, the students and participating organizations.

Thinking of the length of the course, students said a six week course is simply not sufficient to achieve desirable results. The course should be of sufficient length to cover theory and to accomplish practical assignments in order to enhance personal development in a working environment.

In order to facilitate a longer course, schools might consider incorporating PL as a part of career development classes, which run through the whole period of study. As already noted career development is symbiotic with personal growth. The added advantage of doing this would be that students would be motivated to include self-development learning in all aspects of their professional life. In their responses, students stated that they were aware of the importance of self-development, although they had never been encouraged or motivated to do anything about it.

An additional question concerns evaluation and assessment. According to personal leadership teachers, this is one of the biggest challenges. Further research into evaluation and assessment methods of individual development are strongly recommended.

Finally, while the course might not yet have been perfected, it is very important to raise awareness about personal leadership and self-development. This could lead to a more open response from students as well as inspire others to work on themselves.

XIII.   Appendicies

A. Interviews

1. <u>The Hague University of Applied Sciences</u>

Date: 4th November 2014

   M- Interviewee- Dr. Margriet Krijtenburg, teacher of personal leadership at The Hague
         University of Applied Sciences

   H- Interviewer- Henrieta Bevilaqua

H: Firstly i would like to thank you for agreeing upon this interview and firstly I would like to ask you what brought you to personal leadership, how did you come across it?

M: Thank you for inviting me on the interview first of all and I am also glad that that you asked me to speak about personal leadership because I think it is such an important aspect of life and well here at this academy of European Studies I am Senior is lecturer Spanish teaching Spanish and personal leadership
I am also a researcher in research group on European Integration I did PHD on the main architect of EU Robert Schuman- telling this because he had man in his transcendence of center of the European integration process so it's not economy what many people think. This connects her with personal leadership. She is convinced that the most important thing in life is personal formation of people. She think that when one gives it a right intention and right education, that it contributes a lot to society. (People will be happy and we make ourselves happy) People will make other happy and they will make themselves happy. She says that bottom line of all the violence and all bad things that happens in the world is because the lack of personal formation deep down.

H: How this subject came to be here at HHS?

M: It's also because taught it myself 10 years in India and I spoke about this to management of HHS and they came to me and asked me whether I don't want to teach it here at HHS. They agreed that it would be interesting and helpful for students to introduce it as an elective and to see how it goes.

H: So you were already teacher here when you brought up this personal leadership?

M: Yes I was already teacher here and I was also already researcher on Robert Schuman.

H: Yes, I think it is still related to European studies, leadership and organizations and I think still human is in the center of the organization and leadership is part of it. Man can lead organization and society well, so it's really relevant.

M: Yea, In February I attended seminar about personal flourishing in organizations. People from business suggest that when attention is given to people's happiness, business will flourish. Happy people mean that business is happy, it's logical.

H: Did you create the materials for students as well, like student manual?

M: Yes, I created the manual and well, I taught it also in India in business school so I could use those materials but I adapted them more to our students here in The Hague.

H: Could you maybe tell me more about these courses in India? Was it the same theory as Covey's 7 habits?

M: Yes it is the same theory of Covey 7 habits. And that's the amazing thing and I think that it is very fascinating and you probably also experienced it yourself. You were in international group of students. Then you see people from across the world have the same aspirations. Every person wants to be what he/she is meant to be. That's the aim in life and to try to get the best version of himself. Everyone wants other person to be sincere, trust wordy, kind, patient and all these things. If we want others to have these traits, we should have these traits as well and that's across the world. Those are universal guidelines that come for everybody and if you build on these guidelines you become yourself much more happy. I taught the same thing in India. At Infinity business school it was MBA career- much focused on how organize, leadership as delegation activities and then this PL was for them very different. Because there you have this enormous pressure. You have to have very good grades, have to excel in studies, you have to excel everything in order to be a good businessman. And then suddenly they heard that the most important thing is to develop your character, that you become strong and happy person, that you know who you are and that you want to contribute to society by being the person you are meant to be, so be a good person. So that was something like relieve in a certain sense as well, You needn't be the kind of another person that you were. That is the difference between personality and character ethics. Personality what is seen, important / but it should be based on character ethics it should be based on stable and strong character, when you are week over there you get burn out, stress out people and so on…

H: How it functioned pretty well, did people like it?

M: They loved it, they liked the course very very much.

H: I thing its nice change from knowledge, org things focused on character, Only course that focuses on us

M: It's your personal course

H: Yes, that is what I loved about it, it was only course focused just on us, as people. Okay, so about our course at HHS functioning. How long it is at our school?

M: It is now third year

H: And could you tell me something about its running? Did you change something?

M: Every year is different, every class is different, people in class is different, it relates to people. Course material always add – CocaCola brand – everybody seem more-less is married to his i-phone at cost of relationship- we don't see what's what are happening in world

H:So you're updating content but it wasn't like something really did not worked out so we changed it..

M: No, nothing fundamental. Man remains man. Also Covey's book, he wrote it about 20 years ago, it is still valid and it is still a best-seller, it is good for everybody, business people, also for students and also for mothers and fathers, She admits that it is not that attractive, 7 habits of highly effective (I added that it really sounds like some technique improvement)but once you read it and you get really into it, you see how beautiful it is.

H: What are the requirements for passing the course? Attendance, the portfolio (diary), and?

M: Active participation (not in sense that students must talk a lot but that they make themselves what they understand). To attend lecture to make the words that they read in book alive. When she went through portfolios ''You see a whole life through your hands, I think is really really fascinating, by not only seeing whether person is making progress or not, but just seeing he or she grasped for example stimulus-response model, that you grasped that, yourself is responsible for your life , how happy you are it is your own responsibility to certain extent.

H: So this is what this course is teaching proactivity, what other goals and objectives

M: To see that you have task in your life, that is to try to become person you are meant to be and it is not like "today I am not in the mood so let it be and complaining". She admits that everybody has these moments in his life but we should know that that is not way to continue in life, so she thinks that is very important and she adds that many people do not even know that they have a meaning of their life or they do not know sense of their life. She says that this a purpose and everybody have ability to give him this purpose. What she finds more important is that it is also way to happiness. ''If you really try to be the best version of yourself, if you really try to be kind, patient, sincere, trustworthy etc., you yourself will be more happy, You make other people more happy.

M: So you see this as a way to be happy and effective in way?

H: It is a way of making other people happy and contribute society. So see person in other person not just mean to get a rep or get a higher grades.

H: So that is the most important objective- to be you.

M: Yes, to be you, to be happy. Also with your defects because your defects help you increase understanding of other people and that is not easy to acquire all qualities. It is very difficult to acquire these qualities and this makes you more humble and that's very beautiful and it makes you understand other people when they have defects. Everybody has defects but everybody but everybody has got really good qualities to pull them up and pull yourself also up. It is good to focus on positive things.

H: Do you think that this course is effective in way that people really find it, whether it is meeting its objectives?

M: Yes, for some more than for others I think. What I read in evaluation, because at the end of this course I had some questions that I asked to fill out and it's really amazing.
One said, for example, that it was the best course in my educational career. It changed my life. He did not want to procrastinate anymore. Suddenly I found out that I have more time, more free time, more time for my friends my girlfriend is much more in love with me than ever before, she was jealous that she could not do that course.
Other one wanted to work on proactivity. ''I am a good guy and I always say yes to other people'' He started that course thinking that he will give it a try but he did not expect that much but it brought it a lot. I started to organize things for my family and my family is so happy from my now, my girlfriend had birthday party and I suddenly taught: I can give her a speech while we were having a dinner I have never ever done something like that and she was so happy. I noticed that I make other people happy and I also become myself much happier.

Another person said that suddenly she had this willpower that she could not bring up in the beginning. She was eating all kinds of things and not doing exercise. Now she is doing exercise and she feels much happier, much better much more in shape. She is having better grades.
Another person, exchange students said that she felt very lonely in the beginning and that course helped her so much to get over difficult moments and also to get more into herself to see positive things, that is period of learning, that she is learning so much, she is flourishing and she was so happy to have an opportunity to be there and to learn about new culture and so on.
About the connection between that course and creative writing – different opinions. Some thoughts that it was very different another though that one is helping other.

H: What did people take for rest of their lives?

M: Many people continue with diary, very many told the teacher about response-stimuli model, that suddenly they acknowledged that they were response-able, not deadlines and stress and things like that, but it is because of themselves. It is not because of stimuli that decides of your life but it because of yourselves. When you don't work in time, you get stressed. That you have this decision-making power and that you yourself is responsible for your happiness. Them proactivity, no procrastination anymore, being kind to people, that also make life much nicer and also that they continue with the book, that will be their life-long book, something like that.

H: I think that once they cross this theory, they will not ever forget about it when they take it in their heart. It just stick to people.

M: You can always increase it. I, myself also. When I am teaching I always learn also myself. I think its continuing process till the day you die. It makes life beautiful because you always have to overcome yourself and always on deeper level so that how you make this jewel more more more fine.

H: Yes, there is always something to work on. Okay in what way was this course interactive? It was just an open discussion with students.

M: Yes, it is an open discussion. It also depends on size of group. Now we have a quite number of group. I also had group of 25 people, then you have more interaction. It feels like less people, so people open up easier and I also like to work in smaller group in sense that you hear what people say and you are not the only one who has difficulty with getting out of bed or with patience and I

don't know what because we all have everything and when you are there and hear other people sharing their struggles. think, ou wau, she has also have difficulty with this..

H: So do you think that it is more efficient to have it in group then just teacher and one student?

M: It depends little bit in person if person is very much open to it, then of course it can help better, and then is personal couching. In a group is easier because you do not have to open up with everything and you can keep some things with yourself, because you do not want to be intimated, you can work on yourself without being bother without having to open up. If you are open to it, if you have kind of mental coach of course it's beautiful, but I don't know if many people are willing to have something like that. That just depends.

H: So it really depends on people. What kind of people you think are more open to this course?

M: I think in a certain sense everybody. Everybody somehow because it is in every person, it lives in every person. Only some people they seem so stubborn. I know it all myself I don't need a course like this and who is going to tell me how I should direct my life. When they enter this course they notice that nobody is going to tell them how to direct their live. They themselves should direct their life. But then they think, I know all this thing, I read this book once, I don't need to hear all of this.

H: So maybe willingness to learn?

M: Willingness to learn and lot of humility is important so you don't think: I know it all.

H: Do you maybe have some opinions of how it can be delivered better or some ideas on personal leadership education? You think that it is sufficient this course?

M: For your entire life?

H: Yes.

M: I think it can be a beginning. I think it would be great but that's personal ideal that I have. In certain sense I work towards it. If such a course would be accompanied by or followed by projects like helping out (for ex. Foods bank) something social, something for other people. I think that it would be very rewarding. To make it active. To put your personal leadership to the practice. But also on academic level. I am doing this project now we are organizing with lectorate of European integration together with this academy about solidarity. Second annual students seminar (by students for students) Students are also in organizing committee (10 students) and students are encouraged to write an essay on current topic of European union (as Integration, UK, anything, employment, unemployment…) They study situation at the moment and how it would be if solidarity would be the red tread through the same thing. To put Schumans theory where man is in the center to practice it in current topic. They can also write essays and give them a blueprint-mission statement. Maybe to write a mission statement of European Union- What kind of European Union we want. With Schuman ideas, because Schuman ended the war that had been there on European continent over thousand years. For the first time in history there is such a long time of peace among member states.

H: But does not European union already have something like mission statement? It is following some values.

M: It is following some values, but we also notice that there is lot of opposition people who don't trust EU anymore. Populism is rising. There are richer people who are doing well, but there are lot of people who are not happy with EU at all and why not? Because others decide on that. Economy has too much power in EU. Man is not an instrument of economy, it should be other way around.

H: Yes that is this inside out approach, first inner mastery and then from inside to organization.

M: Yes, precisely. And that's also good to remind EU this. It is also good to remind EU. I also did my thesis on Robert Schuman, I have my master in European Studies I had no idea that this was at the center of European Union. Schuman's declaration. It is based on man. Not on economy. Schuman archives was closed in 2006, its very recent. Schuman had ideas, Monet was economist and he put it to writing.

H: I believe that there are more proves of leaders leading according to their beliefs.

M: Yes, and then it will go well.

<div align="center">Off-record interview</div>

Date: 26. 12

The appointment with Dr. Krijtenburg was set with the purpose of discussing the evaluations of personal leadership elective she has been receiving for last 4 years. She is very satisfied with the evaluations. She says that many students do not know what to expect but that at the end they are happy that they took the course because it helped them in many ways.

She says that every year students mention the same things. That they realized what are their goals, priorities, values and what are their strengths and weaknesses. This course makes them think about these things. Then they have a diary where they need to describe their everyday struggle with one of their weakness/quality they wanted to improve. This diary was also an instrument of self-reflection. During the writing this diary students could see their progress, how do they struggle, where do they weaknesses occur, why it is so and what it affects. In this course they can see that they can get better and that they are responsible for their life. For some students it is a reminder of what they really want and that they need to work on that. Many of them mention proactivity; they started to build their lives around their goals, values and principles. Then they also put first things first so they organize their life about their priorities.

Dr Krijtenburg says that students also liked very much response-ability model. That many students were impressed by story of Victor Frankl who discovered a freedom of response in Nazi working camp. So they realize that they have a response- ability, therefore they can choose what to think, how to react, how to behave and what attitude they maintain. Dr. Krijtenburg addes that some students also mentioned that they started to think positively, that they have a raised interest in the personal development and that they started to see the importance of this kind of development.

Dr. Krijtenburg provided also examples from students which filled final evaluations. She shared responses from these evaluations without showing students' names and she shared it after students' approval. She says that students can really see the changes that personal leadership course brings. They find out that through effective planning they have suddenly more time or that they have become more effective, organized and that they dedicate to things they care about (family or partner, school) and that it makes them happy.

2. Business School

Date: 7 November 2014

Interviewer: Henrieta Bevilaqua (H)

Interviewee: (A) as a senior career consultant at business school focusing on MBA program at business school, responsible for personal and career development program

H: Firstly I would like you to introduce yourself, what's your position at this school.

A: I am working as a senior career consultant at business school focusing on MBA programs, we offer different MBA programs like international executive MBA program. Executive MBA program is a part time program mostly with Dutch people, Dutch participants who have a working career already, who are working already and who are doing this program for two years next to their jobs. There are also some expats who are doing this program and who are working in the Netherlands.

H: So it's for young professionals?

A: No its more for experienced people with an average age 35-45 years so they are more experienced and then we have an international MBA program during one year and there are only international students in this class and most of them are coming from other continents so not from Europe.   My job is, I am responsible first for personal leadership program which is focusing on personal development of participants and the other part is that I am responsible for the career program what is focusing on facilitating them, to follow their career part after graduation and it is more practical.

H: Is it more administration, or you have also some personal in personal leadership yourself?

A: Yes I have, It's not an administration job.
Our program in the past was more focused on ..We had a personal career and development program, but finally as the students had their program, they had their personal coach but we experienced that the focus was more on career and career questions. It had more career focus than it had personal development focus so we experienced that there should be a more focus on personal development and that's why we developed completely new program, the MBA participants focus on strengthening their personal development and we do that in different ways.

H: So focus on personal development in sense that it is more focused on skills and how to be efficient or it also goes into the depth like working on character, what do you really want to do, what is my role in society and..

A: It's more focused on depth. Off course they can come to their personal coach with questions like: I want to be more efficient but the main purpose is to have more personal questions. For example: I have a feeling that people never understand me or I am working in group and they don't take me seriously as a leader and I don't understand why it's happening or things like that. So it's really focusing on the depth, that's what we want to realize because after graduation companies

expect you to know yourself, especially when you are following an MBA program and you have a lot of working experience. Also our international students, they all have working experience like average of seven, eight years but they quit a jobs to do full-time MBA program for one year. So they can bring their experience to this personal development program as well.

Our main purpose is that they increase their understanding of what drives individual and collective behaviors, that's one part. We also want them to know how they can become more effective in leading themselves and leading others and what is also a really important part is that they increase their self-awareness in who they are, what they can do, how they can influence. They develop an attitude to learn and to learn from themselves. We have several ways and several things we offer them to be busy with yourself, with developing with yourself so one of the things is that we offer them leadership challenges during the weekend. They get stretched with different exercises, for example group exercises and they have peer reviews, they have videos, and they are reviewing these videos, getting feedback on their behavior and things like that. That is one part so leadership challenges with peer reviews personal coaches and these are all coaches with certain high level of coaching experience.

H: Is it therefore on the basis coach-trainee?

A: It is a one part of our personal leadership program – personal coaching, another part is leadership challenge, another part is peer review. Also workshops focused on personal leadership like managing myself, energy myself- how do I have more control of my time and my energy.

H: That is interesting.

A: Yes that is very interesting. Also we include there presentation skills, communication skills that are also very important. In peer reviews they have to write several reflection documents. In the beginning, during the year and at the end of the program. In the beginning they have to write very personal document with a lot of personal questions that goes back to their youth, to their childhood, to their education, to their parents, to their family, to their work experience, to their life experience which is sometimes very confronting and not easy to write because you all have to write about yourself and that's a difficult assignment.

H: For some people I guess..

A: For some people of course, we experience differences between cultures. From which country are you?

H: Slovakia,

A: Yea, for example in China they are not used to talk about themselves so it's very difficult for them to express themselves, for example to give feedback. It's scary. I think you already know what it is to give a good feedback.

H: Yes.

A: For example we had an exercise in our first leadership challenge and it started with giving feedback and especially for Asian people they came to trainer and they said, I cant do that, no its very difficult for me. But they learned, so it's a good experience. So its all about: am I open to

learn from myself and if you do, you can see this program as a present to yourself, as a gift because is really valuable. That's what I think.

H: So it is true actually. Then I was wondering, is this program also running now?

A: Yes, it's running.

H: One of my aims is also to approach students, because it's about their perspective. So whether.. You don't teach it right?

A: No I don't.

H: ..because you did not respond on my question whether you could approach me to the teacher

A: But I think she is not available for this.

H: Okay so, do you think that there would be some chance that I would contact some students?

A: I have to think about it.

H: In case, you could forward them my questionnaire without sending me any contact details.

A: Yes, it could be, and what questions would you like to ask them ?

H: It's about: how it helped them, what did they find beneficial..

A: Okay

H: Whether it helped them more in personal or in professional lives. I have a ready version of questionnaire so I can send it to you.

A: Okay, so when are you finishing this Thesis?

H: In January.

A: They could share some of their experience, but they just started this course.

H: There is no previous class taking this course?

A: Not with this kind of personal leadership.

H: So when do they finish this program?

A: In August..like I can ask them to fill something in, but then you should take it from right perspective.

H: Anyway I have there a section with question: how long did your course last, so that would be probably less.

A: But I can ask.

H: How many students follow this course?

A: This year I think about 150. Do you have other questions?

H: Well, what are the requirements for passing this course. Is it pass/fail ?

A: They don't have a grade for this, but it's mandatory.

H: Do they have to hand in something at the end? Like portfolio?

A: Yes, they need to hand in their personal portfolio with reflection documents. That's the only thing they have to hand in. They have to be present during the whole program.

H: So at the end when they are present they will just get some paper that they attended.

A: Yes, they get points, study points.

H: Credits.

A: Yes.

H: And how many credits if I can ask?

A: It's like combination of personal leadership program and career program and they get 3CTS. But it's a combination of these two programs.

H: And this career development is focused more on?

A: It's focused on facilitating and preparing students for future, for the next job after graduation and then you can think about company presentations, company visits, guest lectures from alumni or from other interesting companies. It's about giving workshops, It's about CV resume, cover letter, job interview, also career coaching, doing assessments based on interest, what are your motivations? What are your interests? What are your skills? Things like that.

H: That is good combination with this course as well.

A: Yes, yes.

H: I have my last question. Do you have some theory or do students have some literature at this course?

A: We offer them literature, but it's not mandatory and I forgot to tell you in assessment part, what is in personal leadership program, we offer them an assessment and it's called: personal value assessment. It's a part of the program and it can help them with their personal coaching sessions they have during the program so it can give them input, also inside of themselves, but also input to discuss with their personal coaches. Other thing I forgot to mention is that they have 3/60 personal feedback.

H: What is 3/60 feedback?

A: Do you know that?

H: No, I will find it out.

A: You should because I think it's very valuable way of getting feedback from your environment, like colleagues, peer students or family and then you get a good overview of your learning goals.

H: About literature, do you maybe have some books?

A: We offer them general titles of books, but I don't have it here, I can send it to you.

H: There is also section in questionnaire on literature, so maybe they can say for themselves.

A: I have it, but I cannot give it to you right now.

H: No, no, it's not a problem. And according to this assessment you think that this course is generally effective? Or you cannot tell now because it's a first year right?

A: We don't have an outcome yet but I am very sure, like 100% that they have a lot of added value from this program. Yes they have.

H: So you don't have, so far any evaluation of this course.

A: No, no the only evaluation we have is from the first leadership challenge and it's very positive and yea, it's very good. The first evaluation was very good.

H: The first one, you said was focused more on skills..

A: No, not on skills, it was focused on different exercises, study groups. I don't know if you have also study groups in your program?

H: Yes, all the time.

A: Yea, but here they have the same study group during the first half year and after half year they have a new study group so they are doing a lot of assignments in their study group so that is a perfect situation of practicing leadership and so, during the leadership challenge, they are doing more exercises with their study groups and one of the issues were for example giving feedback. It's not only focused on skills, it is more focused on getting an insight in yourself. Yea, so lot of reflection.

H: But it is still different from this new one. This new is more in depth.

A: Yes, yes.

H: Maybe do you have some personal opinions on this? Like how can it be improved or some ideas on personal leadership education.

A: Yes, I think that it's very valuable, especially for business school and of course we are offering it to our MBA students. But I think it would be very valuable for other programs as well because we are offering lot of different management programs and I think this is very useful for everyone.

H: That is true..

A: Yes, I really think that it can add value to the program next to the academic courses like finance, financial accounting, HR or whatever. This is very important part, can be very important

part of program, so that's my opinion about nearby future that we could offer it to more programs, but first of all, we want to find out with this specific MBA group.

H: The outcome?

A: Yes outcomes.

H: Thank you very much for this interview, it was really helpful.

3.   Stenden University of Aplied Sciences

Date: 10 November

Interviewer: Henrieta Bevilaqua (H)

Interviewee: teacher and creator of personal leadership course (B)

H: Could you please firstly introduce yourself?

B: Yes that's a good idea. So my name is Elena Cavagnaro I am professor of sustainability and hospitality and management at this school. Professor meaning lector in Dutch and I am involved in a Master program and a bachelor program in hotel management tourism and leisure management and the main task of a lector is doing a research and prime through research with business to get insights into new developments and feed those back into curriculum on our school so that's what I do and I also lead a small research group of six people I publish etcetera.

H: Is that a research group that you were doing with Frank Huser?

B: No, that's another colleague of mine and this is colleague Gabriel Antonio and his lector (or professor) for leadership and change.
Stenden has seven major schools, Hospitality, Leisure and Tourism, Commerce, the PABO that is for educated teachers for lower education etcetera and we are different basis in the Netherlands we are here, in Groningen, in Meppel, in Assen in Emmen, in Zwolle and then we have a campus site in Qatar, in South Africa, in Bali, in Thailand and I have no overview what's happening there. I can tell you something about the master, because that's a course I did a lot myself and I can tell you a bit about the bachelor program of leisure and hospitality okay?

H: But are you sure that at all of these schools there is a personal leadership class or you don't know?

B: As far as I know, yes, because there was a decision taken.. A couple of years Stenden.. I think five or six years ago Stenden decided to .. First I will say something different so I step back. For Stenden is personal coaching of students very important. We spent beneath the school a lot of time in coaching our student one by one. We think that this investment is very important for development of the person so each school and even each department sometimes they had a different approach. The one was using neolinguistic programming, the other was using brain theories, another one… there were a lot of different approaches. Seven-eight years ago, maybe even ten there was a kind of movement that was started by two colleagues of mine, one is not working anymore, he has retired ..who tried to find 'more Stenden way' to coach our students, way in personal coaching of our students and then they tried to connect to leadership theories in general and very in particular to Covey's ideas.

H: Yes, that's why I was very interested in your school…

B: Seven years ago my colleague van destuur, in direction overall of the university, they decided that indeed we choose for this training by Franklin Covey, so developed by Steven Covey and colleagues that is the seven habits of highly effective students. So it was decided that in every and each school, every and each education line should offer this course to the students and that it should take at least eight meetings of two or three hours in one module period (we work with four module periods). I knew that the school of hospitality and school of tourism and leisure have done this step and they I think implemented it at the bachelor level and at the master level and the second one is where I am directly involved so I give it a twist but I am quite sure that also the PAB (this for education of the teachers) they also choose for it, but what happened in the other schools I am not aware of, because it is not my responsibility to look what happened there.

H: You don't know whether there are like general guidelines for this course, or..

B: Yes, there are, there are because these courses are developed by Franklin Covey, that is the organization that was set up after a merge, an organizational set up by Steven Covey, and they have guidance, they have booklets where they use seven habits, you may know the Seven Habits

H: We use it as a book for my personal leadership course, that I took in my university.

B: Then I think its Seven Habits of Highly Effective Students is exactly the same as Seven Habits of Highly Effective People but it is a little bit more shorter, so you have not to read the whole book, but you go through the seven habits and you are guided by exercises and there were workshops where colleagues who are certified of Franklin Covey as trainers, after the whole process, they guided the students in the process and students even got points for the course and that was when things became to be difficult because it's personal development and you can't say okay, you have 8, you have 6, you were not good enough, so that was a tricky one. But yes, we are using the guidelines that are issued by Franklin Covey, if you go with Franklin Covey, you are quite straightforward. There is not much diversity.

H: Yes, yes I was just wondering whether this course is going to be so different or whether there is difference between Master and Bachelor courses.

B: No, with the Master we did something different because we did it first at this school and also first in the Netherlands to use Franklin Covey for personal leadership education, so in that moment Franklin Covey in the Netherlands was set up, was very young organization so we could sit the table with them and try to construct a course that was focusing to Master students and not only full-time Master students, also part time Master students, so we got much more freedom. I conducted those negotiations together with colleague who is no more working here and he and I were also busy together to research sustainability. So we connected Franklin Covey approach to leadership to sustainability values and we agreed with Franklin Covey that that was the way we could give personal leadership to others. With that link we also agreed that the focus of the course would be on application, so not only understanding but also applying it, reflecting on application and couple of years later with feedback we got….I will come back to this we added an academic component. This is a Master program and with Franklin Covey there is only one approach to leadership so we guided our students to find academic literature that was either supporting or criticizing the basic assumptions that are behind Franklin Covey habits so for example, to take an easy one- the habit of

win-win. Franklin Covey says think win-win but he actually bases this habit on the literature about outcome of negotiations. This matrix you might know win-win, win-lose, lose-lose. Or take the habit first.

Proactivity,

So that's the habit of choice. It's the habit where you say: I am the one who can make choices. This habit is based on the idea that we are people that have a free will, that we can make choice, that we are not.

H: That we make things happen.

B: We can make things happen, we are not pre-programmed, either by our family, either by genes or by the circumstances et cetera. But there is a lot of literature that doubts that human being has such a free range of will opportunities. There is a lot of literature saying for example that our brain, the way our brain is programmed during pregnancy will account for 99% of our behavior. So during the Master course we support our students to also read this literature, to go a little bit deeper than the surface of Covey habits and to discuss it all together because there is of course literature denying and there is also literature saying even though there would be 1% and this one 1% would be very powerful and can override the 99% so we try to understand with them this debate to ground even better their possibility to apply habit 1. So that's the way we are doing, we are also connecting those habits with sustainability.

B: You know what sustainability is about?

H: Yes, yes

H: Okay, so let's try to find example. If you try to make mission statement involve also your relationship with the planet, not only with the people. Covey stays at the level of relationship with people but there are a lot of components of the philosophy behind his habits which can be applied to planet. For example the law of harvest. You cannot take if you have not saw. We agreed with Franklin Covey that we can do that, so there is a little bit of a twist to the 'normal Franklin Covey line'. But at the bachelor level they follow very exactly what you also follow. There is a one workshop a week, at least for eight weeks with one of the trainers.

H: Okay, so you said that it is already for 8 years? Or how many years there is the course?

B: Master program we started with the personal leadership module in 2002, so 12 years and if I'm not mistaken, the bachelor program started 4 or 5 years later.

H: And, so this course covers how many in-class hours?

B: If I'm not mistaken, when it comes to bachelor program it is 24 contact hours. In case is also 24 contact hours for the full-time program it is .. contact hours for the part time.

H: Could you tell me maybe more about the exercises that you do during the class or what are the classes composed.

B: We have one meeting as an introduction where I introduce leadership thinking in connection to sustainability. We start up part one of the book- paradigm and principle and habit 7. We start with

habit 7 because actually it is needed as a basis to all the habits. Then the program goes this way,. There is one lecture, one meeting where we start up for example we start up with habit 2 and we run on habit 1. Then we start 3 and we run 2 etcetera and then we come back to habit 7. For every and each habit including the introduction part and the principle, the idea is that the emotional bank account that is the bridge between the habit 1,2,3,4,5,6. Student write the journal, which is the reflection and contains the summary of the content and that is only 10-15% of the journal, then the rest of the journal is reflection of what happened in classes and a reflection on application. As I said an application is the main component of the Master program.

H: So how they apply it in their lives?

B: Yes but also what happened and how they understand and how they make sense of what happened because at the end they will see that in every meeting there are some suggested exercises. They can also do other exercises coming from the 7 habits book or from the online courses. There is a lot of material, but they have also to read academic literature and use all this to try to understand what happen when they try to apply the habits for example: I try to use proactively- to use proactive language, but after one day I go actually back to I must, I should instead of I wish. Why this happens? There is a literature saying that people need at least two hondread days before they can switch the way, .so they have to play this game. The first meeting and the second meeting are chaired by me. Then group of students is maximum twelve and they should chair one of the other meetings, normally they have a couple to teach them subject from the beginning. They should chair the meeting meaning that they should prepare some exercises to do in a class. If people start to come in classes after three hours, some are tired.

H: That's a good idea actually.

B: Sometimes it work, sometimes it does not. Depends a lot about the chair person. There can be a chairperson who take it seriously, I had a hilarious meeting. Once we were discussing habit five: the habit of listening and there was a very international group of students and this was a Chinese chairperson and normally they have a lot of difficulties in fulfilling the role, because they've never done it, because probably they are shy, probably they have problems with English and other problems.. She insulated a fragment from the big bang theory where Sheldon is listening to the Leonard and they have a discussion about Penny, but Sheldon is full with Stephen Hawking and it was so wonderful, it was so clear about ''what is not listening'' so it was a critical start of a discussion and there are lot of chairperson who do these things and come up with very new games. For example they give cards, and you become a certain person with certain feelings and the other one has to understand who you are – great. Sometimes there are chairpersons who thinks that to chair is such as a teacher so we train them, we give them a training about what is teaching and what is being a chair person. They come and they start reading or summarizing or asking: would you summarize chapter one? And that is no idea, because it is very.. then I have to interfere. This is not the way how it is done at the bachelor level. At the bachelor level a trainer takes the responsibility for the training and the students are more passive. It is like a teacher. Yes. But not on Master level, these people are more mature.

H: I was wondering what functions better. Whether it should be like more a teacher in class or trainer and trainee.

B: I don't know, I have never researched that.

H: But I think that this is really good method.

B: We are speaking about the feedback right? And at the Master level I had two problems. The student's feedback is normally the half-way of course and it is 9/8th week. In week 3 they are very negative. Very very negative. They say something as: ''This is a western way of thinking'', ''This is American'' , ''This has done nothing to us'' and ''We have to write all these things'' and ''It is a lot of work'' and ''Reading all these papers..'' Then when you ask them at the end, they are little bit more mild. They start seeing, but normally they really see the worth of this training after they have finished the study. Quite often I get e-mails from alumni saying ''We forgot everything, but not personal leadership.'' And it is really great. That is a criticism I have from the students. At the beginning they don't understand why they should do that or they're mad because we got habit three which is about the planning: Put first things first and they're mad and they say: ''We should have been taught it at the beginning'' Yea, but you cannot get everything in the beginning, so it's very difficult and there is a lot of lot of tension coming out. But normally after that they are very positive, so they give a high score to the module. From the academic perspective at Master level you get also accreditation and we had to fight for this course, because it was not academic enough, so now, after three or four years we introduced reflection on the academic literature, because otherwise we could not include the accreditation, because the sole training was not enough to include it to the Master level and now, yes that's done. Last year we decided to re-design our Master program, completely re-design. There is a course leader of the Master program, there is a director of the Master program and I am a professor, they should listen to me but. In the context of the Master I am only a teacher, so at the certain level of the course-management they decided to skip the leadership course, so at the new Master program there was no leadership anymore. I tried to talk to them because in our Master course description we say that we want to develop a leadership, but there were other things. But I have to say that I am very happy about now, one month ago, maybe little be longer I received an e-mail by the course manager saying: we are introducing the leadership. Because they got so much negative from the industry and the alumni that the leadership course was out, so they had to re-introduce it. We will change, we will be maybe even less dependent on Covey, probably we will do much more about research I am doing now- the leadership, but using Covey's elements. So I am very happy about that.

H: So how it should change? Which other theories there should be?

B: I am not sure yet, because I got this information only- 4-5 weeks ago that they will keep the course but I proposed in the discussion to make it related more to the leadership theory my research group is developing, connected to sustainability values and development of sustainability values. They are very similar, at least for two thirds. They are very similar at least to the things that Covey is saying. The value is connected to the sustainability that I designed on the basis of research. ''Care for me'' it is based in the and balance in psychology and in your body – and this is very related to the habit 1,2,3 and 7, then ''care for me and you''- which is based on capacity of human being to relate to others and it is very similar to the habit 4,5 and 6, but what there was totally missing in Cove's theory is my third group of values and that was ''care for all'' and this is very related between human beings and nature. You may know that human sustainability is often defined as creating economic values that is ''care for me'' actually it is money to live. Creating social values- that with other people, there is ''care for me and you'' but also creating a value for the nature and environment because we all depend on nature, on air. And that is an idea for all types of values and this was completely missing in Covey. Franklin Covey and Covey himself have

never showed any interest in enlarging his vision to the relationship between human and nature. My colleague he knew Steven Covey quite well, so there was a moment he contacted him telling him what we are doing and asking him whether we could do it under the umbrella of his institute and he's answer was- ''It is very interesting, please keep on doing it, however we wish to concentrate on organizational, inside organizations so people-people relationships so later on, one of the sons of Steven Covey has added a chapter on relationship with the nature and environment in his book 'Speed of Trust', but that's what it is, so they are not really interested in that. So that is what I wish in any case to add and I also wish to make it much more clear the relationship between habit 1,2,3 and 7 and 4,5, and 7 to this sustainability values so those are values that if they are developed in people, would take more easy decision that would be more environmentally friendly, that's the whole idea. So in this sense it is going to change but how exactly the new module book is going to look like, it is going to be developed in next few months. It should be ready in September 2015. .

 The course of leadership I am trying to develop is meant using tools such as the ones that Covey provided us, such as other authors provided us is meant to develop not only this, you need to develop yourself, to take care of yourself, but also other values.

This three values of sustainability, I hope you can find it in your library. Part three is called leadership for sustainability.

H: I think I saw also a study program called leadership in sustainability. But it was not Stended.

B: There is yea, it is from Scandinavia, it is a program with this name from Scandinavia. We are using this term for the book from 2003. But in this part we explain how we explained these three dimensions on the inner level, so this personal leadership is not business leadership and we discussed a lot of theories that laid down to the personal leadership.

H: Yes I think I will use it in my search for literature because I have a hard time of finding about the history of personal leadership and I cannot only stick to Covey.

B: Yes that would be a bit tricky for the bachelor dissertation.

H: So about the evaluation of this course, what are the requirements for passing this course.

B: Oh, yes, that is the tricky part. To me it was that it was very difficult because I understand the students at the beginning is quite impossible to fail this module, because it is about your personal development, however it is a part of the master course and at the end you need to get credits for the hours you invested to it, so what we do, we make an agreements about the minimum requirements, what they should do as a minimum and if they do that, they pass and if they don't do that they don't pass. They need to do the minimum and there is a description what you could do to get 7 or 8 etc. The minimum requirement is that they're present and prepared for the meeting. They might skip one meeting because of the reasons beyond their control, if they skip two, they can still pass, but they cannot get Franklin Covey certificate. At this moment we have collaboration with Franklin Covey so the students after the personal leadership course they get a certificate from Franklin Covey, so that is an official certificate.

Yes, but it is dedicated to this course, so they get application of 7habits for highly effective people. There is no other course in the Netherlands that can give that course. For each habit they have to write a journal with 10% summary, 20% about what happened in the class or in the meeting and then the reflection of application. The minimum requirement is that they do, and they hand in and

that is completed. In part three they should really give some prove that they applied that, that they did some exercises. If they have done this, then is a pass. Then if they want to go higher, they will need to use academic literature etcetera, so there are all these requirements. The final work for this course, the work that is really assessed, is an essay where they discuss one leadership course, one of the big leadership courses as ''Do leaders need followers to be called a leader? Are leaders only with certain position of power?

H: And you give them a list of questions or they can choose?

B: No,no, they can choose. Because during the meetings we discussed a lot, we did an introduction Both are using Covey and use a leadership book of their choice or other academic literature they have during the course and that is really what gets assessed so is an essay. So is no more only about personal development, its about academic result. Because the journal say only whether it is complete, so we give feedback in which we say: Its complete, thank you or is complete and we are very impressed by the way you use academic literature, we just give a general feedback. There is a assessment part which you can see in the module book. There is 20% of the points that can be gained giving appendix on your personal development, so you can get an 8 even without going to…What happens often is that students gain they module, but we had unfortunately for the first time three years ago time a case of plagiarism so the studied copied from the work of someone else. So we had to fail a couple because of plagiarism, this thing we had. So there is a something started happening three years ago and I need to tell the students at the beginning that you will pass if you do the minimum and you don't copy. There is always one that… that its very sad, because it is a course on personal leadership and then in the end you copy your personal reflection or your essay from someone else, after nine weeks or eight weeks we discussed about this. But you know, its their own choice and then they get a fail. Normally is two or three out of thirty.

H: So you said that you also had already some evaluation course ?

B: With the academic board or with the students?

H: With the students.

B: Oh, as we already talked they are quite negative at the beginning because I don't know if you've ever read 7 habits book itself.. Its really American, you can see the trumpets – we are coming to solve all the problems of the world, if you do this you can become happy. This is quite annoying for people who have a little bit understanding and even though we have to tell them to go through it. So it can be really annoying.

H: For all of them? Or is it just for the certain kind of people ?

B: For the people who speak. Because people who speak, they find it very annoying at the beginning and they when they get into it, and they make it on their own, they see that it works or not. And normally at the end of this course they are rather positive, so on the scale of max 5 we get normally between 4, 4.5 and is quite okay. And later, that is what I really love, some of them a certain amount- 20% of them very often come back later to me and just say how usefully it was for them. Personally, but also for their career. So I think that this is one of the main…that is my aim that you learn. That it is not only the course in your master program and then you forget. Just to put the book in the shelf.

H: Yes, I think that if one understands it, its already there, he keeps it for the rest of his life.

B: Yea and not only the theory, but understand what the theory can doo for your life. To understand what the difference you make if you know where you're going- mission statement, that you take a responsibility for you're the consequences of your actions- habit 1. If you try to understand the others before you speak- habit 5 so it's nice. From the academic perspective we got this point that they told that a training was not a strong enough to have it as a part of our program, so we need to handle the academic component, reading journals and reading academic articles. But still it is not easy to keep a personal leadership course at the master level. I also told you about the program coordinator who wish to skip it.

H: But still I think it is an essential course for all of the studies.

B: I am wondering, why do you think so?

H: Because it helps in every area, not only professional and in any studies it can help to your focus. Like, I think Stenden has the most to say about the personal leadership so far because in our school we use this Covey's literature but it is only three years that it is there. One was the normal class about the personal leadership and it wasn't really in depth, it was only- do what you want with your life and then we had the elective and I took elective which was according to Covey's 7 habits and so far when I did the reaserch through the universities it was leadership on the basis of effectivity and things like this, but it was not really that in-depth theory. Maybe I would like to hear some of your opinions about personal leadership education? Do you have some ideas on how could it be better and how could it be delivered better?

B: First of all, I agree with you. Actually I do thing that it would be a good thing to get pupils from their primary school to get involved into leadership theories because even though you are 6 years old, you get some issues, which would be maybe for you easier to deal with the world that you understand, examples that you understand, you are taught to take the responsibility for your actions. Knowing that there are other people with feelings and the basics.

H: Also principle-based theory I think it could be there,

B: Also principle, but there should be more practice, why we choose Covey's as the basis of the leadership course? Because Covey is very practical.I don't know if you saw other books on leadership. Me and my colleague we read a couple, but through the years of teaching the model, I've seen a loads of students, I've heard a lot of students who were talking about 150 books. A normal feedback you get from the students who need to read a literature alongside the Covey's book. They say it is really interesting but it's totally not applicable. So they keep saying something as: ''You should take the lead, real leader they have a mission, real leaders they get followers inspired, real leader do this and that." But they don't teach you on how to. And Covey is very practical, he says, okay, do this exercise. Listen to your language- habit one. How many times you use must and should instead of wish and will? And he also lets you understand that if you use another language you feel different. That's very practical isn't it? Everybody can talk, even a child at the age of six.

H: Almost every habits begins with the exercise.

B: Exactly, starts and finishes. Covey is very very practical and I do think that if you insert the leadership courses in the education, they should be very practical. They should not be courses about- what you should do as a leader, but you should at this course to have a certain idea about what leadership is about. In my understanding the better would be if you could measure. So you would give the students the measuring instrument at the beginning when they enter – year 1. Start of studying and then you have a look if your value shift. There is an instrument to measure the values and I try to get it into there and I set up a research where we measure our students when they came in, this august and we're trying to have a look in the different think they make, they follow, if it makes a change in them. That is the thing, the point of many of these leadership course, we have no idea, if they're really changing the person.

H: Well, how to find out?

B: You can measure. So for example: My end in mind with my leadership course would be to get people to be able to think not only from ''care for me'' perspectives, because unless you are very psychological ill, this you can do very easily, but also to think from ''I care for you'' perspective and ''care for all'' perspective even though your own values are in conflict with your care ''for me''. So choose for others, even after you have to make an effort for someone. You can measure that because you can measure of how high are people at this moment on their egoistic values. I can give you a question that is a validated, so you know that we measure that and at the end, maybe half year from now, when they will get through the leadership course I can give it again to you and I can have a look at this shift, so if you're high on altruistic and unbiased value. And if I do it in big groups in a controlled way, I can then decide whether this course is making a change.

C: That was actually my purpose of my thesis first, I wanted to see whether this course affects people, but then I would have to trace, I don't know, their record of grades or something so then I put it in the way on how are their perceptions.

B: My colleague and I were speaking about these. We follow one Phd student and he is trying the measure of effectiveness of FranklinCovey courses for managers at the Phd level. So is very good that you shift to colleague at the interviews because those are very difficult things to do. Very difficult. For FranklinCovey there is no an instrument, so they have to develop an instrument. It is a difficult thing but very interesting thing to do. It is a nice choice to go further in this line.

H: Yes, it really helped me and it is good to make the thesis about something that I am actually really interested in.

B: Do you have a last question for me? Because in minutes I have an extra appointment.

H: I would only like to know whether there would be any possibility, because I made an online questionnaire, whether it would be possible that you would forward it to students studying personal leadership.

B: Normally we don't do. No, I can try to do it with the students of the my course, if they wish, but I cannot do it for the other students.

H: Okay, so I can send you the link

B: Well, our course is at the master and it will be in the march.

H: So it hasn't started yet?

B: No, in February, March

H: And there is no other course running now.

B: There is, but it's only with the four people, because of the part-time. Do you need numbers? How many people you need to answer the questionnaire?

H: Well, I have a goal of 100 people and it is at 6 schools.

B: That would be at our school quite impossible because at our master program this year is 33 people and even though you could wait till February, its still 33.

H: And I cannot wait.

B: I am sorry but I think its very difficult. And there is this rule that we don't ask our students to do this because already our own students are asking so often and its get very very tiring.

H: I understand, at my school it is the same.

B: Unfortunately there is a lot of negative feedback. Even though they can choose and don't do. But they get annoyed so we got a policy.

H: Than I can use your school as an inspirational guideline for the personal leadership.

B: You can use the name Stenden. You can use my name in appendix, but please if you quote..

H: No, no I would not do that, well I can only say that there is university that offer..

B: You can use Stenden, you can use my name in the appendix

H: Great, thank you very very much.

B: You're very welcome.

4. Hanze University of Applied Sciences

Date: 12. 11. 2014

Interviewer: Henrieta Bevilaqua

Interviewee: Gemma Nijdam, the honest coordinator for the honest talent program and teacher of personal leadership

H: Okay, firstly I would like you to thank you on the agreeing on the interview with me.

G: You're welcome.

H: And whether you can start with introducing yourself? What are you doing here, what is your position?

G: Sure, my name is Gemma Nijdam and I am the honest coordinator for the honest talent program within the international business school. The honest talent program is for our I would say top students and it is additionally 13 credits program where we give them extra classes, courses, workshops on top of their normal main-phase studies and one of those courses is the personal leadership which we are going to talk about today. I've worked at this school for just three years and this week it is three years. I am British and I did a lot of research at Saint Angie University where I specialized on organizational behavior and that's also what I'm teaching within main-phase.

H: And is this program, for bachelor, or master?

G: This is for the honest students which means it's the 2nd, 3rd or 4th year extra program. So they're all bachelor degree and we also offer the course as well to some others top students from across the schools within our Hanze University.

H: But still its within Hanze University, so it's not external.

G: Yes, within the university. They would be the international students of our business school.

H: Could you tell me how long is this already at the Hanze Hogeschool?

G: This particularly course has been running now for four years and we run it every year and sometimes we run it multiple times of year, depends on the groups of students they're putting through, but a minimum is one time a year which is always from February till April.

H: And could you tell me something about- what are the objectives and aims of this course?

G: Certainly. The objectives of this course are, fundamentally what we are trying to do overall with the program is get our students to be working and developing their personal and professional goals, in line with the what's so called ''excellence profile'' for being an international business

professional and that's another story and what we do, we offer them a multitude of different, as I said, courses, workshops at cetera, that allow them to develop their skills in different areas, but one thing we do very strongly about is: '"One thing we do feel very strongly about is that we can give our business students all the information about marketing, finance, economics etcetera, but unless they are not in one with themselves and happy with their own development and their own communication skills or if they have got any 'demons in their closet' they are not going to be an effective professional"

So we like to start from the more internal perspective and looking at how effective are our students with themselves. And then to start with this internal point and then work out.

H: So it's something like inside approach that you're working with?

G: Yes.

H: So it's not only raising effectivity but it's also going deeper.

G: Absolutely, absolutely. And I think that when we talk about raising effectiveness it's more to have to do with – somnebody has, if a particular student has residual anger because he's father left him, something like that, then that may come one day at the board meeting, if someone speaks to him in a particular way and we go back with him and address this issue from the start. So we do some very deep workshops, which we do in very small groups, because of course they have to be very closely monitored and facilitated, but within these course as well we do a lot about the workshops, maybe on the slightly more external level.

H: Could you also tell me something about the in-class practices? So for example, these workshops, then what other things you do?

G: Certainly, for example one of the ones we do was called a ''judged by neighbor'' workshop and we start by asking the students to have pre-read a fair amount of literature and thei're asked to complete a form in which they talk about the issue they had with somebody. It could be current, it could be past, but at the time, when they have not been happy with the outcone of something and they particularly did not like somebody because of it and we work through the whole worksheets where they really try to separate the emotion and the fact of what happened and then we go through the process of that and we then flip it around and rewrite the work sheet from the perspective of the other person and again separate the emotion and a fact and we constantly try to jump in terms of perceptions and see how would be the view from that person's perspective.

H: That's interesting.

G: And by the end of it, we obviously facilitate it through the learning and make sure that the student is conformable with understanding other people's perspective and we aim, of course, to get to the point where they are no longer angry and that they can totally understand why somebody did something, he did. We then will encourage them to go back to that person and have a discussion regarding it, if they feel that they are at that particular place of learning. That's for example one of the workshops we would do.

H: Like, if you want, you can mention some more because it's very interesting for me.

G: Sure, no problem. So we did another one about the mindset management. This is all about your different beliefs. The students have to do again, a quite a lot of preparatory work and then they start filling the worksheet wight at the session and it would be things like: Write down three beliefs about who you are, about your family, about your relationships etcetera and the three statements: one has to be positive, one has to be neutral and one has to be negative so we start looking at the different layers at which students would approach this categories and we ask them how do they feel about community and government or about religion and spirituality, physical and mental health and then you're asked to put each of these down. And then what happens, well you can go through and have a look obviously very closely to the reactions students have given regarding each of these and often you find that it leads to very interesting discussion with them about the area that possibly means more to them that they have realized or they ..its again about talking on the meta-level or it was a category where you had a difficulty to write something positive, or difficult to write something negative and what's behind that. Interestingly a lot of them find hard to write something neutral and it is also a very, interesting because then you're not able to separate emotion from it and then what's going on there and then we talk and talk and talk and facilitate this. Then what we do, we establish for example a ranking scale of belief. Zero- I completely disagree with the statement through to 10- being – this is so right, nothing is more right in the world and then we're asking them to go through. A number of different statements and values and a rank for them again, so- okay, how truly you think this is. They go back to this one they did at the start, the positive, neutral and the negative and rank them all on 1-10 or at 0-10 on how much do they believe them and again, you start seeing a patterns in there. And then what we're asking them to do, once they've identified, once they feel quite strongly about is that they establish – where did this believe come from. Is it something they feel they learned from cultural background or family, social influence? Is it something they have actively chosen to believe in? Or is it something that they really just couldn't say, that they just organically.

H: They practice this paradigm shift..

G: Yes, and what we try is going to mindset mapping and we are looking at very evocative statements that people might make and I don't know what..let me give you an example: People have certain amount of intelligence and they can't really do much to change it. And then within the group we have a debate regarding how true or false the statement is where people terms and values come from supporting or disregarding that statement. Then what we're trying to do, once we got them to this very fluid, transitional state between jumping through the mind sets we try to go back to what's called damo daro technique and this is where we are trying to uncover unconscious or transparent beliefs that they have and what they have to do is start with a negative thought about the situation that is bothering them: for example, if I don't study harder, I will ruin everything.. It's a common fear I think for many students.

H: Yes..

G: And then you say okay, so if that was true, why would that be a problem? And they have to to next level, okay- I don't like to fail this course, okay, so why don't you like to fail, because I think it's bad. Why do you think it's bad? Because my parents told me and we go through and through and through until we reach a point where they found a core of that belief and we obviously courage them to do something that is genuinely bothering them. So we can really try to get to that revelation moment and then we know when it has come from and if they still want to hold on to it as a fear if its their choice, is that perfectly welcomed to come to this session and leave exactly as

the same person. And if they want to they can say ''Okay, now I know where that's from and I like believing in that or actually I don't like believing in that so I'm not going to do that anymore. So we just try to find multiple things on that level. We also look at having the advantages of having certain beliefs, the disadvantages of having certain beliefs and if having certain beliefs actually help you or limit you .. So it's really about trying to make effective choices in your belief system, which is different because many people believe in more organic process. But, that's what we're trying to do in that workshops.

H: But it's still very individual right?

G: Yes, completely, every student has individual facilitation. What we do because of the nature of the group we work with, they are all students who have known each other for a quite a long time and we break them to very small groups so the maximum, Maximum would be a twelve people within the group, but preferably eight. And we also have a facilitator within the each of these groups, but then students will facilitate each other while the overall group facilitator is walking around and facilitating that. Facilitation on many levels here and of course we block for example 3 or 4 hours for each of these workshops but often they go over and we sit and talk for five or six hours and all of these students are hundred percent supported, if there was anything they wish to discuss as a follower, they had mentors who are there on hand to meet with them and discuss any of these…if it upset them, if there was something that they particularly enjoyed, if they were confused or any of that, they can just come and then we meet with them.

H: And they're also willing to come sometimes?

G: Oh yes, yes very much so.

H: That's nice.

G: Those are for example two of the different workshops we do, we have more. Do you want more?

H: Like if you want, yes.

G: Well, the other one we have it's called the difficult conversation workshop and so again is when you feel that you didn't say something or you didn't handle conversation very effectively and it's about breaking it down and looking at it on every level as : why, what went wrong, what happened again, the results after long workshop is that the person should optimally go back to that person and have the conversation again with them and of course that might seem a little strange to that person, but student may explain to him ''hey, that has actually bothered me for the last week or, the last ten years'' and I want to try it back again and it's amazing the transformation students feel doing that. They're really just feeling a lot more empowered and a lot more in control and like they're not just bobbing around in the sea of emotion, sometimes.

Another workshop that we do is about character strength because the other three as I mentioned before can be quite difficult, they can go to, well, painful situations of the students and we also believe in balance a lot and other workshops look very much into: Okay but what are you're strengths? What are you good at? You talk so much in the business schools about ''Work on your weaknesses and improve your weaknesses'', well good, do that, but on that point, use your strengths as your weaknesses and recognize your strengths. And we do a lot of testing, online

testing, psychometric testing with the students to establish what are they key strengths and to create an actual plan on how they can use them in different situations to their advantage and yeah, these are kind of the activites.

H: It was very much, and how many in-class hours do you have for this course and how long is it?

G: We have, officially- well it's a two credit points so 56 hours, but the students do a lot more than 56 hours and the teacher do a lot more as well. But those are just a workshops and then there is a whole program of other classes that we have going on to support this. We do a lot of meditation with these students, we do… I really like to approach into an interdisciplinary manner, so we do for example we had an Aikido workshop and it's all about understanding your body and energy and projection of energy and then we put it back into business so we had aikido masters here and they were showing people where you can see physically where somebody's weak point is and it might be because they broke they arm when they were a child or it might be because they have an emotional block that they stand in the particular way and it's all about understanding this and then practicing how would you walk into the interview, how would you go to the boardroom and present yourself in the way where you don't show your weakness and how do you use energies as your strengths, these sorts of strengths .

H: And this is still a part of the program, of this 30 credit program.

G: Yes, this is just two credits. Everything I am telling you about now is a two credits cours within the 30 credits program.

H: And then it is connected with everything else inside. Okay, other questions I have, how many students are together in the personal leadership courses?

G: Okay, the maximum would be twelve in the class, we prefer eight.

H: And how many classes there are?

G: So one time you could have up to three classes running. Because we have approximately 25 students in the program who will be doing that and there are twelve other students from across the university and they also come do that.

H: Could you also maybe tell me what literature you use on this course? Or is it just manual prepared by you or by school?

G: We actually use a number of different texts. One is a Stephen Covey- 7 habits that we like, one is called Personal Leadership, and I'm sorry I don't remember the authors but is at my home.

H: Isn't it from Ramsey?

G: I will e-mail you that.

H: Okay

G: Then we use a lot of different articles, Byron Katie, the work of Byron Katie we use a quite a lot and I am sorry I should have prepared it better for you.

H: It's okay, you have a whole bunch of stuff here.

H: Yea because I will, of course I am comparing these courses but I'm also struggling with finding a good literature on this kind of personal leadership there is.

G: Sure.

H: And something more about the course.. Did you already have some evaluation method of this course?

G: Yes, we ask our students every time what they thought of it, what did they like, what did they not like, what worked, what didn't work and in fact we do that with every single session. So we start, we give them homework if you like and every time they've had one of these workshops they need to complete form themselves and the course facilitator how effective it was for them, of course the course facilitator will read it. If there's ever an issue that they don't want to tell the course facilitator, then they can come to me as the coordinator or if I was that facilitator, they can come to someone else. But we discuss it at the very open level and at the start of every session and just talked about what could the facilitator improved or what did you feel about very well, what did you enjoy, what did they enjoy, not enjoy. Yes so we talk every session and then there is the full evaluation at the end of the course as well.

H: And what are your feelings about the evaluation? Generally students like it?

G: Generally yes, students like it, but I think, following the last evaluation we just made a decision to make it an optional course rather than a mandatory course because we feel that you really benefit so much more if you are in the right psychological framework. If you want to do this development, you are really going to benefit from it. If you don't you're going to kick and scream and shout ''I'm not enjoying it and kind of taint the atmosphere for the other students. I know for example when I worked with that students before, who really didn't like it and it was a whole a lot of rubbish. Every single one of them within the six months of having completed the course, everyone had come back and e-mailed me. ''Oh my god I get it now!, I've just used that technique'' But it is not..I mean it is wonderful that they've had that experience but I don't want them to be forced to go through this level unless they are happy, willing and ready. So what we were just saying that for example these four in-depth workshops that I was telling you about, we're going to make those optional. If you don't do those you have to do something else, but it's something less personal or less emotionally raw.

H: So you can still take personal leadership and you can choose.

G: Yes, you can choose, so you would still do the meditational aikido workshop and public speaking workshops but you maybe wouldn't do those in-depth personal ones. You would then choose to look at something maybe more of the group level and analysis rather than yourself. Yes and we feel that that will leave any of the tensions have arisen from where students have felt a little too exposed in having to talk about the thing they probably weren't ready to talk about.

H: I have the same experience with my classmates, some of them thinks that it's just some spiritual crap but yes, not everybody is open to it. In what way you think this course affects participants the most. It's their personal life or professional life or just all?

G: I think it's quite interesting to them to see for the first time to some of them – how your personal and professional life almost cannot be separated and I think for many of them they think

that it can be, that they will just learn all of this business knowledge and it will be fine, whereas because we cross so many gaps and bridges in this course, I think it really shows them how much more you can really improve your professional skills when you are comfortable with the person who you are. Okay, so that's probably big revelation to many of them and I think secondary because we try to bring a lot of different technique that you would just have not in your normal business school, but I mean it's not that you have classes about the meditation and the mindfulness, yes, we don't do karate every week, but I think that that's interesting if you facilitate the discussion well for the students to truly understand how you can see this patterns in interrelationships between different subject areas and how very eastern philosophy could actually be so incredibly useful to understand business strategy and how energy management can be so helpful for them in terms of marketing campaign, these sorts of things. Making these bridges, these connections, those are often hard for the students.

H: Thank you very much. Do you also know about some other course through the Netherlands, in other schools, you're not sure.

G: It's not an area that I've been familiar with.

H: I mean if you don't have some colleagues that you know.

G: No, I have worked with some people from United States on this, but in the Netherlands no, not yet.

G:H: And how did you come across to learn and teaching this.

Well, I had a privilege of designing this extra program, which is just wonderfully interesting and we do have the freedom to explore areas that you can't possibly do In the main-phase program and I think it's just something that makes a lot of sense to myself and the other teachers within the program that expose our students to a variety of different ways of thinking and experiences and challenges. And is something that each of us who teaches it within the program has used it at the certain point of our lives and found to be very beneficial and when you look at consistent research coming back on the importance and the effectiveness of these techniques in terms of stress managemnet in terms of productivity, successful behavior, it seemed unfair to withhold it from the students. We believe very strongly in the capability of this course to help guide students towards the healthy and happy lifestyle and it is a 100% what we are trying to do in this program. It's to lead students to place where they want to be, but in the sustainable manner so they don't burn-our at the age of 25 or they won't have a completely breakdown because their personal and professional life had absolutely no connectivity. Yes, so it's about the teaching these techniques which are just as important as knowing how the stock market works in our opinion.

H: I totally agree.

G: I think we covered everything that I wanted to know.

H: Thank you thank you for very enriching interview.

G: You're very welcome

Additional communication with Ms Gemma Nijdam

The students have to follow these workshops with active participation. They are assigned preparation assignments prior to each session which asks them to read various chapters/articles and apply the learning to themselves. They also need to write a reflection on the last session. The students will also follow 3 hour sessions (lectures, company visits, workshops) related to personal leadership for 6 weeks. The students also need to design their own project that they do in their own time along side this course. It needs to be related to personal leadership e.g. identify something that makes them ineffective and establish a strategy for improving this. This proposal is linked to a 'good practice point' (see attachment) that they should work on within the programme. They then write their own learning outcome for the project in collaboration with their mentor. Students are asked to make a 10 minute presentation at the end of the semester to the honours group and mentors that shows their personal project and learning journey over the last semester. This presentation can be supported by a written assignment, video, blog etc etc, but the students are NOT allowed to use power point presentations - it must be more creative than that!
The student will receive either a pass/fail for this course. To earn a pass, they need to have actively participated in each session, have completed the preparation assignments and to have made a good presentation that clearly demonstrates they have achieved their learning outcome. Attendance and preparation assignments are noted by the course leader, and the presentation is assessed by a minimum of 3 mentors (including their own mentor) and the course leader.

5. Leiden University

Date: 24 November 2014

Interviewer: Henrieta Bevilaqua

Interviewee: Ms. Lucille Brakefield, program coordinator of leiden leadership program

H: Could you please firstly introduce yourself?

L: Yes, well, I am Lucille Brakefield, I coordinate two programs here at the honorous academy, so that's the Leiden leadership program which is the Dutch version of the program and we also have a new, which is international program which started only last year. It's a smaller program but I also have coordinated that. Shall I tell you something about the program?

H: Yes please.

L: The Leiden University program is an honorous program, so it's extra curriculum, so students take it on the top of their regular program.

H: So after master studies.

L: Yes, it's after master studies, it's aimed on master students and so thei're doing the master at the Leiden University and then also take the Leadership course, so it's extra curriculum. And it's 15 credit's course so the Dutch program, the international program is 5 credit points.

H: Why there is such a difference, 15 and 5?

L: Well, that's mainly because the international program doesn't have yet practical assignment element which we have in the Dutch program and that takes up a lot of time, so that's why there is a such a difference. The Dutch program is there for a year, one academic year and international program is only one semester. So maybe it would be the best if I sort of focused more on the Dutch program because is also developed further than the international program because we only started that last year and then the main difference is that the international program does not have the practical assignment.

H: Yes, that would be more interesting to me. So, can you tell me about objectives and aims of this course?

L: Yea, what we're doing at this course, you could say that it has three elements. We start the program with the assessment and students write their self-evaluation and they get a different tests at the beginning of the year, personality test, but also test that look at their natural leadership style and we have a high-potential assessment days, that's something that is actually used at the company, that we do with students and the outcome of that is mainly what companies, what competences companies find important. So with all those tests they write their self-evaluation at the beginning of their learning process that they describe their personality and their strengths and

weaknesses and they also write a personal action-plan, road-map. I'm not sure, whether the English-term for this is.

H: Road map, I checked it on your website.

L: Where they define the things they want to work on during the program. So then after that they have training days, skills training, you could say where they are taught skills as negotiation skills, conflict management, motivation, how to motivate yourself and others, interview techniques, feedback, that sort of things and we also have seminars which are more focused on the theories behind leadership and also we try to have the students to reflect on those theories so, not only listening what the theories are, but also listening what they are for their personal leadership and their own personal development. Main part of the program, which is in the second semester is the practical assignment. They do the assignment in a team and they work on the assignment with one of our partner organizations so we have 24 organizations, private and public organizations and during the practical assignment they really work on the question, on broad question that company has. So there are very direct questions and assignments but students can in the assignment really work on their personal strengths so it's about the team work, but also about the content of the practicals.

H: So, some company provide some task and they need to..

L: Well, it's not really a task, they get broad question. Those are mainly questions that deal with leadership or organizational questions so, we had examples such as. Let me think.. There was a company that wanted students to research how their leadership styles work or also for example gender, look at what the employers at the company looked at gender leadership styles in dealing with gender.

H: So you can say that they were more theoretical questions.

L: Yea, you could say so. They're rather broad questions at the beginning and the team has while talking to the person from the organization, they have to find their research question and work on that. So it is not like internship, because they don't actually work in the company, but they do go there and do a research from within the company you could say and the personal plan they mad in the first semester, the idea is that they can work on those strengths and weaknesses in the practical assignment. So what our program really tends to do is make students aware of their own talents and also recognize what other students have and how they can use those and how they can be the best they can be and , also other students, how can they make their team members the best they can be. And another goal of our program is to teach them societal sensitivity, so that they understand why other companies work in certain way. So it's very much about understanding of why you do the things you do and why you do them in a certain way and also to see why other people do something differently. And understand that.

H: So it's not only about the skills as negotiation, or public talk,

L: No, definitely not. You could even say that skills, negotiation and sort of these are just mentioned are instrument to make you understand the things differently.

H: So also students work on their character in some way.

L: Yes, you could say that and definitely interpersonal skills, so recognizing why you do certain things and you recognize why do others do them differently. You could also call that character.

H: Well I don't know if you know it, we had this theory in school Stephen Covey- 7 habits of highly effective people, we had this theory at our school and I'm just wondering what other theories there are at other schools. Do you use some literature at your course?

L: Yes, we do use literature, but what we're trying to do is let students figure out with themselves, so which style of leadership, which theories of leadership they want to use, so we offer them the very broad overview really of the whole field of leadership at different theories and then we let them find certain ones that appear to them themselves, so it's not that we have one theoretical approach, not at all.

H: And, do you actually have.. is it possible that you would send me the manual that students use? Or what are the guidelines?

L: I will ask it as well, because we do have a sort of, we do have a handout of the seminar where we give that leadership theory, but I will have to get informed if I can send it to you as well.

H: Yes, to have an idea what is it.

L: Yea, but you could say, I will check. I understand that it would be good for you to see this but it is very broad overview of the whole field of leadership and the different disciplinary approaches and we try to offer a short, but broad overview and then students get to pick a certain items they want to focus on themselves.

H: Okay, yes, I think is better to have more than just one stream. So how long is this program at the Leiden University? This is a 4th year. So we're halfway through the fourth year.

H: And how is it going? Did you change something?

L: Yes, we do make the adjustments every year because it's quite an experimental approach, especially for this university because it's more practical than other programs within this university so we have changed some things, we've evaluated it every year and mad a changes on the basis of that. They're mainly organizational changes but also in the first couple of years the distinction between skills training and a practical assignment was larger than now so it was, it felt that it was a really two folds of program and now we try to integrate the two parts of the program explicitly. So what we try to do, we guide students more through their trainings and also guide them through the practical assignments so they actually use the trainings in the practical assignments and experiment with the things they learned there during that semester at the company.

H: You said that you already evaluated it, so, how were the outcomes of the course?

L: They're quite good. We're quite happy with the evaluations actually. Yes, generally we score 4.3 out of 5 for the judgment, so what they think of the program overall and then we evaluate the two parts of the program separately. Some were evaluated higher than others, but that's something we're working on these seminars, which were worse evaluates than the previous couple of years, so that's why we changed those a bit.

H: Can you give me maybe some example? What did you change?

L: Well, for example we changed the frequency, so there's more seminars now, we also changed the types of speakers, we used to have, you could say maybe leaders, so people who were actually in the leadership role mainly talking about their experiences, we still have those people in the seminars but we now also invite academic speakers or people who know the more about the theoretical background of the leadership from the more disciplinary perspective and then the combination between the theoretical speaker and practical speaker is quite interesting and then we ask students to reflect on that each seminar and we also. We changed the seminars again this year so we still have the same speakers, some of the same speakers but what we now do is that we have more time to guide students through the reflection part so we used to do that at the end of the seminar we asked a couple of questions, but we realized that the reflection is quite difficult for students, reflecting at them at least. So now we want to do that more explicitly and let them work in groups during the seminars as well to discuss what they heard and what the implications there are and also discuss it with the entire group.

H: So you think it's more effective to discuss self-evaluation not for example in the whole class but in these small groups of students.

L: Well, this is, the self-evaluation that they do is ..

H: Outside the class?

L: Yes, outside the class, they do that themselves, also each team of students has a teacher-coach – someone from the faculty coaches the team and they discuss their evaluation with their coach but that is something that they don't have to discuss at the seminars. Of course, yes they don't even discuss it within their teams, most students do, but it is not obligatory. If you want to keep your test results private, it's fine of course.

H: Could you tell me something about the passing requirements for this course? What are they?

L: Yes, it's 15 credits and what we ask students to do , it's the personal self-reflection and the road-map they do at the beginning of semester and the end of the program we ask them to write two reflection reports, One about the skills training and what they did with the personal roadmap and how far they went with their experiment and developing their skills of trying things out and one reflection report they wrote about the practical assignment so they have to reflect on the teamwork, how they work with the other people but also what they saw in the company and how that influence the assignment. If they pass both of these courses, they get a certificate.

H: Is it pass/fail?

L: No, it's a 1 to 10 grade for both and then the end mark for the whole program is the average of these two reflections. And then if that is higher than 6, they get a certificate and the end and also the grade comes on their master diplomas on their extra curriculum grades.

H: And what is actually evaluated in these assignments? Is it, how far did they go, with their road map or..

L: What we really want to see in the report is the growth they had during this year, so how they developed themselves? And for some people, making a little step is a lot more difficult than for other people, but it's also something what we try to, well, not grade but try to get out of that report,

so it's really up to them how much they've done. So that's quite a weird way of grading people, but they have to sort of show us what they've done over the year and how they developed in that report.

H: How much effort did they put into it..

H: Yes.

L: Okay, is there some number of hours that it covers? As it's 15 credits, each credit is 28 hours but that also include writing their reports and the meetings they have with their coaches, so that's is all inclusive, but we have 420 hours for the whole program, per a student.

H: Do you have maybe some personal opinion how could it go better? What could be done?

L: Well,

H: Because you're coordinator and you're not a teacher.

L: Yes, I only coordinate it, yes so the whole leadership theories I know something about them of course, but I don't actually teach the course and in my opinion we are doing quite well with that program, but I do think that we, I do believe that we should just keep developing it but what I also think what we should do and we are working on is kind of being more explicit about, maybe not our leadership style, because actually our program tells students tells them to choose their own leadership style and they're absolutely free to find the one which suits them to their personality, but we do kind of believe that in leadership it is really important to understand other people and be able to be .. to not only motivate, but also to give people the room or the requirements they need to grow so

H: So this interdependence?

L: Yea.

H: So not only focus on themselves but, taking others to consideration.

L: Yes, so make sure that others can be the best they can be basically and challenge others to do this extra step so I believe that is something that we need to make more explicit in our program and also maybe we should be more explicit in the fact that we don't believe in one leadership style, but that everyone can find their own leadership style.

H: So they're not only developing themselves as an employees or leaders of part of organization, but also as a person.

L: Yes.

H: So I can put it this way.

L: It is not something we aim to, but that is something that happens. I think it's because, it's also what I hear from other students, I mean it's not up to us to make, to let someone develop their personality, I mean it's lot bigger thing and, but by just giving students the insight into themselves I think they do gain a lot. So just by understanding yourself, why it is that you do certain things in certain way.

H: Yes, in all the theories it's the first step of getting better. Self-reflectionand these things.

L: And do you think that it is maybe the way to be socially responsible, if everybody had this personal leadership and worked first on themselves and try to lead others in companies.

H: Yes, like I mean whether it would be good generally for the society of everybody would started to work on himself and then was leading the companies and things like that. Is justhypothetical question.

L: Yes, I do believe that, but it is my personal opinion. I think it would be good for everyone.

H: Okay, do you want to mention something else?

L: I don't know, have we already covered all your questions?

H: Let me see..Oh, how many students. We have 89 students this year in the Dutch program and in the international program, is smaller, we have 25 students. And the course is also running right now.

L: Yes,

H: So it is in half.

L: Yes, we're halfway there.

H: Because as you could read, I am also trying to get the questionnaires from the students from different universities, oh yes, yes. I don't know whether it would be feasible here, when they're in the half of this course.

L: Well, unfortunately, there is this thing that we're already doing that, well, someone else is researching this program, so our students had already quite a lot of questionnaires and are getting more halfway through and at the end of the program and I think, I mean otherwise we would gladly cooperate, but this year is quite difficult, because they're already being observed.

H: Could you tell me who is observing them?

L: Well it is a researcher also from Leiden University, but the independent one, so it's not someone from the honorous academy, she's doing research into effectiveness of our approach.

H: Of Leiden Approach? So it's not only focusing on personal leadership.

L: Yes, it's broader than that, it aims to see what we, what the value of this course is for students.

H: But at this course?

L: Yes, it is focusing on Leiden Leadership program.

H: Okay.

L: Something else I should mention? I don't know if you've already read that somewhere, but this is an honour program, so it's aimed at students who want some more, challenged.

H: But is it, are they young people or is it for older students.

L: No, is for master students so you could say they're about 22-24, we have a couple of older students who started to study later, but I think that the average age is 23 I guess in our program. Yes, so it is extra curriculum, so it is not a part of their regular education you could say.

H: Okay, thank you. Let me see. Is it interactive in some way? Yes..

L: Well the trainings are very much interactive, during the training days we let the students experiment with their skills so they have short experiments during the day. So the training is very interactive, the assignment of course. It is also very independent so the team does the whole assignment, we of course guide them through that, but they of course make their own appointments, they do everything by themselves basically. And the seminars are quite interactive as well, although sometimes it is more lecture style.

H: And what do you think? How does this course affect participants the most? Are they becoming more effective or? In professional life, it guides them what they really want or?

L: I think that the most effective is that they gain insights into themselves and I think, how they use that it differs, so some people might get the better view on what they want to do after they finish the master, other people might gain insight into their personal life, I think it differs per student, what really they gain, but I think in fact they know themselves bit better it is the most effective goal.

H: So you already had some evaluations and I was also thinking this researcher, you think it would be possible to contact her?

L: Yes I think so, but that's also something I would have to check for you, but I think it would be possible, but she has only just started her research, so I don't know whether she has any data or anything. Yes, but as you said, she already collected some questionnaires, so maybe I would ask her to share some conclusions with me. Whether the participants found it…Like the questions I would ask them normally.

H: I can send you the questionnaire I am giving to students.

L: Yes, maybe you can send it to me and I can have a look into that. I could send it, or to share it with students that have finished our program, I could share it with them, but maybe you could first send it to me?

H: I will send it to you first and you can see for yourself. If only 5 students would fill it in, it would already be already good for me.

L: Thank you for coming, I hope that you got a better ideas of what are we doing here?

H: Yes, you have me a lot of ideas on how it actually can be better. Well, if I make this interview with everyone, every school has some different approach and I believe that I can take the best from all of them and in my recommendation part I want to do some proposals for how can It be actually done. So it was really helpful. So thank you very much.

L: Well good luck and thank you.

6.   Utrecht University of Applied Sciences

Off record interview

Interviewer: Henrieta Bevilaqua

Interviewee: teacher and course creator (mentioned as C in the previous text)

The Utrecht University of Applied Sciences offers this course to the first year students of business administration. This course is mandatory for them. The aim of this course is to prepare effective professionals. Utrecht university also works with the Steven Covey's book – 7 habits of highly effective people. Students have lectures and in-class trainings. During the one hour long lecture they discuss the theory of first three habits which are – 'proactivity', 'begin with the end in mind' and 'put first things first'. Students get individual homework connected to one of the habits which they have on weekly basis. Lecture is followed by trainings where are students divided into groups and they shall discuss their experience with home assignment. They discuss their development, experiences and progress. Some of the students are able to reflect and acquire the theory better, so some see more possibilities of applying the habit. Because the progress is so individual, they work together so they can help and inspire each other. UUof AS interconnects the programs within school in a way that 3rd year students with charismatic leadership minor attends trainings of 1st year business administration students and they lead the students' group. This training lasts for hour and half and it

It is a second year that the personal leadership course is at the Utrecht University of Applied Sciences and on the basis of the evaluations from the first year was the course changed. School management decided to incorporate more interaction into the course by introducing the group sessions. School has a future ambition to incorporate this course into more studies. On the basis of the second year evaluation will be decided if this course will have also commercial economics and business economics students.

Utrecht University of Applied Sciences guides students to practice their self-development through the exercises containing activities also outside the school. They need to exercise networking within the society of their choice. They are also required to get in touch with a company to interview somebody from the company and to introduce a one assignment for the students of the Utrecht University of applied sciences. (It can be any company with appropriate assignment for the

students of Utrecht U of AS). This way students practice also networking skills and can directly apply 7 habits of effective people.

At the end of this course students need to hand in 5 assignments. 1st one is description of the business environment, student's future aspirations, his personal and career development through reflections on 7 habits. In 2nd assignment student describes his experience with networking through the reflections on his development. 3rd evaluated assignment is about the students touch with a company of his choice about which he needs to give an elevator pitch. Another two assignments are self-reflection documents. After passing this personal leadership course students obtain 5 credits. Students are expected to understand the professional business environment and they should be able to know themselves, to express themselves as well as to talk about themselves.

Teacher also shared some conclusions from the questionnaires. 1st year evaluation was generally positive. Students found a lot of repetition in the assignments, so the amount of required was reduced. This school offered a very interesting insight into the attitudes of students towards the personal leadership. It observed that male students are more reluctant to the personal leadership whereas girls are better in self-reflection and more open to change. This course comprehends 7 hours of lectures; 10,5 hours of group training; 3,5 hours of feedback; 5 hours of networking content and 5 hours of company-assignment related content

B. Results from questionnaire

Questionnaire

<div style="border:1px solid">

Personal Leadership at higher education institutions in the Netherlands

What are the perceptions of participants?

Personal Leadership is a course focused on personal and professional development. Different versions of this course are offered through higher education institutions in the Netherlands.

The objective of this questionnaire is to find out the attitude of participants of personal leadership courses towards this subject and on the basis of the findings to compare these courses. Results of this questionnaire will be used for the purposes of bachelor thesis of Henrieta Bevilaqua. For any further information please feel free to contact henrieta.bevilaqua@gmail.com .

Please indicate your answer by **ticking the box** ☒
and **if asked** by **writing down** your answer

1. Indicate a year of your studies
   (If you are not student, please tick 'I am not a student' and please continue with filling the questionnaire)

   Bachelor – 1st year   ☐

   Bachelor – 2nd year   ☐

   Bachelor – 3rd year   ☐

   Bachelor – 4th year   ☐

   Master 1st year   ☐

   Master 2nd year   ☐

   Additional program to Master Studies ☐

    Phd   ☐

   I am not a student ☐

</div>

2. Indicate type of higher education where you attended (attend) personal leadership course.

University of Applied Sciences (Hogeschool) ☐
University   ☐
Business school   ☐
Other   (Please write down)   ☐

_____

3. Indicate your area of studies OR area of your profession.
Humanities
    Literature   ☐
    Philosophy   ☐
Social sciences
    Cultural and Ethnic studies ☐
    Political Science   ☐
    Psychology   ☐
    Sociology   ☐
    European Studies   ☐
    Economy   ☐
Natural sciences (Biology, Chemistry, Physics…)   ☐
Formal sciences (Mathematics, Computer sciences, Statistics) ☐
    Business/Management   ☐
    Leadership   ☐
    Media/Journalism   ☐
    Communication   ☐
    Law   ☐
    Administration   ☐
    Social work   ☐
Other (Please write down)   ☐

4. Type of Personal Leadership course you take

    Compulsory (I had to take it in order to pass my studies) ☐

    Facultative (I could choose it as a minor or elective and I had credits for it) ☐

    Voluntary (I chose it even though I do not need credits or I paid for this course) ☐

5. What literature was used in Personal Leadership course you took?
    (In case you used more books, please only write down their titles)

    Literature/Study material created by higher education institution that provided the
    course   ☐
    S. Covey – 7 Habits of Highly Effective People   ☐
    C. Cashman – Leadership from the Inside Out   ☐
    B. Schaetti, S. Ramsey, G. Watanabe – Personal Leadership: Making a World
    Difference: A Methodology of Two Principles and Six Practices ☐
    No literature   ☐
    Other (Please write down)   ☐

    _____

6. How many (in-class) hours did this course take?
    How many hours of presence required this course?

    Less than 5 ☐
     6-10   ☐
    11-20   ☐
    21-30   ☐
    31-40   ☐
     41 or more ☐

7. How many classes did you attend?

    Less than 10% ☐
    10-30%   ☐
    30-60%   ☐
    60-80%   ☐
    80% or more   ☐

8. Are you interested in personal development?

Very much ☐
A little bit ☐
Rather not ☐
I really do not like this kind of subjects ☐
I do not have an opinion on this matter ☐

9. Did this course inspire you to have an interest in this area?

Yes, it raised my interest

No, I have the same interest as I had

It discouraged me from being interested in personal development

10. On the range 1-5 (1 is the least and 5 is the most) Indicate the following:

	1	2	3	4	5
11. I voluntarily interacted	☐	☐	☐	☐	☐
12. I liked the course	☐	☐	☐	☐	☐
13. I studied as requested	☐	☐	☐	☐	☐
14. It was beneficial for me	☐	☐	☐	☐	☐
15. I remember what I learned	☐	☐	☐	☐	☐
16. I am using what I learned	☐	☐	☐	☐	☐

11. If you found something beneficial in this course, in which area was it?

Personal ☐

_____

_____

_____

Professional ☐

_____

_____

_____

Other ☐

_____

_____

_____

12. Would you recommend this course to someone else?

Yes ☐

No ☐

13. What would you change about the Personal Leadership Course you took?

_____

_____

_____

14. Do you have any comments?

_____

Results

This questionnaire filled 52 students from 2 universities – from The Hague University of Applied Aciences and Hanze Hogeschool.

1. Indicate a year of your studies
   Bachelor 3rd year -67,3%
   Bachelor 4th year -32,7%

2. Indicate type of higher education where you attended (attend) personal leadership course. 100% University of Applied Science

3. Indicate area of your studies
   European Studies – 53%
   Business/Management - 28,8%
   Political Sciences - 7,7%
   Communication – 5,78%
   Law – 4,72 %

4. Indicate the type of course you took.
   Facultative (I could choose it as a minor or elective and I had credits for it)
   -    65,34%
   Compulsory (I had to take it in order to pass my studies)
   -    34,56%

5. What literature was used in Personal Leadership course you took?
   (In case you used more books, please only write down their titles)
   -    S. Covey – 7 Habits of Highly Effective People - 63,46%
   -    S. Covey – 7 Habits of Highly Effective Pople + student manual 11,53%
   -    S. Covey – 7 Habits of Highly Effective People + student manual + YouTube
        videos- 1,93%
   -    Student manual obtained from teacher – 7,69%
   -    Strenght Finder 2.0 Tom Ruth - 15,39%

6. How many (in-class) hours did this course take?
   Less than 5 – 5,78%
   5-10hours – 9,61%
   10-20 hours - 53,84% ???
   20-30 hours – 30,77% ???

NOTE: Question 6 is posed incorrectly. Students could in theory choose two options if their course were exactly five, ten or twenty hours. Therefore it is not possible to indicate the real results. This question is not taken into the account also from other reason: students clearly did not know how many classes their course covered, since students of only two courses joined and from the results it seems that there were four different courses according to the length.

Students were responding also not right when indicating the literature: 7,69% stated that they were using only student manual whereas at both courses there was a literature being used.

7.   How many percent of classes did you attend?
Less than 10% -1,92%
30-60% -11,53%
60-80% - 23,09%
80-100% -63,46%

8.   Are you interested in personal development?
Very much – 36,4%
A Little bit – 28,8%
Rather not – 23,1%
I really do not like this kind of subjects - 3,9%
No opinion – 9,6%

9.   Did this course inspire you to have an interest in this area?

Yes, it raised my interest – 53,84%
No, I have the same interest as I had - 36,55%
It discouraged me from being interested in personal development – 1,92%
No opinion – 7,69%

10.   On the range 1-5 (1 is the least and 5 is the most) Indicate the following:
I voluntarily interacted
I liked the course
I studied as requested
I remember what I learned
I am using what I learned

11. If you found at least something beneficial in this course, in which area was it?
Personal - 84,32%
Professional - 38,45%
Other – 7,69%

Personal Ticked 84,32%	Professional 38,45%	Other 7,68 %
● I have become more confident, I realized that I need to be proactive in my life and that I can create any life I want. I also realized that my mind is the most important thing I have and that everything is about my attitude	● I am organizing my life about my values. I realized what career I want to have and I am focusing on that. Thanks to my proactive attitude I am not afraid of undertaking necessary steps to reach my goals.	● Spiritual- I have become more content with myself and I like to spend time only with myself, exploring my mind what brings me piece

and my mind-set. This course changed my life. Thanks to it I am wortking on life I want, not life society tells me to have.

● developing personality, fight with inner struggles
set priorities, do a diary

● I learned how to see my life in a positive and proactive way

● Realization that I can change my attitude towards certain matters such as proactivity and time-management, I'm trying to put first things first
emphatic listening

● how to engage in difficult conversations

● The way I perceive myself and now I know which steps to take to change what I wanted to change

●Paradigm shift

● Helped me to improve a habit (not to procrastinate) and be aware of my choices in life

● It helped me to think about my personality and character

● This course managed to single-out my inner struggle problems so that I can counter them more effectively

● How to deal with my weaknesses through the diary and how to think positively and be pro-active

● It helped me to deal with certain circumstances and to perceive it from different perceptions

● I am really trying to place more importance on my relationships with family and friends because this isnt really urgent but very important

● I realize that you can always decide what you do or how you react (being proactive)

● Clarify my own bacground and

● Better image of the person
● habits of the book are applicable on professional life
●How to act more proactive in a professional environment
●Emphatic listening
●Knowing what you want to do
●How to deal with my weaknesses through the diary and how to think positively and be pro-active

●I learned that emotions are not always appreciated and that I need to protect myself in certain situations and be less open
●I know what is important for me now
●I found out that I can adjust my mood and my reaction to everything and that I am the responsible for my behavior
●Proactivity
●I focus on what's important proactivity
●I am more confident and self-conscious
● I started to look at things differently, to see them from different perspectives and now when I realize points of view of other people I also realize my behavior better and I am more concerned of my actions

● I am proactive and more focused on what I really want

---

and many fruitful ideas.
●broadens the points of view
●I need a good trust basis in order to open up and share my feelings. Talking about emotions is the hardest for me

Being a little more self disciplined
Organizing and scheduling things right

I am more confident and self-conscious

defne what made me who I am today. Writing this down was a good step for me ● Being a little more self disciplined Organizing and scheduling things right ● It made me realize what everything can I get with the right attitude ● I found out that I can adjust my mood and my reaction to everything and that I am the responsible for my behavior ● I found out many things about myself that I never realized before (how do I behave in certain situations and what are my weak points) ● I realized what my goals are and that I need to work on them put first things first ● I learned to look on myself. To step back, realize the situation and thinking of how to change it, not just go with the flow ● Universal principles ● I started to look at things differently, to see them from different perspectives and now when I realize points of view of other people I also realize my behavior better and I am more concerned of my actions ● It made me think of myself and what I really want ● Im organizing my life around my goals. I am more proactive and determined to be and to perform better ● I reflect on myself, realize my strenghts and weaknesses and I work on myself more ● Now I know that my life is a product of my choices		

● I can communicate better with myself and with the others ● Proactivity, self awarness and response-ability (I am the one who decides on my life and my feelings) ● Importance of prioritizing		90

12. Would you recommend this course to someone else?
    Yes -71%
    No – 29%

13. What would you change about personal leadership course you took?

    ●It could be longer and it could include more in-class activities or training. Exercises were only on basis, try home- reffer results in final evaluation. It could be mroe continuing process where students would be able to reflect on themselves more often. This would however require much more time than one a half hour every six weeks.

    ● Go more in depth of the subject of personal developing.

    ●More content

    ●the way of taking look into the leadership in general, more participations for students, they didnt have a lot...more interactions cause thats what it shoud be about. more inspirational teacher, smaller groups

    ●focus on 7 habits

    ●I would change the exercises we did in class. Not everyone was comfortable with them

    ●It could have lasted more than 6 weeks

    ●Not much, I like the format of the class

    ●Most of it- less personal stuff, we don't need a psychology class. Personal tales with the teacher could be more useful.

    ●Less vagueness, more exercises and general more relevance
    the teachers

    ●The course was a bit repetitive . Maybe we could have read the entire book. Working in small groups might help people to interact ot participate

●Make the course more interactive and be able to get to know my classmates and a teacher better. This way we could have grown more personally and known that each member of the class was also going through learning journey

●More info- there was a lot of repetition during the classes. Also maybe a little more stimulations to actually make the diary instead of making it up the day before the deadline

●I would reduce the work load and remove the creative writing element

●The amount of of work required to do and the excessove amount of diary entries which we were obliged to do

●Could be longer.. I don't believe that many people will remember it..

smaller groups, more discussion and interaction

●More exercises, maybe videos, different things than just sitting there asnd listening to teacher

●There could be more exercises, different activities, more interaction

●It should have been earlier. It could help us already in the first year

spiritual part of the course is useless. This is university and averybody has a different life philosophy

it could have been more intensive and little more interaction

●Keep personal things home. It should be more professional

●It must be longer than 6 weeks to make a difference

●It could be more structured and organized..

●It could be longer and earlier- maybe in the first year

14. Do you have any comments?

●After this course I realized that self-development is the most essential thing in the world and it is the thing that humanity needs the most. If everyone start to work on himself, on his values in accordance with universal principles (shared by every culture and religion as honesty, goodwill or kindness) there would be no wars, no crisis and nothing that comes from bad or simply wrong intentions and creates further suffering. World need good leaders, but before anyone will start to lead someone, he should be able to lead himself. In other words, be the change you want to see in the world.

●It is really dependent on the teacher whether or not you like the course. I really liked my teacher.

●I would suggest that students should only chose this course when they are actually interested in personal development.. This is the only way to benefit from it participants have to be at a point in their life where they want to look at this. Personal leadership will not work if it is forced onto someone.

●This year's class (By Ms Krijtenburg) was a lot better than the 2nd year's class

●Overall I liked it

C. Transcript of focus group

Date: 19. 11. 2014

Focus group – composed from six students of the Hague University (one is exchange student), conducted one month after the completion of personal leadership course.

H: Ok guys, could you tell me something about personal leadership course that you attended? What was it about and what did you learn from that ?

Student 6: For me, what I learned from it was that I really want to make the most use of each day because we were supposed to write the diary for each day. I realized that more than I did before and I felt bad after every day when I did not do anything and I felt really good when I worked for school whole day for example or also when I had just day with my friends, when I had a productive day ..

H: Do you keep doing that? Or it was just a course and it's finished.

Student 6: Well I don't write it down anymore but I think about it at the end of the day.

H: So you took something for the rest of your life with you?

Student 6: Yea, yea, I think so, definitely. Lot of people were skeptical but I don't know… I think that I learn more than I expected in a first place. I also for example realized that the job I do for a once in a life does not really give me that fulfillment that I really wanted.

H: So it made you realize that you should do what you like?

Student 6: Yea, like I already knew that I needed to do what I like but I figured that I like what I do as a job I guess but it does not really give me what I want.

H: What do you think were the negatives of this course? Or what could be done better?

Student 6: I think that there was a lack of structure in the course and that there was a lot of repetition. Kinda we were told the same stories each week. Except from the Covey book. I think the Covey's book is interesting but it is not all there is and I think, focus mainly on that book. I am not quite sure whether this is the way how to do that and also next to that, it would be better to do it on a longer stretch. So maybe as a course that would be in the first year and just keep on doing it. Maybe not as much writing..

H: So what structure would you put in it? Do you think that some exercises, in-class trainings..

Student 6: Yea exactly, I think that…it was just a lot of repetition. We were told the same story about the guy who discovered freedom. Yea, I think that if you put a more structure in it and you put more of a clear, what the goals are. Instead of just..let's see what you experienced.. Like set goals and then really try to..

H: So you think that it could be more interactive and not just in a way that teacher explains something and people are just sitting there.

Student 6: Well teacher should explain something but eventually is a course about you learning more about yourself and the only person who can do that is you, not the teacher so I think eventually you need… I think that lot of people did not have to do much in order to pass the course..

H: Yea it's difficult to set some criteria..

Student 6: Yea, exactly

Student 6: I mean, it's for yourself so I mean, yea just do more writing, more. Have people make mind-maps, or stuff, maybe poster or something. Now everyone was like: I don't wanna share this, I don't wanna share that, it's personal. I mean, I get that, there's always something that people can or share. For example have them talk about one of the biggest achievements of their lives and then other people in the class can see for example what values this person have and also to help him improve.

H: Yes, if it's open, more transparent,

Student 6: Yea, I think it could be more open, more transparent, I mean you're there to learn more about yourself and other students who are at the same age, who have the same position as you are have different view that might be interesting to you as well.

H: Do you think that..if you had better relation with teacher, would it help somehow?

Student 6: No..

H: That she would lead you or coach you,

Student 6: I think that you can do it with the person you don't really know in front of the class as long as he/she is good at it and know what is talking about… I just think, people did not want to share and I mean, what's wrong with sharing certain stories that for example show that, I don't know, you are very social person, when other people did not really see you as social person. And they can see: Hey, I didn't really figured that you would be such a social guy or that someone cares about the environment that much and…he say hey, I did not really think of it as well, now that you mention it, yea I do and that helps you forward.

H: Yea, I think that it could be more open. And another thing, Just went away from my mind. Let me see

Student 6: I think it can be very useful course. Especially..maybe not that much at the university as on high school and. I don't know, people who are not sure what they want to do in their lives, Especially in Holland, you have to pick a certain study you wanted to study and I mean, how often happen that you end up study the wrong study. Like I know…at least all of my friends ended up studying one program and quit after half a year, after a year, after two years because they figured out that law was not that class and I think that if they have studied more their personal beliefs and values, that they would make a better choices as a person.

H: Last question for you before we get to others, why do you think that there are so different views from students. Some students are really skeptical about it and some are really open to it. You think that it has something to do with, I don't know some emotional maturity or whether they are willing to share things or.. Like is this course supposed to be for everyone or it is just …

Student 6: I'm not sure, I think that it could be for everyone, but yea. I think that it has to do with certain sense of maturity. The willingness to..

H: To learn maybe?

Student 6: Yea, to learn, but also willingness to participate in certain manner. I mean, obviously if you get questions you can get funny answer to, there is always going to be someone who is going to be funny by giving dumb answers you know or..Yea it's like lot of other courses. People are here not to just waste their time and have a good feeling . Your're here for yourself and those who don't wanna participate should probably be kicked out really quickly.

H: Haha, Yes, because I was also thinking whether it should be only for people who wanna do it or for people who really wanna do it or everybody should do it. I don't know..

Student 6: I mean. It's hard because it does kinda involve maturity to properly participate.

H: So you think that for you it was good generally.

Student 6: Yea like I said I learned more from it that I expected in the first place.

H: And except of this proactivity that you do more things and you realize a value of things, is there something else that it gives you?

Student 6: Yea, for example you know that feeling when you feel like I don't wanna study or I don't wanna, I wish I had a lot of money and wouldn't have to do anything anymore. It's not about that. Sometimes is just reminders of things that I really want. Yes, I think that I just sometimes need a reminder. I had a one couple of years ago and I think I had another one.

H: So it was a reminder for you

Student 6: Yea, like I said, you keep on thinking about things that you wanted to. I really wanted to improve my initiative taking skills. Like, I'm pretty easy-going guy. When someone ask me to do that I do that and if someone ask me to do that I do that. But its never really that I do things right away. Yea I go with the flow a lot and I don't really take the initiative. I really try to work on that and because of doing so I figured out that I can also be a pretty lazy every once a while and I try to change that so.. should be good.

Student 6: After high-school I turned study economics because I though economics would be interesting. I was pretty interested in economics on high school so I started studying that at university and it turned out to be completely what I didn't like and it was also because of I was always myself seeing as a big CEO in a big company and I was like yea, that's going to be me. I was studying economics for a half year, I dropped out after a half year and I started thinking, I did a lot of self-thinking I did a lot of self-exploration and I figured out that it's not who I really was.

H: And this I think that is an image from a society. Like ooh, a CEO is a really good thing so many people wanna do it.

Student 6: Yes, exactly, you know especially with a social media. When you look at facebook- this person is in this country and this person is in that country and a friend of mine, that I have him on facebook he's working for a United Nations in New York and I see him at photos ..and I'm like wow , I need to be that guy. Everyone needs to realize that everyone has their own goals and their own. It does not really matter what others people do as long as you are yourself.

H: As long as it makes you happy.

Student 6: Yea, exactly, After I quit economics I realized that I should look into what I really wanna do and what I really find interesting. Yea, what is interesting? That could be in the course as well.. what is the thing that you like to read about, because lot of people don't like the course books and stuff. What are the kind of things that you like to read about. You know, when you read in the news that.. Have people bring the news article in the class and to see what topic is or what it is that they might be interested in. I think that lot of people pick their educational choices because they think: yea I will become a dentist and I will have a lot of money and I will have a lot of spare time to do other things that I like. And im like: yea why don't you just do the things that you like as a job.

H: That's right

Student 6: Then I have time to painting, yea, why don't you just become a painter? Or do something like that.

H: Actually, money is your time and not your happiness in this case and you gonna spend it all this time on money

Student 6: Yea people think, if I just work really hard, I have lot of money and then I can do cool stuff, I have security and yea..

H: And then you end up rich and unhappy

Student 6: And then everyday you end up unhappy because you're a dentist and you hate teeth and you hate people's mouth and breath

H: Haha, Okay, I am quitting it now. Thank you, thank you so much

H: So now, I can talk to you guy, it's supernice that you came, you don't know how much I appreciate that you are here. So I already put the record on.. so yes, thank you very much that you're here doing this for me.

H: So, could you tell me how do you perceive this course? How would you describe this course to someone else? Whoever wants to start.

Student 1: Okay well, I think this course..the purpose of this course is good because it tries to help you to become more productive, actually more effective, because we use covey's book, I really liked that but then on the another hand, because it's so forced that you have to keep up with diary, it becomes more forced so it's for me personally it made it less good because I ended up doing it

for the teacher and not for myself so that's yea, that was something. Yea, how would I explain it to someone else.. It's a course where you can focus on you know, making yourself a better person basically. But you have to put a lot of effort in it to really do it because you can really do it for six weeks and after that it can just be over. So yea..

H: You have something to add?

Student 3: I think it's also important that you are forced because sometimes you just don't do it. You think: it will just happen maybe tomorrow or the week afterwards and then you completely forget it and then the course is over and you do it everything on the last day. But it's also useful and also different than all our other courses. It really focuses on you, your personal development and it was interesting.

Student 2: Yea,I guess im kinda going on with that I think it's kinda good that it was forced to because I know I wouldn't be able to make myself to do the journal every single day about improving one quality of yourself and I think that was really useful because than it actually was something in my mind. I was going with my daily life and I also had that in the back of my mind like, oh am I improving?

H: So on another hand you say that it shouldn't be forced and on the other hand – how would you do the things if you would do this things just by yourself?

H: How to make it in a way that kids would like to do it and it wouldn't be forced. Do you think that teacher should put more effort to make it interesting or? How to get attention of people..

Student 4: Yea, if we started with it at the earlier stage than last year.

Student 1: yea, I agree on that

Student 2: it only starts in your last year?

Student 1: yea

Student 2: oh..

Student 1: This is our last year and now we had this course

Student 2: how stupid.

Student 1: now you know what were you doing last three years, (haha)

Student 3: learn from it (haha)

Student 1: but it's too late for your studies

Student 4: Raise the attention of people at the earlier stage. So people understand that that can be important, because they don't know until they got a course. For example I've never heard of it.

H: Yea, me neither. Personal development it was never, nowhere. So yea.. but even thought it's at this stage, people have generally pretty bad attitude.. so you think that it's because they already grew up in a stage that they just refuse to do these things or they just will never be open to it.

Student 4: I think people can be open to it but again, they should see it more often. Maybe in high-schools because it can be useful for everything you do in your school and your career. Maybe make it a compulsory part of a school earlier.

H (student 5): I totally agree, if I had this course at high school, I think I would be somewhere else now but… lets finish these beautiful European studies. The thing is that in my thesis I cannot really propose that it should be on high-schools, I should keep it at higher education institutions so Im thinking of how could it be delivered better. How to do it feasible at this stage. I went to one school, it was in Groningen and they had this personal leadership in the.. I never saw a class like this, their classroom looked like a living room, they had all these motivation pictures everywhere, like couch and I don't know they could do everything there like creative room and their teacher had the relationship with them. I came there and there were students in this classroom just chilling there and I came there with teacher and they were like ooh, when are we going to dinner

Student 1: Oh wow

H: And I was like, blown up. Does that exist somewhere? So do you think that if you had for example some relationship with teacher, he could become you coach or mentor or something like that ?

Student 4: One thing I think is that the teacher also plays a really big role in this. It should be like inspirational person you know

Student 1: yea

Student 4: No offense but our teacher was not really an inspirational person in a way. Like someone who has more authority and who really know what is he talking about. Who could share some experiences, like some actual.. And I think that students could understand from the beginning that it can really help.

Student 1: Yea, I agree on that

Student 4: Some motivational stories, maybe some lecture at the beginning at the first year.. things like that

Student 1: She was really nice and funny but for this course she might not be the right person … who was that guy that she liked?

Student 4: Schuman

Student 1: oh yea, and she was just busy with being funny. That's how it felt from time to time so that's also, I agree on what you said.

H: Another thing like, in other classes it was more interactive, it wasn't like just teacher and students listening to the teacher. I think it would be… Would you for example be open to some in class training like, sharing experiences, I don't know more activities of different kind.

Student 2: Yea, I think it would've been better that way because we answered her questions but it was never a class discussion and you know I didn't really get to know people in the class that well.

H: Yes, she was always trying to present people right?

Student 2: yes this is this person and this is this person, well I'm not gonna remember it if you just tell me like that

Student 2: It should have been more serious because it's a serious issue. It's not just something that you can joke all the time because then people don't take it seriously..

Student 1: but she was also saying the same things every week like what's the difference between personality and character.

Student 2: Yea the theory she was repeating all the time

Student 1: yea, we heard that from the first week until the last week so it wasn't really something new

H: maybe she was hoping that at least this will people remember

Student 1: well, we do, we remember that.

H: okay for example, what things did you take? You also filled that evaluation for her, could you tell me what did you write there? Like what did you take with you for rest of your life.

Student 1: I did during the course but now, honestly I don't think about it

Student 2: I don't like the feeling that I am forcing myself to think about it. That it really does not come from myself. But, It did make me realize that it's important but I think that we could have take more out of it. Out of the coruse if it was a bit different. As I said, a different teacher, different materials, a bit more stories, some motivational things..I don't know..

Student 1: Yea, but still it's a big contradiction. On one hand it should not be forced but in the other hand, its expected to make...

Student 4: But its also a quite a new concept so it has to be forced because otherwise people don't even think about it. To realize it.

 Student 1: but I think that if you have a really inspirational teacher who motivates you, you don't need that force because then you would be like: Oh my god, I wanna do this, I wanna accomplish this.

Student 4: I wanna be like him..

Student 1: Yea..exactly

H: yea.. that's the crucial thing

Studeny1: And then the creative writing part.. is that also?

H: No… I will just leave this part out

Student 1: Make sure you do that, leave that out

H: The only connection I could find it was.. You need to be focused on your mind and.. all this personal leadership is about..change your attitude, it's about state of mind, that's the only thing I got.. Okay, the teacher should be simply different, it should be an authority

Student 1: yea.. It's not anything personal about her, its just ..she might not be the right person for this course

H: If in this course were some exercises or… would you share your feelings in front of group?

Student 2: Well I have taken other leadership courses back in the states and something that's important to do is.. it sounds stupid but do like ice-breakers and do a little team building challenges and kinda get to know each other before you start to share something personal.. Because a lot of people don't feel comfortable doing that, especially if you meet first time someone.

Student 3: It's the good one actually, to get each other to know better and then to share inner secrets

Student 1: Because like in this class I wouldn't have done it. It was just a bunch of people and most of them I don't know.

Student 2: Maybe do some focus groups.. smaller groups and session of half hour or 45 minutes and then people would maybe open up more

Student 1: I think that would be better and if you would change the groups every time, people would get know each other

Student 4: Then people feel much pressure, if there are less people around you, maybe you would feel less pressure

H: yea.. that's true. And what did you think about the book? Did you even read it?

Student 4: I bought the book but I didn't start

Student 1: Haha, then how did you make the summary?

H: Haha, I was pretty into it so..

Student 1: Yeah I read it, not everything , but a pretty big part of it. I just, I like it on one hand, but I don't like it on the another hand because the way it's written. I don't know..

H: It's really American

Student 1: It's really American yes. I don't know, the way it's written it irritated me because I don't know.. he sounds so wise, so perfect and I'm like.. you're just a man, don't act so cool. That's what I felt when I was reading it. But there were some really good points in the book.

H: Can you give some examples?

Student 1: Oh god, I don't know.. I don't know, I wrote down some quotes, I can send them to you

H: Okay.. what else I wanted to ask you..

Student 4: I also don't think that it works for everyone. Just not everyone wants to change. There is just a certain kind of people who wants to change their personality.

H: And you think its.. Kind of people or people.. You know I read somewhere that it is about your emotional maturity whether they are open to things to this. You think that it should be more like elective that only people could choose to take it? Or it should be for everybody.

Student 1: It was an elective, but I felt like I had to choose it because I already did the other elective and there were three and the other one was in second semester so I kinda had to take it.

Student 4: People just choose it to get easy credits

H: yea I know..

Student 1: Yea, so Im not sure whether it helps

H: It does not really matter.

Student 4: People have to know what their up to. Maybe to make more clear at the beginning what they can expect from the course. That they are really expected to participate.

H: Yes I agree, it should be made clear from the beginning like. What you can actually take from this course. If you don't care, just look what it offers

Student 4: But the teacher should also identify when people are not participating, She should just tell them that when you don't want it, there is no point to be in the class. And only ambitious people would stay and then you can get something out of it.

H: And about the assignments. It was.. well it was relatively easy to pass

Student 1: Yea..

H: So do you think that it could be made some way. As you said it forced me to do something. Could it be done somehow differently to get students more of it? Should it be like more in-class exercises or..

Student 4: I think… I don't know it shouldn't be that important in the class like that. I mean, you do it for yourself. So I don't know what would be a good way to share your progress.

H: Yea, because. This was actually graded but there was this school which has this personal leadership everywhere, incorporated in their vision, they have it like 7 years, they really take it seriously. And they put it also to master program and to make it more credible students had to write essays on different topics. They had to find academic sources, and they had to consider life from different perspectives and you think that it would be good idea? Like they choose topics ..I don't know whether leaders shape the world or something like that

Student 1: yea, it can be more interesting than just summarizing chapters from the book. It is really just from one perspective..

Student 2: Right..I think that it would be really useful to have at least more than one book

Student 1: Because now it was just Covey's way

H: So maybe it should make people to think about it.. Some essays on aspects of life using academic literature

Student 1: Yea

Student 4: I think that the diary was a really good thing. I think if you write it everyday and you really do it consistently, seriously I think that it can be really helpful. As I said.. make it more serious.

H: Because our school also needs to put more academic weight in order to grade it. Okay so what did you like the most about it?

Student 1: That I realized that it is important to work on yourself. Because of course you know that, that you should do that, but that make you really think that you can change you know like being proactive instead of reactive and that's really that, yea I like that, because I never thought of it that way.

Student 4: Yea that first stage, that it makes you realize that you can change it with some book. You have first that realization and you see that its helping you and it should be overall a longer course, more than one term.

Student 1: Yea, six weeks is too short to make it an effective course.

Student 2: Yea that's true

H: Student 3, what did you get from it?

Student 3: I think that I learned the most from his book actually, because that what we focused and aside from that we didn't learn anything. But just like she said, its all about the book and from one perspective. Maybe more books or at least that you can choose.

Student 1: Because if you really don't like the book, this course already sucks. If you really don't like the way Covey is thinking and writing his thought its just not nice.

Student 3: People can feel demotivated

H: And how would you compare it to the previous personal leadership course.

Student 1: you mean the one from the last year?

H: Yes from the last year.. Do you think it had some value?

Student 1: Haha, I really felt that they made up that one course because we missed that one credit in our program. Seriously, it was one credit and we just missed that.. you know it completed our program, that's how it felt, really.

Student 4: There is something called personal leadership, let's give them personal leadership.

Student 1: It didn't make really sense to me.

H: The only point I got… I don't really know what it was about but what I remember was- do what you want in your life

Student 1: Yes, what's your passion, what are your dreams. You know, my passion is maybe travelling, but I cannot travel my entire life without working, or doing something for society or I don't know.. It's too vague to me, because if you follow your dreams it might not be realistic.

H: It made me follow my dreams that I never did before..

Student 1: Yea, but if I wanted to be singer and I can't sing .. its kind of hard

H: Oh my god, there are actually people who want that

Student 1: There are always those people in shows.. like Holland got talent, idols

H: That's the thing.. you should always be able to make a self-reflection, because those people don't have that

Student 1: No, they don't have that, but they also don't have a nice people around themselves, because if I would like to participate in a show like that my parents would tell me don't do that. But with them its all their friends around them: oh, you can sing …

H: Yes, everybody should have a little bit self-reflection

Student 1: yea,

H: You said you took some personal leadership course back in US? Can you tell me what is it about?

Student 2: Yea, we had a leadership concentration, so it's like a minor, so you follow this whole program of leadership courses, but its really different. I was expecting personal leadership course to be an actual leadership course, but it was actually more self-development which is good.

H: So it was just leadership leading someone.

Student 2: Yea, it was also about the theory, so in first class you took different leadership theories and then you get into higher-up classes and you start to work on it. And we had a professor, but he didn't really say something, he was like one of us and we would all come to class and come up with ideas. We came up with came up to ban plastic water bottles on our campus because they are really bad for the environment and so, it was really banned. And then we would sell a re-usable water bottles on the campus, they installed a water bottle refile stations like all over the campus. So it actually did a lot

H: yes, that was actually an idea of Ms Krijtenburg to incorporate personal leadership with something like this, to something beneficial to society like you could show your proactivity or consideration or something.

H: So you agree that this leadership course.. First of all, the teacher was an issue and then the way of doing this classes it should be in groups and simply not just approach a teacher and the whole class, that only she talks and

Student 2: some class discussion

H: some activities and also some external activities, okay we had the journal but maybe also something else. Do you have some other suggestions?

Student 1: Maybe a smaller classes, where people would get to talk

H: yes, she was complaining about this as well, this year she had a big class. I think in every class it works better when its smaller

Student 2: yea, especially during the course like that. You shouldn't be able to sit there and not say anything, your just waste your time there..

H: Okay, thank you guys.

D. Student ethic form

Student Ethics Form

European Studies

Your name: Henrieta Bevilaqua

Supervisor: Marjo van den Haspel

Section 1. Project Outline

(i)   Title of Project:

Personal Leadership at Higher Education Institutions in the Netherlands and Students' Attitudes towards Personal Leadership Courses

(ii) Aims of project:

Aim of the research is to make an overview of personal leadership courses offered at higher education institutions in the Netherlands and to compare them. It seeks to find out what are the attitudes of students toward these courses through collecting questionnaires and discussing this topic with students in focus group. On the basis of found results will be proposed possible improvements in personal leadership education.

(iii)
This project will involve also other people, in particular via

formal interviews – For getting information on theoretical and practical issues of different personal leadership courses are conducted interviews with module managers and teachers of personal leadership courses
group discussion – is organized with students that have just finished personal leadership course and serves to get deeper insights into their opinions on this course.
questionnaires and internet survey – serves to collect a quantitative data about opinions of students from different higher education institutions on personal leadership courses.

PERSONAL INTERVIEWS

(i) What will the participants have to do? (v. brief outline of procedure):

During the interview is interviewee asked to answer questions (that he/she had obtained in advance) providing also required data and information concerning the research (in this case: student manual, required literature, number of classes and number of students) He/she is encouraged to talk informally about his/her opinions and beliefs concerning personal leadership education.

(ii) What sort of people will the participants be and how will they be recruited?

Interviewees are mostly course managers or teachers of personal leadership at various higher education institutions in the Netherlands. They are found via desk research (mostly on websites of higher education institutions) and they are approached via e-mail and telephone. They are informed about the topic and purpose of the research and subsequently they are asked to participate on audio recorded interview. In case they agree, they set a date and they obtain a list of questions (always more than a week in advance). Right before the interview starts they are asked whether they wish their name and name of the institution they represent to be mentioned in final product (thesis).

(iii) What sort stimuli or materials will your participants be exposed to, tick the appropriate boxes and then state what they are in the space below?

Questionnaires[ ]; Pictures[ ]; Sounds [ ]; Words[X]; Other[ ].

FOCUS GROUP

(i) What will the participants have to do? (v. brief outline of procedure):

During focus group are participants asked questions about personal leadership course they took, they are encouraged to discuss it into the details and they are also encouraged to critically think about their opinions and also to think hypothetically about the possible ways of bringing personal leadership education to students. After discussion they are asked to fill in questionnaire.

(ii) What sort of people will the participants be and how will they be recruited?

Participants are students that have just finished personal leadership course they took together. They are recruited via online contact (e-mails and Facebook)

(iii) What sort stimuli or materials will your participants be exposed to, tick the appropriate boxes and then state what they are in the space below?

Questionnaires[ ]; Pictures[ ]; Sounds [ ]; Words[X]; Other[ ].

QUESTIONNAIRES AND INTERNET SURVEY

(i)   What will the participants have to do? (v. brief outline of procedure):

Participants (students that took personal leadership course) are asked to fill in questionnaire that is in printed or online version. Questionnaire consists from closed and open questions.

(ii)   What sort of people will the participants be and how will they be recruited?

Participants are approached in more ways. Students from the same school as researcher are approached personally or online. Student from other higher education institutions are approached indirectly via module managers or personal leadership teachers that are asked to send them questionnaires. In some cases these students are also approached personally.

(iii)   What sort stimuli or materials will your participants be exposed to, tick the appropriate boxes and then state what they are in the space below?
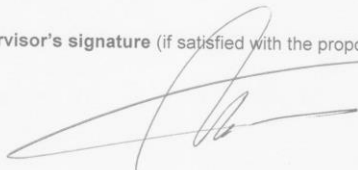
Questionnaires[ ]; Pictures[ ]; Sounds [ ]; Words[X]; Other[ ].

(iv) Consent: Informed consent must be obtained for all participants before they take part in your project. Either verbally or by means of an informed consent form you should state what participants will be doing, drawing attention to anything they could conceivably object to subsequently. You should also state how they can withdraw from the study at any time and the measures you are taking to ensure the confidentiality of data.

(vi) What procedures will you follow in order to guarantee the confidentiality of participants' data?   Personal data (name, addresses etc.) should not be stored in such a way that they can be associated with the participant's data.

Contact details of all the participants as well as mutual correspondence are stored online and on the hard drive- in both cases are secured by password to which has access only researcher.

Student's signature (researcher) : .... date: 18-12-2014

Supervisor's signature (if satisfied with the proposed procedures): .... date: 18-12-2014

E. References

A. (7. November 2014). Personal leadership at business university. (H. Bevilaqua, Interviewer)

Avolio, & Gardner. (2013). Authentic leadership, creativity, and innovation: A multilevel perspective. *Leadership vol. 9 no. 1*, 63-85.

B. (15. December 2014). Personal Leadership at the Stenden University of Appried Sciences. (H. Bevilaqua, Interviewer)

Bass, & Stodgill. (1990). *Handbook of Leadership, Theory, Research and Managerial Applications.* New York: The Free Press.

Bolden, Golsing, Marturano, & Dennison. (2013). *A Review of Leadership Theory and Competency Frameworks.* Exeter UK: University of Exeter; Centre for Leadership Studies. Dostupné na Internete: Business School Exeter.

Botton. (July 2009). *A kinder, gentler philosophy of success*. Retrieved on 15. December 2014 from: TED: http://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success/transcript

Brakefield, L. (24. November 2014). Personal Leadership at the Leiden University. (H. Bevilaqua, Interviewer)

Business Dictionary. (n.d.). *inside-out strategy*. Retrieved on 26. December 2014 from Business Dictionary: http://www.businessdictionary.com/definition/inside-out-strategy.html

C. (16. December 2014). Personal Leadership at the Utrecht University of Applied Sciences. (H. Bevilaqua, Interviewer)

Cavagnaro, E., & Curiel, G. (2012). *The Three Levels of Sustainability.* Sheffield: Greenleaf Publishing Limited.

comindwork. (30. Jun 2014). *Three Levels of Leadership: Personal, Private, Public* . Retrieved on 28. 12 2014. from: Comindwork: http://www.comindwork.com/weekly/2014-06-30/productivity/three-levels-of-leadership-personal-private-public

Covey, S. R. (2013). *7 habits of highly effective people.* New York: Simon & Schuster.

Černe, M., Jaklič, M., & Škerlavaj, M. (2013). Authentic leadership, creativity, and innovation: A multilevel perspective. *Sage Journals, Leadership, vol. 9, no. 1*, 63-85.

D. (17. December 2014). personal leadership at Utrecht University. (H. Bevilaqua, Interviewer)

Duggar, J. W. (2011). The role of integrity in individual and effective corporate leadership. *Journal of Academic and Business Ethics*, 1-7.

Dutch Ministry of Education, Culture and Science. (31. July 2013). *Key Figures 2008-2012*. Retrieved on 23. December 2014 from: Government of the Netherlands: http://www.government.nl/documents-and-publications/reports/2013/07/31/key-figures-2008-2012.html

George, J. M., & Jones, G. R. (2011). *Understanding and Managing Organizational Behavior, Student Value Edition (6th Edition)* . Upper Saddle River, N.J: Prentice Hall.

Gutermuth. (19. March 2014). *How Self-Awareness Can Change Your Personality Over Time*. Retrieved on 15. December 2014 from: Woofound: http://www.woofound.com/blog/posts/how-self-awareness-can-change-your-personality-over-time

Jay, J. K. (n.d.). *What is your personal leadership IQ?* Retrieved on 4. December 2014 from: Joelle K Jay: http://joellekjay.com/author/whats-your-personal-leadership-iq/

Krijtenburg, M. (November 2014). Personal leadership at the Hague University of Applied Sciences. (H. Bevilaqua, Interviewer)

Lagerstedt. (15. August 2014). *Business Strategy: Are You Inside-Out or Outside-In?* Retrieved on 12. December 2014 from: Instead Knowledge: http://knowledge.insead.edu/blog/insead-blog/business-strategy-are-you-inside-out-or-outside-in-3515

Liau, B. (2009). *True Leaders.* Indiana: AuthorHouse.

Manz, C. C. (1986). Self-Leadership: Toward an Expanded Theory of Self-Influence Processes in Organizations. *Academy of Management Review, Vol. 11*, 585-600.

Maxwell, J. (21. December 2009). *To Lead, Start with Yourself*. Retrieved on 23. December 2014 from: Success: http://www.success.com/article/john-maxwell-to-lead-start-with-yourself

Nijdam, G. (12. November 2014). Personal leadership at Hanze University of Applied Sciences. (H. Bevilaqua, Interviewer)

Oxford Dictionaries. (n.d.). *Integrity*. Retrieved on 4. December 2014 from: Oxford Dictionaries:
    http://www.oxforddictionaries.com/it/definizione/inglese/integrity

Oxford Dictionaries. (n.d.). *Leadership*. Retrieved on 2. December 2014 from: Oxford
    Dictionaries:
    http://www.oxforddictionaries.com/us/definition/american_english/leadership

Oxford Dictionary. (n.d.). *Self-control*. Retrieved on 12. December 2014 from: Oxford Dictionary:
    http://www.oxforddictionaries.com/definition/english/self-control

Personal Leadership Experience. (February 2012). *Geev jij al leiding.. aan je eigen leven?*
    Retrieved on 6. December 2014 from: Personal Leadership Experience: http://personal-
    leadership-experience.com/nederlands/geef-jij-al-leiding-aan-je-eigen-leven/

Personal Leadership. (n.d.). *Inner Mastery Outer Impact*. Retrieved on 23. December 2014 from:
    Institute for Personal Leadership: http://www.personalleadership.com/

Pots, W. (2010). *Tot 30% van de leerlingen kiest niet gemotiveerd voor een studie*: Retrieved on
    14. March 2015 from Wajt:
    http://www.wajt.nl/sites/wajt.nl/files/imce/persbericht_ondernemers_0.pdf

Rost, J. C. (1993). *Leadership for 21st century.* Westport: Prager Publishers.

Saylor. (February 2013). *Value-Based Leadership.* Retrieved on 6. December 2014 From: Saylor:
    http://www.saylor.org/site/wp-content/uploads/2013/02/BUS208-3.3.9.1-Values-Based-
    Leadership-FINAL.pdf

Selznick, P. (1984). *Leadership in Administration.* Louisuana: Quid Pro, LLC.

Senge, P., Scharmer, C., Jaworski, J., & Flowers, B. (2004). *Senge, P., C.O. Scharmer, J.
    Jaworski, and B.S. Flowers.* Cambridge: Society for Organizational Learning.

Smith, H. (1994). *What is so effective about Covey?* Retrieved on 12. April 2015 from:
    http://archive.fortune.com/magazines/fortune/fortune_archive/1994/12/12/80049/index.ht
    m

Stenden. (n.d.). *Mission, Vision and Core Values*. Retrieved on 26. December 2014 from: Stenden:
    http://www.stenden.com/en/stenden/corporate/organisation/profile/Pages/Mission,Vissiona
    ndCoreValues.aspx

Strengths Strategy. (n.d.). *Inside Out Approach*. Retrieved on 4. December 2014 from: Strengths
    Strategy: http://www.unlockingstrengths.com/about/inside-out-approach/

Student 1, Student 2, Student 3, Student 4, Student 5, & Student 6. (29. November 2014). Focus
    Group. (H. bevilaqua, Interviewer)

tackan. (n.d.). *personal development*. Retrieved on December 2014 from tackan:
    http://www.tackcan.com/personal-development/

Treviño, L. K., Brown, M., & Hartman, L. P. (2003). A Qualitative Investigation of Perceived
    Executive Ethical Leadership: Perceptions from Inside and Outside the Executive Suite.
    SAGE, 5-37.

tvl. (2013). *Pet peews* Retrieved on 26 April. 2015 from: One piece at a time:
    http://onepieceatatime.info/blog/node?page=6

West-Burnham, J., & Ireson, J. (June 2005). *Leadership development and personal effectiveness.*
    Retrieved from: Digital Education Resource Archive (DERA):
    http://dera.ioe.ac.uk/5952/1/download%3Fid%3D17238%26filename%3Dleadership-
    development-and-personal-effectiveness.pdf

Western Carolina University. (n.d). *What Are the 7 Habits of Highly Effective People?* Retrieved
    on 26 April 2015 from: WCU: http://www.wcu.edu/about-wcu/campus-services-and-
    operations/human-resources-and-payroll/general-hr-resources/training-and-
    development/franklincovey.asp

Wijnhamer, I. (8. December 2014). Cooperation of FranklinCovey Institute with higher education
    institutions in the Netherlands. (H. Bevilaqua, Interviewer)

Wiley. (2011). *From Values to Action: The Four Principles of Values-Based Leadership.* Retrieved
    on 6. December 2014. from: Wiley:
    http://eu.wiley.com/WileyCDA/WileyTitle/productCd-0470881259.html

Yukl, G. (2010). *Leadership in Organizations.* New York: Prentice Hall.