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Leadership between Students in Extracurricular Activities and Not in Extracurricular Activities at Reitaku University

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Abstract

This research paper conducts an analysis of data collected from Reitaku University student participants in extracurricular groups and those not in extracurricular groups using the MLQ (Multifactor Leadership Questionnaire) to measure transformational and transactional leadership. The study compares the quantitative data of the extracurricular groups and the samples not in an extracurricular group, and then compares all the groups to each other as an overview of the full range of leadership. The qualitative responses from the group leaders are used to expand on the quantitative data and provide insight into the leadership styles of each group. The study found that those in extracurricular groups scored slightly higher in both types of leadership than those not in extracurricular groups.. The study also found that the leadership style of the NMUN group, the Student Support Staff, and Japanesia was influenced by transformational leadership styles that focus on setting a good example for followers and inspiring them to achieve a shared goal or mission. The study's findings have implications for organizations that promote extracurricular groups and leadership development.

Introduction

Multiculturalism is increasing in Japan as more come to the country under relaxed visa regulations (Osumi, 2019). According to the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), language universities focus on preparing their graduates to become global citizens (MEXT, 2010). Japanese universities promise to give students the skills they need to be part of this multicultural society. Oddou and Mendenhall (2018) [17] state that global leaders need to understand language, and culture and possess strong transformational leadership skills.

This study focuses on students at Reitaku, a language and economics university in Japan, which develops its students to be global citizens. The study aims to discover whether the students at the university have the transformational and transactional leadership skills needed for global leadership. The study participants are students at the language university taking part in extracurricular activities that develop cultural awareness. The study also looks at a small sample of students who do not participate in extracurricular activities. Therefore, this study asks the following questions:
1. Are Reitaku University students developing global leadership skills?
2. How does each group support the development of global leadership skills?

By understanding the results of this research, educators and students can realise what they can do to improve their chances of being global leaders.

Transactional and Transformational

Leadership can be conceptualised into four components, these are a) leadership as a process b) leadership involving influence c) leadership in a group and d) leadership to meet common goals (Northhouse & Lee, 2019) [15]. Bass (1990) [3] introduced ten leadership traits which are correlative to leadership emergence and managerial success. These traits are a strong drive for responsibility and completion of tasks, vigour and persistence in the pursuit of goals, venturesome and originality in problem-solving, drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness to accept the consequences of his or her decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other people's behaviour, and capacity to structure social interaction systems to the purpose at hand (p.87). The ten traits are measured on the full-range leadership scale, which is divided into transactional and transformational leadership. Quantitatively, transformational leadership is the most popular social science-based theory for

measuring leadership (Tal & Gordon, 2016) [23]. According to Avolio and Bass (2002) [1], the components of a transformational leader include the 3 is described in Table 1.

Table 1: The 3 Is of Transformational Leadership

Idealised and inspiring	Acting as a role model and taking calculated risks. Showing a high standard of ethical conduct. Being admired and trusted by followers. These leaders give meaning and provide challenges.
Intellectually stimulating	Questioning assumptions and stimulating their followers to think creatively and innovate.
Individually considerate	Concerned for the well-being of the people they work with. Treat each person uniquely. These leaders pay close attention to developing each person to their full potential.

Transformational leadership is an extension of transactional leadership. Transactional leadership only focuses on leaders' exchanges with their followers or colleagues. Transactional leader components are described in Table 2.

Table 2: Transactional leadership tendencies (Avolio & Bass, 2002) [1]

Contingently rewarding	Providing rewards for followers who make the targets set by the leader.
Active in managing by exception	Monitoring followers' performance and taking action to correct if needed.
Passive in managing by excepting	Waits for followers to make mistakes before taking action.
Non-transactional passive leaders (Laissez-Faire leadership)	Wait for problems to happen, avoid decision-making, and not be available when needed

The full-range leadership model, which divides leadership into transactional and transformational, can be seen in Fig 1.
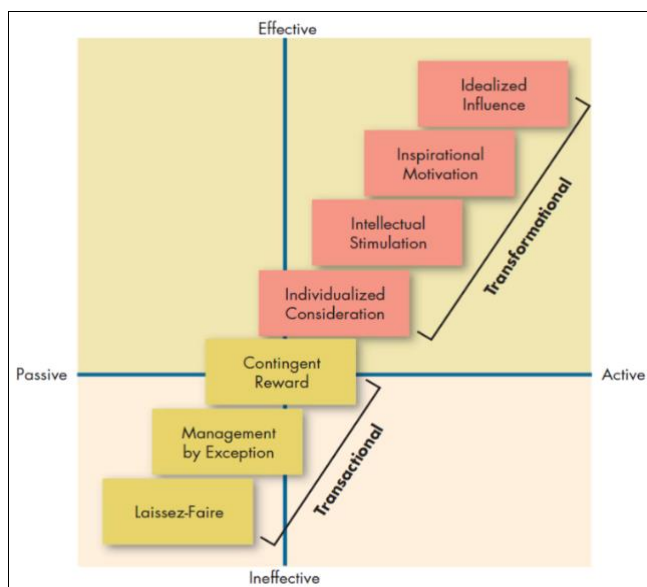

Fig 1: Transactional/Transformational Leadership Model (Robbins & Judge, 2013, p. 418) [21]

Out of the three components that make up transformational leadership, 'idealised and inspiring' are the most satisfying to followers as they are the most effective and active, according to Fig 1. However, for the global leader, all the transformational components are more satisfying than transactional ones (Avolio & Bass, 2002) [1]. For transactional leadership, 'active in management by exception' is much better than 'passive', with the least satisfying being 'Laissez-Faire', which is the most passive and least effective according to Fig 1. The full range leadership data has been shown in over 5,000 reported cases (Lowe, Kroeck, & Sivasubramaniam, 1996) [11].

Transformational leadership does not replace transactional leadership; instead, it is an extension. An effective leader must show healthy levels of transactional leadership combined with transformational (Robbins & Judge, 2013, p. 418) [21]. Full-range leadership fit highly into education, where motivating groups to reach their goals is an essential part of day-to-day life (Northhouse & Lee, 2019) [15]. Student leaders can apply transformational and transactional leadership styles to lead their group members and achieve their goals.

Developing Leadership without Formal Training
Although it has been argued that leadership can change in situations, it is believed chiefly that "persons who emerge as leaders in one situation also emerge as leaders in qualitatively different situations" (Zaccaro, 2007, p. 10) [26]. Therefore, students who show leadership through educational development have the potential to be future leaders in their professional life. At university, there are many opportunities for students to develop their leadership without having formal leadership training.

Oddou and Mendenhall (2018) [17] introduce a 70-20-10 framework for training global leaders. The framework consists of the percentage of the global leader learning process, with 10% corresponding to formal education. Formal education is seen in the university classroom, which consists of simulated role-plays and cultural awareness exercises. The 20% corresponds to developmental learning, which involves "learning through discussions and interaction with others in one-on-one settings or very small groups" (Oddou & Mendenhall, 2018, p. 240) [17]. This developmental learning is seen in some classes focusing on cultural discussions and in the student groups where students can meet with people from different countries and visit university students from abroad. Much of the global leadership learning process is 70% on experiential learning. Experiential learning is based on "actual, real experience in global contexts" (p.241), which could be student groups and extracurricular activities (Stoner, *et al.*, 2013) [22]. Students can show experiential learning by leading the other members using transformational leadership techniques. The benefits of a transformational leader in an organisation "can make a big difference on all levels", and a transformational level can have a profound effect on students learning in and outside the classroom (Bass, 1990) [3].

Extracurricular Activities
Considering Oddou and Mendenhall's 70-20-10 framework in the context of Reitaku University's curriculum covering 20% and the 10% as described above, this paper suggests that 70% of experiential leadership practice comes from extracurricular activities. The university has many student-led extracurricular activities where students develop their leadership through learner autonomy.

Learner autonomy is defined by Holec (1980) [10] as the "ability to control one's own learning" (p.3) and further defined by Dickinson (1987) [6] as a "situation in which the learner is totally responsible for all of the decisions

concerned with his or her learning and the implementation of those decisions" (p. ii). However, it is argued by Nunan (1997) [16] that there are degrees of autonomy are influenced by factors including personality, goals, institutional philosophy, and cultural context. Bass (1990) [3] suggests that "charismatic leaders have power and influence" and "intellectually stimulating leaders are willing to show…new ways of looking at old problems" (p.21). This suggests that not every student group would develop leadership skills similarly.

For this study, three extracurricular student groups were chosen, which are known to stimulate student autonomy and develop the cultural context. These three groups are the Reitaku Model United Nations (NMUN), Japanesia, and the Student Support Staff (SS). The following section gives a brief overview of the groups and the responsibility of the students in that group.

National Model United Nations
Reitaku University aims to uphold the United Nations goals and mandates by being a member of the United Nations Academic Impact (UNAI) program (United Nations, 2019). Reitaku focuses on number six of the ten UNAI principles, which state a "commitment to encouraging global citizenship through education" (United Nations, n.d.) [25].

The university participates in the NMUN annually, which fosters an understanding of contemporary international issues through a simulated collaboration and cooperation of different nations (National Model United Nations, 2018) [13]. The NMUN is a student-led committee of second language majors, which a Reitaku University faculty member advises. Delegates taking part in the NMUN are evaluated on the professionalism of their speeches and debates. Acts of natural leadership in these debates are recognised and rewarded. However, delegates must understand their limits (National Model United Nations, 2019) [14]. A position paper must also be submitted to the NMUN, which coveys' knowledge on the chosen topic and gives a course of action for the global program. The position paper determines which delegates are most likely to "take a strong leadership role in the committee sessions" (National Model United Nations, 2019) [14].

The NMUN has won several awards since 2017 at international conferences. Despite Reitaku's students not studying politics at the university and taking part in NMUN in their second language, they competed against many participants who were native English speakers and those who majored in politics. In 2018, Reitaku University won an honourable mention delegation for their representation of Mexico. Their World Health Assembly position paper was also awarded as "outstanding" by the NMUN (National Model United Nations, 2018) [13]. In 2019, the university found success in showing strong leadership when Reitaku NMUN represented Syria. This success is seen as the effect of strong student leadership in the student-led group advised by a faculty advisor.

Japanesia
Reitaku students started the group Japanesia without the guidance of a faculty advisor as a way of cooperating with the Federal State of Micronesia to educate the children about the environment. Volunteers visit Micronesia to lead workshops with nearly 150 local participants. Due to the United States withdrawing its funding of Micronesia's economy, Japanesia also focuses on student-led innovating ways to aid in supporting the income of families of the island (Reitaku University, 2018) [19].

In a recent project, Japanesia, raised 359,000 yen ($3,282) via crowdfunding to help solve local waste problems and create employment prospects for local people in Micronesia. The group has been using the money to transform waste tires into sandals with traditional embroidery (Campfire, 2018) [4]. However, recently the group have needed help raising the necessary funds to continue the product.

Student Support Staff (SS)
The SS help other students practice other languages and promote international culture at the university self-access learning centre. Members of the SS are the only group in this research which are employed by the university and thus receive a financial incentive. However, they manage themselves with three faculty members as coordinators.

The SS works with other students and organises monthly cultural events. They are responsible for their budget and control the resources available to them. They must work together as a team and support each other's talents and abilities (Reitaku University Teaching Center, 2019) [20].

No Extra-Curricular Activity
Many students do not participate in groups, and there are countless reasons for this. They might be in groups outside of the university, which goes beyond the scope of this study. However, students not in groups at the university are acknowledged to understand how these groups differ in their results.

Methodology
The data collection for this research followed extracurricular groups over one year and took a mixed-method approach. The first data collection was quantitative, which measured the participant's transformational and transactional leadership. After the quantitative data had been analysed, a qualitative data collection was conducted on the leaders of the groups. This research used a mixed-method approach where the qualitative data gives insight into the quantitative data because "the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone" (Creswell & Creswell, 2018) [5].

Participants
The quantitative data collection is administered over a student sample of *n=65*. All the sampled participants are students at Reitaku University and are collected over three groups (NMUN, SS, Japanesia) and one non-group (no extracurricular activity). These groups and samples are NMUN (*n=29*), SS (*n=6*), Japanesia (*n=11*) and samples not in a group (*n=19*). These samples from the groups are taken from the entire group population of group members. The researcher wrote to each group leader and was invited to the group meeting. During the group meeting, the attending members were asked to participate through ethical means.

The samples taken from the participants not in groups were taken from volunteers from the student population. In classes, students were invited to take part in the study. Since the groups are small and the student population is much bigger (*N=1,405*), only a small number of samples were

collected for no extracurricular activities, as a higher number might skew the results.

Quantitative Data Collection
Qualitative data collection is requested from the faculty leaders or student leaders of NMUN, the SS, and Japanesia. The participants are requested to respond to the results of the quantitative data collection. For NMUN, the participant is the faculty advisor who oversees the group and follows their progress. For the SS, there are two participants; one is the strongest leader of the group (based on the data collection results), and the other is the faculty coordinator of the group. The reason for having two participants for the SS is due to the group having a different faculty coordinator at the beginning of the year and then changing towards the end. Finally, the Japanesia participant is the student leader of the group and oversees the management of the group.

For each group and non-group members, the Multifactor Leadership Questionnaire (MLQ) is administrated as the data collection instrument. This uses the MLQ5X-Short version of the self-rater form. This means the students rate themselves based on the questions on the form. The MLQ (5X short) contains 45 items measuring a full range of leadership styles by "four highly inter-correlated items that are as low in correlation as possible with items of the other eight components" (Avolio & Bass, 2004, p. 13) [2]. The MLQ is administered on paper and takes about 15 minutes to complete.

The MLQ has been used by organisations to build "group leadership profiles", and this research uses this to create student leadership profiles (Avolio & Bass, 2004, p. 17) [2]. The data collection will show the leadership profiles of the groups based on their members' evaluations of themselves. The questionnaire uses a five-point Likert scale for rating the leadership behaviour with the following items: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently, if not always.

The scores are divided into twelve leadership style scales. These include Idealised influence (Attributed) 4, Idealised influence (Behaviour) 4, Inspirational motivation 4, Intellectual stimulation 4, Individual consideration 4, Contingent reward 4, Management by exception (Active) 4, Management by exception (Passive) 4, Laissez-faire leadership 4, Extra effort 3, Effectiveness 4, Satisfaction 2 as introduced in Tables 1 and 2. A score will be derived by summing the items on the questionnaire and dividing by the number of items that make up the scale. If a participant leaves an item blank, then the total number of items answered will be divided by the total score. From this data, the identification of leaders being more transformational or less transformational than other student groups. The characteristics shown in Table 3 is associated with the corresponding scale name, which is abbreviated.

Table 3: Leadership Styles

Leadership Characteristic	Scale name	Abbreviation
Transformational	Idealised influenced (Attributed)	IA
Transformational	Idealised influence (Behaviour)	IB
Transformational	Inspiration motivation	IM
Transformational	Intellectual stimulation	IS
Transformational	Intellectual consideration	IC
Transactional	Contingent reward	CR

Transactional	Management by exception (Active)	MBEA
Passive avoidant	Management by exception (Passive)	MBEP
Passive avoidant	Laissez-faire	LF

Once the scores of the leadership styles and outcomes are calculated for each participant, the scores are averaged out into transformational and transactional leadership scores. Each participant's transformational and transactional leadership scores are then averaged out to form the group mean average. These group averages are then compared with each other and presented in charts in this paper. Finally, the average scores of transformational and transactional leadership of those in groups and those not in groups are found and presented in charts in this paper.

Qualitative Data Collection
The participants were emailed and questioned about their leadership styles, with 8 questions covering IB, IM, IS, IC, IA, MBEA, and MBEP/LF (as labelled in the appendices). One representative from each extracurricular activity and two from SS participated, and their responses were coded as P1, P2, P3, and P4 (listed in the appendices). These answers were used to provide more information about the leadership styles of the groups.

Validity and Reliability
All the questions are in Japanese as all the students have a native or near-native level of Japanese ability. The questions are clear and easy to understand without expert knowledge (Avolio & Bass, 2004) [2]. The MLQ has been tested and covers the 'full range' which includes leadership ranging from highly transformational to highly avoidant (Avolio & Bass, 2004) [2]. It is argued that Asian and Western cultures have their cultural understanding of leadership (Dorfman, Hibino, Lee, Tate, & Bautista, 1997) [7]. However, Fukushige and Spicer (2007) [9] discovered that the MLQ is "endorsed by Japanese followers" (p.524) and shows that the results of MLQ reflect both the Western and Japanese understanding of leadership.

Criticism of observational case studies suggests that they lack objectivity and rigour (Farquhar, 2012) [8]. For this study, all the participants are subjected to the same questionnaire and analysis. Therefore, it is quantitative and objective. The sample sizes remain small due to the group sizes; however, it is rigorous as those are the entire group's population. The qualitative data gives further insight to the answers of the quantitative results.

Finally, only a select group of extracurricular activities have been chosen as they are hailed as being the best suited. However, this is strictly opinionated, and many other great extracurricular activities were not included in the study. In the future, it is hoped that more extracurricular activities are measured as part of a longitude study.

Ethical Considerations
A cover page in Japanese and English will inform the participants about the MLQ and the study. It informs them that the study is entirely voluntary, and they can opt-out at any time. Although participants names will be recorded, this information will not appear in this paper or be shared publicly. The qualitative participants' personal information is coded with NMUN as P1, SS as P2 and P3, and Japanesia

as P4. The answers given in the qualitative data collection can be found in the appendix.

Data Analysis

This section begins with an analysis of the transformational and transactional quantitative data results from the MLQ given to all the participants. It broadly compares the quantitative data of the extracurricular groups and the samples not in an extracurricular group. Then, all the groups were compared to each other as an overview of the full range of leadership. The Qualitative responses from the group leaders are used to expand on the quantitative data and give insight into the leadership styles of each group.

Quantitative Transformational and Transactional Leadership Analysis

The graph in Fig 2 shows the average transformational and transactional leadership from the MLQ between participants in extracurricular groups and those not in extracurricular groups. Overall, those in extracurricular groups scored slightly higher in transactional and transformational leadership than those who were not in extracurricular groups. Participants not in groups also have a slightly higher transactional score than transformational. Due to the small number of participants who are outside of extracurricular groups, it cannot be assumed that being in an extracurricular group makes better leaders. However, transformational leadership is better for global leadership. Participants in the extracurricular groups have a slightly higher transformational score, showing that leadership skills are being developed in the extracurricular groups.
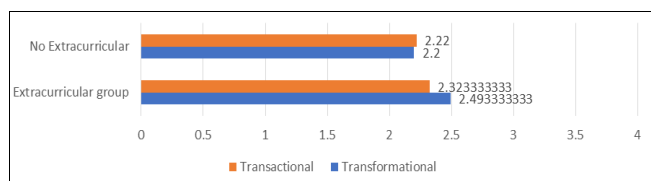

Fig 2: Comparison of transformational and transactional leadership between those in extracurricular groups and those who are not

The graph in Fig 3 shows the average transformational and transactional leadership scores of the groups participating in the study. Both leadership types are measured, but those with a higher amount of transformational leadership have a greater potential for being successful global leaders. (Avolio & Bass, 2002) [1]. For all groups, the transactional and transformational leadership is above 2. The SS has the comparatively highest transactional leadership at 2.63, and they also have the second-highest transformational leadership score at 2.57. The NMUN has the comparatively highest score for transformational leadership at 2.71.
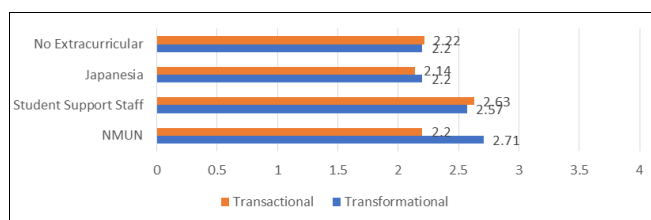

Fig 3: Averages of transactional and transformational leadership scores between groups

Qualitative Transformational Leadership Analysis

The qualitative data study analyses the idealized attributes, idealised behaviours, inspirational motivation, intellectual stimulation, and individual consideration of the transformational leadership styles in NMUN, The SS, and Japanesia.

The qualitative data reveals that IA, a transformational leadership style that prioritizes establishing an example for followers, has an impact on the leadership styles of the NMUN group, the SS, and Japanesia. In the instance of the NMUN team, the faculty adviser and the student leaders are modelling moral conduct and taking action to make things better for the upcoming academic year. The qualitative data for the SS indicates that they have potential, but they did not exhibit it to its fullest, maybe as a result of constraints or difficulties in their workplace. By encouraging members to develop their talents, the Japanaisa club is providing a positive example. By providing a positive example of ongoing progress, all three groups are motivating their members.

The qualitative data demonstrates that IB influences the leadership style of the NMUN, SS, and Japanesia groups. This transformational leadership approach emphasises providing an excellent example for followers and motivating them to complete a common objective or goal. According to the qualitative data, the NMUN leaders and members of these groups have a strong sense of purpose and mission and strive to follow the positive examples established by earlier leaders or staff members. The data also reveals that these groups might not always fully embody the IB, that the leaders and members might not have a strong sense of purpose and mission, that the mission might be challenging to accomplish, and that these factors may make it more difficult for these groups to fully embody this leadership style.

The qualitative data shows that IM, a transformational leadership style that focuses on inspiring and encouraging followers to accomplish a common objective, has an impact on the leadership style within NMUN, SS, and Japanesia. Members of NMUN are always pursuing predetermined goals because they are highly motivated and determined to succeed. The SS are making an effort to keep a cheerful and upbeat outlook in order to encourage and inspire the users to accomplish a common objective. The leaders of Japanesia are inspiring and motivating the members by encouraging them to work for a common objective, which is the future of the Japanesia project.

The leadership styles of the NMUN, SS, and Japanesia groups as reported in the qualitative data seem to be inspired by IS, a transformational leadership style that emphasizes inspiring followers to think critically, creatively, and to question preconceptions. This is where the NMUN group, whose members are forced to role-play as ambassadors from various UN Member States, excelled. The group was able to come up with creative solutions to challenges and enhance their understanding of other points of view because the student leader, working with the faculty adviser, encouraged members to think critically and creatively and challenged preconceptions. By flexibly asking for assistance when needed, closely observing the iLounge/iFloor, and taking care of others to maintain a conducive environment for language practice, the SS group, on the other hand, was also

successful in encouraging members to think critically, creatively, and to challenge presumptions. The leadership style of the Japanese group, however, does not seem to be as heavily influenced by IS as one might expect given that members struggle to get others to approach issues from a variety of perspectives, which raises the possibility that the leader(s) may not be encouraging followers to think critically, creatively, and to challenge presumptions.

The qualitative data shows that IC, a transformational leadership style that prioritises helping followers' personal and professional growth, has an impact on both the leadership styles of the SS and the Japanesia group. According to the descriptions of both groups, they invest time in teaching each other knowledge or skills in order to advance everyone's personal growth and talents, and they both foster environments where members are inspired to learn new things and hone their existing abilities. Although the SS group had promise, the data also makes the argument that they may not have fully embraced the IC leadership style since they did not fully develop their abilities. NMUN on the other hand, appears to have completely embraced the IC leadership style and is offering assistance for members' professional and personal growth.

Qualitative Transactional Leadership Analysis
The qualitative data reveals that the transactional leadership style of CR, which emphasises on setting clear expectations and offering incentives or penalties based on performance, best describes the leadership style of the NMUN subcommittee student leaders. The information also shows that CR has an impact on the leadership style of Japanesia. Although the data does not directly show that awards are provided to members depending on their performance, it is important to note that senior members always consider the future and that various members have varied expectations.

The qualitative data also shows that MBEA, a transactional leadership style that focuses on monitoring and rectifying violations from established norms and procedures, best describes the leadership style of the faculty advisor and subcommittee leaders in the NMUN. According to the statistics, the faculty adviser encourages students in a variety of ways during sessions and offers remarks about language use. In the sessions of the student-led committee, the subcommittee leaders follow a similar procedure. All through the school year, this is continuous. This implies that, in keeping with the MBEA leadership style, the faculty adviser and the subcommittee leaders are keeping an eye on and rectifying departures from established norms and procedures.

Non-Leadership Traits
Non-leadership attributes are not present in the groups' leadership styles, as stated in the qualitative findings from the NMUN, SS, and Japanesia. According to the research, group leaders actively participate in problem-solving and decision-making rather than delegating these tasks to the group members. This shows that Japanesia, SSs, and NMUN are handling the group more actively. According to the statistics, NMUN, SSs, and Japanesia were fairly slow at first and did not immediately begin working on event preparations. Instead of a lack of involvement or interest in the group's activities, this can be a sign of a more careful and considered approach to decision-making. Overall, the language implies that the groups are not using a laissez-faire leadership style, but rather are managing the group in a more active and deliberate manner.

Summary of Leadership
According to Avolio and Bass (2002) [1], Transformational leadership is characterized by Idealized Influence (Behavior) or IB, Intellectual Stimulation (IS) and Idealized Influence (Attributed) or IA. These leadership styles focus on inspiring and motivating followers, setting a good example, encouraging critical thinking and creativity, and supporting followers' personal and professional development. The data suggests that the leadership style of the NMUN group is more transformational because it is characterised by Idealised Influence (Behaviour) or IB, Intellectual Stimulation (IS) and Idealised Influence (Attributed) or IA.

It appears from the data that both Student Support and Japanesia have aspects of transformational leadership, such as encouraging followers to think critically and creatively and supporting followers' personal and professional development. However, there are also indications that these groups could benefit from further embracing transformational leadership principles. According to Avolio and Bass (2002) [1] in order to become more transformational, Student Support could focus on actively encouraging and supporting the personal and professional development of their followers. This could involve providing more opportunities for skill-building and growth, as well as offering feedback and recognition for progress and achievements. Additionally, they could focus on creating a more empowering environment where followers feel they have more autonomy and control over their work. Similarly, Japanesia could focus on setting a clear and ambitious mission and vision according to Farquhar (2012) [8] and encouraging members to think critically and creatively in order to achieve it. This could involve providing more opportunities for members to share ideas and collaborate, as well as encouraging members to take on leadership roles and responsibilities. Additionally, they could focus on creating a more empowering environment where members feel they have more autonomy and control over their work.

Conclusion
In conclusion, Reitaku University students are developing global leadership skills, particularly those who are members of extracurricular groups. Those students who joined NMUN, SS, and Japanesia had comparatively more transformational leadership qualities than those who did not do extracurricular activities. Those who did not participate in extracurricular activities scored lowest or second lowest in all the transformational leadership styles. Mainly, those who did extracurricular activities had slightly higher scores in intellectual stimulation, meaning these leaders stimulate their followers to question assumptions and approach problems with innovative and creative ideas (Avolio & Bass, 2004) [2] University students who want to improve themselves to be future global leaders should consider joining an extracurricular activity.

It should be noted that the groups all developed their leadership skills in different ways. NMUN had the most significant impact in transformational leadership scoring highest in all areas except for intellectual consideration where it was second highest to SS. NMUN also scored

comparatively higher in transactional leadership and lower in passive avoidant. Overall, NMUN has a strong sense of mission and purpose which is focused on solving real problems in the world. They have optimistic goals for the future and talk positively about achieving those goals. Having real-world problems from other cultures which need to be solved must be a motivational factor for their experiential leadership experience. The group takes problems, looks at them from different perspectives and helps others to develop through teaching and coaching.

The SS also scored highly in transformational leadership, showing they are strong at developing others through teaching and coaching. They also have a robust sense of mission, feel confident about achieving their goals and encourage others to rethink problems. However, to be stronger transformational leaders, the SS need to go beyond the interests of the group. Unlike the NMUN, the SS do not have global multicultural problems to solve but they do need to show leadership. The SS's experiential learning is through their innovation and coaching of other students at the university.

Japanesia has a sense of power and confidence and can innovate old problems. The group perform well at coaching and supporting other's needs. However, Japanesia needs to reduce its passive/avoidant behaviour by acting on problems before they become serious and take active roles in making decisions. This could potentially improve their overall leadership score.

This research shows that joining an extracurricular activity can improve transformational leadership as part of informal leadership development. However, not all groups offer the same degree of leadership opportunities. Future longitudinal research needs to look at other extracurricular activities at the university and how leadership changes. This would give a better idea of extracurricular activities that give students the best opportunity to develop leadership skills.

Acknowledgements

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