

Research article

UDC 159.923.33

<https://doi.org/10.21702/rpj.2021.3.9>

Developing Psychology Students' Leadership Abilities Through Psychological Counseling

Elena A. Sukneva¹ , Nadezhda I. Chernetskaya² ✉, Elena A. Kedyarova³ , Vera V. Monzhievskaya⁴ ,
Margarita Yu. Uvarova⁵ 

^{1, 2, 3, 4, 5} Irkutsk State University, Irkutsk, Russian Federation

✉ cherna@yandex.ru

Abstract

Introduction. The today's strategy of the education system declaratively aims to train specialists with well-developed leadership abilities. In fact, universities graduate very few such specialist, which is especially relevant for psychological education. Leadership abilities, which form the basis for many professionally important qualities of a psychologist, are minimally developed in many students; traditional university-based training of psychologists does not provide their purposeful development. This empirical study is the first to prove that group psychological counseling may increase the level of leadership abilities of psychology students within a relatively short time. Psychological counseling can be integrated into the educational process. **Methods.** The empirical study involved 50 full-time bachelor-level students studying at the Faculty of Psychology, Irkutsk State University. The research used the following methods: (a) the test method of multi-scale personality inventories; (b) developing, modeling, teaching, and analytical methods of psychological counseling; and (c) methods of nonparametric statistics (Fisher's angular transformation). **Results.** Psychological counseling of psychology students resulted in a substantial increase in the level of leadership abilities, in the levels of communicative and organizational skills associated with leadership, and in the levels of leadership qualities (for example, extraversion, lability, and spontaneity). **Discussion.** Psychological counseling contributes to an increase in the level of future psychologists' leadership skills. Leadership skills are improved both in terms of leadership qualities and communication skills associated with leadership. **Conclusion.** The development of leadership abilities of future psychologists by methods of psychological counseling can and should become a part of their professional training. Group counseling sessions aiming at the development of leadership skills may be implemented within specialized elective courses and disciplines that provide the development of personality and leadership (social psychology, psychological counseling, etc.).

Keywords

leadership, leadership skills, leadership competence, communication skills, organizational skills, psychological counseling, group counseling, developing methods, psychology students, professionally important qualities

Highlights

- Leadership abilities represent a complex psychological phenomenon that includes heterogeneous components – leadership qualities and communication skills associated with leadership.
- Regardless of the stage of training, there is a large proportion of psychology students with a low level of leadership abilities.
- Students need organized psychological counseling, which develops both leadership qualities and communication skills associated with leadership.
- Group psychological counseling of psychology students using multidirectional methods contributes to the successful development of their leadership and communication skills and changes their certain personality traits.

For citation

Sukneva, E. A., Chernetskaya, N. I., Kedyarova, E. A., Monzhievskaya, V. V., & Uvarova, M. Yu. (2021). Developing psychology students' leadership abilities through psychological counseling. *Russian Psychological Journal*, 18(3), 130–144. <https://doi.org/10.21702/rpj.2021.3.9>

Introduction

Many scholars and practitioners examine the problem of the development of leadership abilities among future psychologists, which acquires a special meaning in the context of new trends in education. The today's strategy of the education system declaratively aims to train specialists with well-developed leadership abilities who are ready to take initiative, make decisions, and take responsibility. In fact, universities graduate very few such specialists, which is relevant for all the areas of practice requiring any leadership and social courage.

Moreover, leadership skills are often lacking among helping professionals, even at the level of social stereotypes. Thus, a helping person should be kind, appeasable, and conformable; helping professionals should demonstrate perseverance, lead a person in need, and sometimes even show spiritual strength. Therefore, the development of leadership skills is vital in any helping profession.

Finally, future psychologists are modern specialists who respond to the needs of society and belong to the category of helpers. Leadership abilities are highly desirable and extremely important for them. They are incorporated in their professionally important qualities and create a kind of foundation in it. Without leadership abilities, a psychologist will not be able to manage the process of psychological assistance, manage conflicts; he/she will not be able to defend a point of view of a child or an adult when facing with the administration and authorities. As a result, university-based training of psychologists fails to take into account leadership abilities that represent a key professional psychological competence.

Within the problem of the development of future psychologists' leadership abilities, the content of the concept of 'leadership abilities' requires analysis, because, despite numerous studies on leadership, its criteria, components, and specific manifestations (leadership abilities, leadership qualities, and leadership competence) are considered very differently. Thus, for example, in the context of leadership problems, Shpak (2017) relies precisely on leadership qualities and considers it necessary to develop them, emphasizing the intra-nature of leadership. In our early studies, there is also a tendency to consider leadership qualities from a personal position, in their association with value and meaning orientations (Uvarova & Kedyarova, 2014; Chernetskaya, 2016). At the

same time, Bazunova (2017) and Morozova (2017) consider leadership and leadership abilities through the concept of 'social leadership', proving that it is social leadership that is necessary for modern specialists of the 'subject – subject' system and that it should be developed at the earliest stages of education through project activities. Moya, Chamorro, Reparaz, & Mora (2020) examine leadership through leadership competence, illustrating its development in a case study involving future mining engineers. Hayitov (2020) distinguishes the levels of communicative competence. Researchers from China – Mao, Chiang, Chen, Wu, & Wang (2019) – also studied leadership competence and found that leadership 'self-preserving' behavior and actions in a team are its factors. The authors consider leadership competence as a factor in individuals' psychological safety. An approach that examines the leader instead of various aspects of leadership is also quite popular. Thus, Shingaev, Simagina, & Nyrova (2020) point to the role of emotional intelligence in a leader's personality, Thoroughgood & Sawyer (2018) empirically identified charismatic, ideological, and pragmatic leadership styles. Lin, Scott, & Matta (2019) discuss the dark side of a leader's personality. Mahasneh, Alwan, & Al-Rawwad (2019) examine student leadership from a perfectionist perspective.

In our theoretical analysis, we relied on the following content of the 'leader' concept – an authoritative person with cognitive, value, creative, communicative potential, who fulfils his/her motivational desire to be a leader and behave as a leader (Kaigorodov & Demin, 2018). However, in the context of our research, we consider it more expedient to concretize leadership to leadership abilities. Thus, Aspanova (2017), Karpova (2012), Ryabysheva (2014), Serdyuk & Krivtsova (2014), Solov'eva (2008) consider leadership abilities the core of leadership, its main empirical manifestation, which combines both a personal component (extraversion, adequate anxiety, communicative lability, etc.), and manifestations in communication as the ability to communicate effectively, effectively manage communication, and organize it.

Concretizing leadership abilities as a part of professionally important qualities, we rely on the works by Bykova (2015), Davletova (2007), Denisova, Kostakova, & Kuzmichev (2017), Musaeva (2016), which in one context or another indicate the central place of leadership abilities in the personality structure of helping professionals, especially psychologists. Rekesheva (2008) emphasizes that communicative and leadership abilities are a factor in the formation of a psychologist's professional readiness. In the process of psychologists' professional training, Fomina (2009) and Khapacheva (2015) revealed both the dynamics of the development of communicative and leadership abilities and conditions for this development. Naumova, Baranov, and Tarakanov (2015) provide similar data for speech pathologists and special educators.

The literature has convincingly shown that young psychologists very often experience difficulties in their professional activities associated with an insufficient level of leadership skills. They are afraid to speak in public, take initiative in communication, take on new communicative and organizational tasks, take responsibility in communication, and implement managing communication. Davletova (2007) notes that student age is optimal for the development of leadership abilities, as during this period individuals make professional and life plans, develop their worldview and basic ideals.

There are very few studies on methods, technologies, and means of developing future psychologists' leadership abilities. Teten'kin (2012) writes that counseling on communication management and leadership skills is a major task among all the tasks of university-based psychological services. Phillips et al. (2017) presented a unique work on psychological counseling

of psychologists on leadership problems and showed the methods and successful results of their work on the development of leadership competence and associated communicative abilities by means of psychological counseling. Specifically, the authors have shown that counseling improves social justice and cultural responsiveness in leaders (Phillips et al., 2017). However, the data on the methods of developing leadership abilities are scattered throughout the literature. We considered it expedient to apply the methods of psychological counseling in our work. We believe that psychological counseling corresponds well to the educational practice of training psychologists and to the very content of leadership abilities as well. Psychological counseling may enable future psychologists not only to reveal their leadership potential, but also to acquire communication skills associated with leadership, to advance in their leadership qualities towards greater professional psychological readiness.

Methods

For three years (2017–2020), we carried out a systematic monitoring of leadership abilities among students studying at different year levels at the Faculty of Psychology of Irkutsk State University. According to the generalized data, about 30–40 % of full-time students studying at different year levels showed a low or below average levels of the development of leadership abilities. Moreover, this averaged proportion did not change statistically among senior-year students. Therefore, the study of leadership abilities of future psychologists at different stages of training, which results were disappointing, turned into an experimental study on the development of leadership abilities among psychology students studying at mixed year levels. Our study on the development of leadership skills by means of psychological counseling involved 50 full-time bachelor-level students studying at different year levels. The mean age of the subjects was 19 years.

The group of psychological counseling participants comprised students with average (with a trend for low) and low levels of leadership development at the time of the survey. For convenience, we will designate this group as a group of psychology students with a low level of leadership development. No developmental work was carried out with students who showed high and average levels of leadership development. Meanwhile, such a work with a completely different content may be even advisable.

We applied a test method of personality inventories and used the following assessment tools: (a) the Diagnostics of Leadership Abilities inventory by E. Zharikov & E. Krushel'nitskii (Fetiskin, Kozlov, & Manuilov, 2002); (b) the Communicative and Organizational Tendencies inventory by V. V. Sinyavskii & V. A. Fedorishin (Fetiskin et al., 2002); and (c) the Individual-Typological Questionnaire (ITQ) by L. N. Sobchik (Sobchik, 2003). We should note that E. Zharikov and E. Krushel'nitskii themselves emphasized the association of leadership abilities with communicative and organizational proneness. Therefore, we consider that the joint use of these assessment tools is not only appropriate, but also desirable. We examined psychology students using these questionnaires at the 'entry' stage (before any psychological work on the development of leadership abilities) and at the 'exit' stage (after the end of psychological counseling).

To assess the effectiveness of psychological counseling, we used Fisher's angular transformation (φ^*), which is suitable for assessing the reliability of percentage changes.

The development of leadership skills is most effective in a group format. In group counseling, future psychologists train the whole range of professionally important communicative qualities (empathy, reflection, and trust). Therefore, in our work, we used group psychological counseling. In the group, students learn to interact with each other in a safe atmosphere and explore their communication scope and limitations. Another unique value of group counseling is that it offers future psychologists the chance to become a part of another individual's growth process. Since all opportunities for interaction are presented in the group, participants can express themselves and help each in developing self-understanding and self-acceptance. Group consultations were conducted by two teachers of the Faculty of Psychology of Irkutsk State University, who had professional psychological education and received specialized training in psychological counseling, personal effectiveness development, and counseling supervision.

The works of Abramova (2018), Gran'ko (2015), Naumova et al. (2015), Musaeva (2016), Solov'eva (2008) formed the methodological basis for our counseling work on the development of leadership abilities. We formulated the following principles of psychological counseling on the issues of leadership abilities: (a) Leadership skills should be developed in a situation of successful leadership behavior. (b) In a person who has been playing the role of a leader for a long time, the traits required for leadership may be formed and consolidated (a social role becomes a part of the self). (c) Leadership skills represent a social phenomenon. Therefore, the development of leadership models of behavior occurs faster in the process of group counseling. (d) The holistic development of leadership skills should be carried out in simulated situations of professional activity associated with the implementation of leadership functions in non-standard situations.

In the process of psychological counseling, we applied developmental (conversation with active and passive listening, open and closed questions, and psychodrama), modeling (role-playing games, discussions, and debates), teaching (exercises of socio-psychological training), and analytical (analysis and interpretation of participants' behaviors) counseling methods.

In our counseling work, we moved from structuring the problem of leadership abilities and identifying difficulties in their implementation to the desired result specification, developing of alternative solutions, their generalization, and incorporation of leadership abilities in professional activities.

The tasks of our counseling work were as follows: (a) to develop the ideas about leadership as a group process on the basis of students' empirical experience of interaction and teamwork; (b) to promote self-analysis of leadership potential and leadership abilities; (c) to increase motivation for leadership and to expand ideas about the importance of leadership abilities as the most valuable resource for a future psychologist; (d) to develop the ability to act creatively in non-standard situations; and (e) to acquire leadership interpersonal communication skills, organizational skills, and the ability to defend individual point of view. To enrich the content of the case study of psychological counseling, we used the results of the study by Anopchenko et al. (2019).

In general, we held 11 group consulting sessions, 2 times a week (each session lasted 2.5 hours).

Table 1 presents the methods and stages of counseling work with psychology students.

Table 1

The structure of group psychological counseling aimed at the development of psychology students' leadership skills

<u>Stage</u>	<u>Aim</u>	<u>Psychological methods and technologies</u>	<u>Number of consultations</u>
Structuring and highlighting the problem	Revealing the manifestations of a low level of leadership development	1. Testing. 2. Conversation using the following techniques: – verbal and non-verbal rapport-building; – active listening; – discussions; – summarization	1 group consultation
Formulating the expected result	Informing participants about leadership skills, discussing the ways to develop leadership skills, discussing the expected outcomes	1. Debate. 2. Thematic conversation using the following techniques: – empathy; – open and closed questions; – psychodramatic methods; – non-verbal impact; – reflective listening; – informing	1 group consultation
Elaboration of alternative solutions in the development of leadership skills	Developing leadership skills	1. Exercises of social and psychological training. 2. Techniques of psychodrama. 3. Role-playing games	5 group consultations

<u>Stage</u>	<u>Aim</u>	<u>Psychological methods and technologies</u>	<u>Number of consultations</u>
Activity-based (activity of psychology students outside the counselling process to consolidate the acquired leadership skills)	Consolidating the acquired knowledge, skills, and abilities for the development of leadership abilities in the professional and everyday life of future psychologists	In everyday life participants implement the experience gained in the process of group psychological counseling	3 weeks
Generalization	Assessing the achievement of the goal of psychological counseling, generalizing the results, developing leadership self-awareness	1. Conversation using the following techniques: – empathy; – open and closed questions; – reflection of feelings; – non-verbal impact; – self-disclosure; – summarization; – free association; – discussion. 2. Testing. 3. Analysis of the results	1 group consultation

Thus, we organized and carried out psychological counseling of future psychologists with a low level of leadership abilities. This work aimed at developing leadership abilities.

Results

Figures 1–3 show percentage changes in the results of psychological counseling. The control measurements indicated that low-level leadership abilities decreased by 4 times (from 48 % to 12 %), average-level leadership abilities increased from 52 % to 62 %, and high-level leadership abilities appeared in 6 subjects.

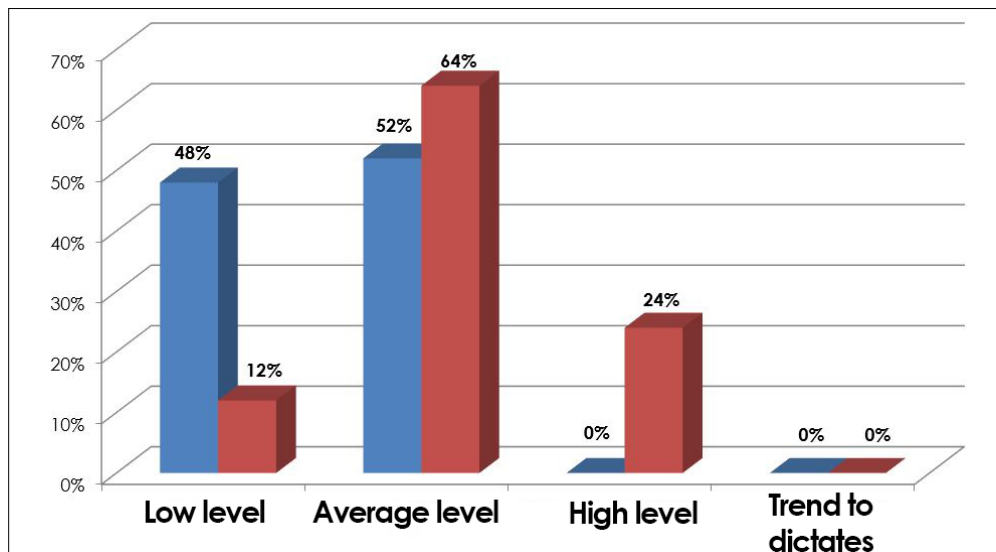


Figure 1. Percentage changes in the levels of leadership abilities (Diagnostics of Leadership Abilities inventory by E. Zharikov & E. Krushel'nitskii)

Note: hereinafter, in the figures, the first columns refer to the primary diagnosis results; the second columns refer to the secondary diagnosis results.

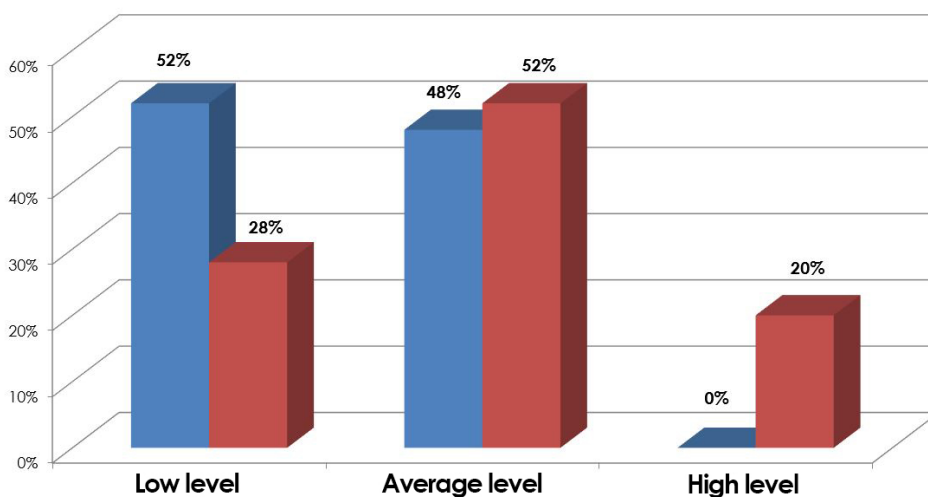


Figure 2. Percentage changes in communication skill levels as a factor of leadership abilities

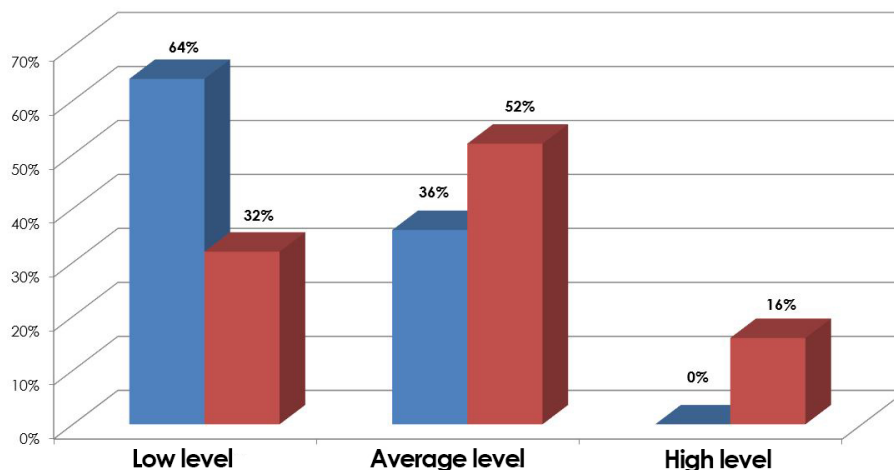


Figure 3. Percentage changes in organizational skill levels as a factor of leadership abilities

Thus, leadership abilities were quite flexible in terms of their development in psychological counseling. Psychology students improved their ability to manage a group; now they can set clearer goals and objectives in problem communication and show leadership initiative. In general, they became more enterprising and active in communication and acquired motivation for leadership, which became attractive to them. In our study, the leadership abilities changed because of their involvement in the process of solving psychological problems facing students (consulting, training, etc.) and their multiple connections with other communicative and emotional qualities of students. Thus, almost any impact on empathy, reflection, and emotional intelligence develops leadership skills.

Among the levels of communication skills, the scores of the low and medium levels changed to the same extent – the low level decreased from 52 % to 28 %, the average increased from 48 % to 72 %. After counseling, 5 psychology students showed high levels of communication skills, which were absent in the group before the counseling work.

The number of students with low levels organizational abilities decreased by 2 times (from 64 % to 32 %); the number of those with average levels of organizational abilities increased from 36 % to 52 %. During the initial diagnosis, not a single student demonstrated a high level of organizational abilities. The control measurements indicated the presence of organizational abilities in 4 students (16 % of the sample).

Thus, after psychological counseling aimed at the development of leadership abilities among psychology students, we found significant improvements in communication and organizational skills. Therefore, we may consider them as components of leadership or use them as its factors. Psychology students have developed the ability to manage communication, to solve communicative and organizational professional tasks, to work confidently with a group, and to show initiative in problem-based professional communication.

The structure of leadership abilities can undoubtedly be studied separately using factor and cluster analysis. However, in our study we specifically focused on testing the fundamental

'developability' of future psychologists' leadership abilities by means of psychological counseling. Besides, we consider that communicative and organizational skills, as well as leadership qualities are to some extent conditional components of leadership abilities and their factors. In so doing, we realize that the clarification of this thesis requires a special study.

We confirmed the reliability of percentage changes using Fisher's angular transformation (Table 2). The table shows that all the differences before and after psychological counseling are statistically significant. Moreover, we observed an improvement of communicative abilities in the structure of leadership abilities even at the one-percent level of error significance. That may be explained by both their greater plasticity (susceptibility to developmental influences) and the fact that group counselling, which includes elements of social and psychological training, aims at communication and, therefore, at leadership as one of its products. Table 3 presents percentage changes in the ITQ scores among subjects with significant changes in certain personality traits after group counseling.

Table 2

Factors of statistically significant and insignificant results of leadership development

<u>Factors of leadership abilities</u>	<u>Statistically significant</u>	<u>Statistically insignificant</u>
Leadership qualities	$\varphi^*_{\text{ЭМП}} = 2,29; p \leq 0,05$	
Communication skills	$\varphi^*_{\text{ЭМП}} = 2,53; p \leq 0,01$	
Organizational skills		$\varphi^*_{\text{ЭМП}} = 1,89; p \leq 0,05$

Table 3

Statistical assessment of changes in personal correlates of psychology students' leadership abilities after psychological counseling (the ITQ)

The proportion of subjects with high levels of extraversion (increased)	$\varphi^*_{\text{ЭМП}} = 1,68; p \leq 0,05$
The proportion of subjects with high levels of anxiety (decreased)	$\varphi^*_{\text{ЭМП}} = 1,72; p \leq 0,05$
The proportion of subjects with high levels of lability (increased)	$\varphi^*_{\text{ЭМП}} = 1,89; p \leq 0,05$
The proportion of subjects with high levels of spontaneity (increased)	$\varphi^*_{\text{ЭМП}} = 1,83; p \leq 0,05$

A decrease in the anxiety level, an increase in the levels of lability, extraversion and spontaneity on the scales of lability, extraversion and spontaneity after psychological counseling indicates that we stimulated the development of both leadership abilities and leadership qualities associated with leadership. Undoubtedly, many personality traits could not be drastically changed after a series of psychological counseling. Therefore, individuals with pronounced introversion remained introverts; hypersensitive individuals also remained hypersensitive. However, we managed to achieve significant changes in certain levels of these leadership qualities – to increase the proportion of individuals with extraversion, to reduce the proportion of individuals with high anxiety, and to increase the proportion of individuals with high spontaneity. These ITQ scales are the most indicative in assessing the development of leadership abilities.

Discussion

Our counselling work with psychology students helped to increase their levels of leadership abilities, as they exist in their conventional form according to the Diagnostics of Leadership Abilities inventory by E. Zharikov and E. Krushel'nitskii. Moreover, it helped to increase the levels of associated communicative and organizational skills and the levels of four indicative leadership qualities. That indirectly indicates the integral nature of leadership abilities in relation to certain individual communication skills and leadership qualities.

After psychological counseling, psychology students show greater communicative initiative, self-criticism, and communicative endurance. They can more easily manage personal and professional communication and take a leadership role in communication. Future psychologists learned to defend their individual points of view and to clearly express their opinions. Leadership became more attractive for them; they understood what professional challenges it solves. Thus, leadership became more attractive for psychological assistance to children and adults. Students started to understand it as a tool for influencing, as a means of managing professional communication in solving professional problems. The creative effect of the development of leadership abilities by means of psychological counseling was also pronounced. Psychology students become freer and more open to professional challenges; they understood the role of leadership in establishing professional contact have become ready to take a leadership role in psycho-diagnostic, psycho-preventive, and psycho-corrective work, as well as in psychological training as a practicing psychologist's area of work. According to the participants themselves, psychological counseling helped them reduce anxiety related to leadership in the group, understand current needs and prospects, and increase self-confidence. This was possible because within psychological counseling we created an opportunity to transfer leadership experience. Therefore, according to the participants' subjective assessments and the results of psycho-diagnostic measurements, psychological counseling helped to relieve tension and contributed to a conscious attitude towards leadership.

Conclusion

Our study convincingly showed that psychological counseling that incorporates modeling, developmental, teaching, and analytical methods contributes to an increase in the level of future psychologists' leadership abilities. Such an increase manifests itself in a comprehensive improvement of leadership abilities, other communication and organizational skills associated with leadership, and leadership qualities. The results obtained in this study may be used to support the educational process of future psychologists, including training courses on the development of professionally

important qualities, specialized electives on the development of psychological self-management and leadership in the psychological profession, tutorials on psychological counseling and social psychology, and optional psychological trainings for future specialists in other helping professions (social workers, physician, etc.).

References

- Abramova, G. S. (2018). *Practical psychology*. Moscow: Prometei. (in Russ.).
- Anopchenko, T. Yu., Grigan, A. M., Lysochenko, A. A., Chernyshev, M. A., Temirkanova, A. V., Novosel'tseva, L. A., ... Pryadko, M. A. (2019). *Management: Cases, trainings, business games: Tutorial* (4th ed.). Moscow: Dashkov and K. (in Russ.).
- Aspanova, G. R. (2017). The essence of the concept of 'leadership skills'. In S. S. Chernov (Ed.), *Teaching and education: Methods and practice of the 2016/2017 academic year* (pp. 126–130). Novosibirsk: Center for the Development of Scientific Cooperation. (in Russ.).
- Bazunova, A. G. (2017). International experience of effective development of social leadership in the educational sphere. In T. N. Gushchina (Ed.), *Social leadership in the educational environment* (pp. 17–22). Yaroslavl: Yaroslavl State Pedagogical University. (in Russ.).
- Bykova, E. A. (2015). Features of professionally important qualities of a psychologist. *Vestnik Shadrinskogo gosudarstvennogo pedagogicheskogo instituta (Journal of Shadrinsk State Pedagogical University)*, 3, 108–115. (in Russ.).
- Chernetskaya, N. I. (2016). Features of the value-meaning sphere among the representatives of the 'subject-subject' professions. *Izvestiya Irkutskogo gosudarstvennogo universiteta. Seriya: Psikhologiya (The Bulletin of Irkutsk State University. Series 'Psychology')*, 16, 57–66. (in Russ.).
- Davletova, A. I. (2007). *Development of leadership qualities of pedagogical university students* (Doctoral dissertation). Moscow Psychological and Social Institute, Moscow. (in Russ.).
- Denisova, E. A., Kostakova, I. V., & Kuzmichev, S. A. (2017). Psychological support for psychology students' professional formation. *Russian Psychological Journal*, 14(2), 135–150. <https://doi.org/10.21702/rpj.2017.2.8> (in Russ.).
- Fetiskin, N. P., Kozlov, V. V., & Manuilov, G. M. (2002). *Socio-psychological diagnostics of the development of personality and small groups*. Moscow: Institute of Psychotherapy. (in Russ.).
- Fomina, L. Yu. (2009). Development of psychology students' professionally important qualities in the process of professional training. *Uchenye zapiski Pedagogicheskogo instituta SGU im. N. G. Chernyshevskogo. Seriya: Psikhologiya. Pedagogika (Proceedings of the Chernyshevsky Saratov State University: Series: Psychology. Pedagogy)*, 2, 48–52. (in Russ.).
- Gran'ko, A. S. (2015). Psychological counseling as a type of psychological assistance. *Dialog nauk v XXI veke (Dialogue of Sciences in the 21 Century)*, 1(2), 14–16. (in Russ.).
- Hayitov, O. E. (2020). Levels of leader psychological competence. *European Journal of Research and Reflection in Educational Sciences*, 8(10), 99–103.
- Kaigorodov, B. V., & Demin, N. S. (2018). A study of student leadership abilities. In I. A. Eremit'skaya, O. A. Khalifaeva (Comp.), *Spring psychological and pedagogical readings* (pp. 77–79). Astrakhan: Astrakhan State University. (in Russ.).

- Karpova, L. G. (2012). The essence of leadership abilities. In A. E. Ereemeev (Ed.), *Science and society: Issues in contemporary research* (pp. 351–355). Omsk: OmGA. (in Russ.).
- Khapacheva, S. M. (2015). Conditions for the development of leadership qualities in the process of professional training of future psychologists and educational psychologists. In *The Seventh international conference on Eurasian scientific development: Proceedings of the conference* (pp. 113–117). Vienna: 'East West' Association for Advanced Studies and Higher Education GmbH. (in Russ.).
- Lin, S.-H., Scott, B. A., & Matta, F. K. (2019). The dark side of transformational leader behaviors for leaders themselves: A conservation of resources perspective. *Academy of Management Journal*, 62(5). <https://doi.org/10.5465/amj.2016.1255>
- Mahasneh, A. M., Alwan, A. F., & Al-Rawwad, Th. M. (2019). The level of multidimensional perfectionism and motivational orientation among undergraduate students. *Psychology in Russia: State of the Art*, 12(2), 94–114. <https://doi.org/10.11621/pir.2019.0208>
- Mao, J.-Y., Chiang, J. T.-J., Chen, L., Wu, Y., & Wang, J. (2019). Feeling safe? A conservation of resources perspective examining the interactive effect of leader competence and leader self-serving behavior on team performance. *Occupational and Organizational Psychology*, 92(1), 52–73. <https://doi.org/10.1111/joop.12233>
- Morozova, E. N. (2017). Project activities as a means for developing social leadership of pedagogical college students in the framework of the interdisciplinary course 'Theoretical and methodological foundations of children's theatrical activities'. In T. N. Gushchina (Ed.), *Social leadership in the educational environment* (pp. 149–153). Yaroslavl: Yaroslavl State Pedagogical University. (in Russ.).
- Moya, B. L., Chamorro, R. M., Reparaz, C., & Mora, P. (2020). Assessing the leadership competence of Master of Science in mining engineering students. *Engineering Studies*, 12(3), 218–226. <https://doi.org/10.1080/19378629.2020.1821696>
- Musaeva, T. (2016). Leadership development among students in the process of university education. In *Contemporary scientific and practical solutions and approaches* (pp. 55–60). Ufa: Infinity. (in Russ.).
- Naumova, T. A., Baranov, A. A., & Tarakanov, Ya. L. (2015). The development of leadership qualities among university students. *Internet Journal of Science*, 7(4), 127. (in Russ.).
- Phillips, J. C., Hargons, C., Chung, Y. B., Forrest, L., Oh, K. H., & Westefeld, J. (2017). Society of counseling psychology leadership academy: Cultivating leadership competence and community. *The Counseling Psychologist*, 45(7), 965–991. <https://doi.org/10.1177/0011000017736141>
- Rekesheva, F. M. (2008). Professionally important qualities and skills of a psychologist as a factor for professional readiness. *Vestnik Novgorodskogo gosudarstvennogo universiteta (Bulletin of Novgorod State University)*, 45, 13–16. (in Russ.).
- Ryabysheva, Yu. Yu. (2014). Essential and meaningful characteristics of the concept of 'leadership abilities'. In *Actual directions of the development of scientific and educational activities* (pp. 154–160). Cheboksary: Interaktiv plyus. (in Russ.).
- Serdyuk, I. I., & Krivtsova, M. F. (2014). Problems of the formation of leadership skills. *Scientific and Methodical Electronic Journal Concept*, S30, 41–45. (in Russ.).

- Shingaev, S. M., Simagina, I. K., & Nyrova, I. V. (2020). Emotional intelligence as an important quality of a leader in education. *Gertsenovskie chteniya: psikhologicheskie issledovaniya v obrazovanii (The Herzen University Conference on Psychology in Education)*, 3, 640–647. <https://doi.org/10.33910/herzenpsyconf-2020-3-25> (in Russ.).
- Shpak, T. K. (2017). Conditions for the effectiveness of the development of students' leadership qualities. In T. N. Gushchina (Ed.), *Social leadership in the educational environment* (pp. 178–184). Yaroslavl: Yaroslavl State Pedagogical. (in Russ.).
- Sobchik, L. N. (2003). *Psychology of individuality. Theory and practice of psychodiagnostics*. St. Petersburg: Rech'. (in Russ.).
- Solov'eva, O. V. (2008). *Leadership psychology: textbook*. Stavropol: SSU. (in Russ.).
- Teten'kin, B. S. (2012). Counseling as the most important function of the psychological service of the university. *Vyatskii meditsinskii vestnik (Vyatka Medical Bulletin)*, 2, 66–69. (in Russ.).
- Thoroughgood, C. N., & Sawyer, K. B. (2018). Who wants to follow the leader? Using personality and work value profiles to predict preferences for charismatic, ideological, and pragmatic styles of leading. *Journal of Business and Psychology*, 33(2), 181–202. <https://doi.org/10.1007/s10869-016-9486-1>
- Uvarova, M. Yu., & Kedyarova, E. A. (2014). A study of personal anxiety and achievement motivation among first-year students. *Izvestiya IGU. Seriya Psikhologiya (The Bulletin of Irkutsk State University. Series 'Psychology')*, 8, 74–86. (in Russ.).

Received: March 30, 2021

Revision received: September 30, 2021

Accepted: October 05, 2021

Author Details

Elena Aleksandrovna Sukneva – post-graduate student, Assistant Lecturer, Department of Educational and Developmental Psychology, Faculty of Psychology, Irkutsk State University, Irkutsk, Russian Federation; SPIN-code: 2087-2921; e-mail: Lena_Sukneva@mail.ru

Nadezhda Igorevna Chernetskaya – Dr. Sci. (Psychology), Professor, Department of Educational and Developmental Psychology, Faculty of Psychology, Irkutsk State University, Irkutsk, Russian Federation; ResearcherID: O-7041-2018, SPIN-code: 7003-6678; e-mail: chern@yandex.ru

Elena Aleksandrovna Kedyarova – Cand. Sci. (Psychology), Head of the Department of Educational and Developmental Psychology, Faculty of Psychology, Irkutsk State University, Irkutsk, Russian Federation; ResearcherID: ABB-6964-2021, SPIN-code: 7434-3863; e-mail: kedu_72@mail.ru

Vera Vladimirovna Monzhievskaya – Cand. Sci. (Pedagogy), Associate Professor, Department of Educational and Developmental Psychology, Faculty of Psychology, Irkutsk State University, Irkutsk, Russian Federation; SPIN-code: 9971-3647; e-mail: vvm.kpgt@mail.ru

Margarita Yurievna Uvarova – Cand. Sci. (Psychology), Associate Professor, Department of Educational and Developmental Psychology, Faculty of Psychology, Irkutsk State University, Irkutsk, Russian Federation; SPIN-code: 8195-8165; e-mail: uv-marg@mail.ru

Author Contributions

Elena Aleksandrovna Sukneva formulated the hypothesis, carried out the empirical study, analyzed and interpreted findings, and prepared the manuscript for publication (40 %).

Nadezhda Igorevna Chernetskaya contributed to the research design and provided methodological supervision (25 %).

Elena Aleksandrovna Kedyarova wrote the literature overview (15 %).

Vera Vladimirovna Monzhievskaya contributed to the research design and worked with the text of the manuscript related to the assessment tools (10 %).

Margarita Yurievna Uvarova contributed to study conceptualization and compiled the list of references (10 %).

The authors declare no conflicts of interest.