Student leadership

An in-depth study of the attributes of student leaders and the attractiveness of the leadership act.

Authors: Elin Ryttare
Neima Aboudou
Philip Lind

Supervisor: Tatiana Anisimova
Examiner: Niklas Åkerman
Semester: Spring 2018
Subject: Business administration
Level: Degree of Bachelor
Course code: 2FE51E
ABSTRACT

Leadership is a fundamental function in all organizations and societies; it is the act that makes others get missions completed. However, to lead is a difficult act to master and those who lead professionally seem to have one thing in common: they have experience in the field of leadership. Based on earlier understandings and research, the authors have recognized the importance and motivation of student leadership; individuals who enter in a leadership act from a young age. It is a time of period where the learning and development of leadership is recognized. Student leadership is therefore an arena for young individuals to develop their leadership skills and attributes, make mistakes and learn from them. It is considered essential to acknowledge this kind of leadership is not related to what kind of educational programs these individuals receive in their own studies, instead the focus in this thesis is leadership outside the university programs. The purpose of this study is to acknowledge the qualities and experiences young individuals receive by actively being involved in a leadership role.

The analysis chapter discussed the theories of traditional leadership and modern leadership in accordance with the meaning of student leadership and compared them with empirical findings from 5 different respondents that were included in the term of Student leadership. An interview with an international corporation was conducted as well in order to receive another perspective and the need for student leadership.

Valuable information regarding student leadership has been concluded by using a qualitative research method where students in a leadership position were interviewed and by using a deductive approach. In conclusion, essential attributes of student leadership include high confidence in social media, high rate of relational bonds and an international model of leading. The practical implications of this study recognize the importance of a development stage that exists in the role as a student leader; for both individuals that are set to enter an international corporation and the society.

Keywords

Student leadership, Student organization, Event leadership, Student entrepreneurship & Modern leadership
Acknowledgements

We would like to express our gratitude to all that have been involved in the realization of our thesis:

First of all, we would like to show our gratitude to Sofia Bengtsson, Vice-president KalmarESS; Jessy Treffler, Vice president FIKS and Madeline Modig, President ESN as student organizations respondents. Robin Lundell from Rookiefestivalen regarding event leadership and Joseph Olivier Biley who is a studentpreneur and owner of Ngoma International Vehicles trade. All willingly gave us their time to answer our questions and without whom this thesis would not have been complete.

We would also like to thank Tatiana Anisimova and Niklas Åkerman for their valuable advice and support during the whole process.

Finally, we are grateful to have had the opportunity to benefit from the opinions of our opponents whose remarks and comments have been a great help to us.

Kalmar, 5th of July 2018

_________________________  ______________________  ______________________
Elin Ryttare               Neima Aboudou            Philip Lind
INTRODUCTION

Background

Problem discussion

Research question

Purpose

Delimitations

Outline

THEORY / LITERATURE

Introduction theory

As a trait

As a skill

As a relationship

As a situation

Modern leadership

Student leadership

Definition

University support

Conceptual framework

METHODOLOGY

Deductive Research approach

Qualitative research method

Data collection technique

Research Design

Conducting interviews
INTRODUCTION

Background
To acknowledge the complexity of leadership, one famous leader, Dwight D. Eisenhower once said that leadership is an art of making someone do something; you want to see done because you want to have it done (Brainy Quotes, 2018). However, the term is set to be more developed than that or the meaning of the word leadership, which comes from the verb "to lead or to guide" extracted from old English and made its appearance in the 18th century in England (Ne.se, 2018). However, if leadership was limited to its etymological definition or Eisenhower's understanding, then everyone would be a leader. So, what Made people to be recognized by history as a leader?

In the aftermath of the glorious thirty years, in 1968, a wave of violent protests broke out in France. French students and workers denounced a political system that they consider "defaulting and discriminatory" (Daussy, 2008). 500,000 French students are involved and claimed the creation of a critical and popular university, new forms of education, the end of the war in Vietnam, the freedom of creativity and the suppression of hierarchical systems and bureaucracy (ibid). They also supported the working class and have denounced their exploitation. In 1968, while France had one of its highest growth rates, which landed at around 4.3%, two million French people were earning the minimum wage (ibid). The students were revolted because according to them everyone did not benefit from the economic growth.

At that time, Daniel Cohn-Bendit was a 23 years old student in sociology at the University of Nanterre near Paris. He did not understand the policy of his country, which he considered too conservative, discriminatory and unfair especially with young people (Le Point, 2016). He dreamed of a France where universities are accessible to all, where there is freedom of expression, and where no one is spared by the development of the country. It was his vision and he wanted to share it with the rest of France. It is by following this vision that he created the student movement at the origin of the 1968 social crisis in France (ibid). He knew where to lead his teams and because he wanted to see his vision realized, he encouraged his team to use their right of expression to defend what they believed in. Therefore, vision is the first fundamental concept of leadership (Daussy, 2008).
As a leader, he or she has a defined perception in a long-term, he or she knows where to guide his group.

However, vision alone cannot justify such an impact. Cohn-Bendit had established a strategy of action, a project; a "revolution" for students and by students. He trusted his vision (Le Point, 2016). A Trust he knew how to transmit to his classmates. Trust is the second fundamental concept of leadership (Daussy, 2008). A leader communicates his trust in himself, the project and on the vision to his team. Therefore, he was able to organize a protest in his university on March 22 with 150 students rallied to his cause (Hilliard, 2010). This leads us directly to the third fundamental concept: the followers without whom it would not have been possible. A leader must be able to obtain active support from members of his movement or organization (Kezar, Carducci & Contreras-McGavin, 2006, Rost, 1993).

The three fundamental concepts of leadership are therefore vision, trust, and followers and make it possible to differentiate leadership from other notions such as management (Hilliard, 2010). Managers have authority, the power of making people do what he or she wants because of the legitimacy of his or her position. Leaders have influence which is wider and implies willingness, belief and more personal commitment (Ambler, 2016). The student movement had an important impact and was the initiator of 1968 crisis. The country has been paralyzed for several months. In 43 days about 1100 demonstrations took place (Daussy, 2008). These initiatives led to the signature of the Grenelle agreements which enable the increase of 35% of the minimum wage and 10% of other wages.

Cohn-Bendit was the leader, the spokesperson for his movement which earned him the nickname "Dany the Red" and an expulsion to Germany (ibid). However, he did not have any formal position. This study will analyze people in a leadership position but will distinguish them from real leaders (ibid). Indeed, Leadership is not about position. When it comes to position the power on others lies in authority and the authority only impacts the actions (Ambler, 2016). However, as it was previously mentioned, leadership act on beliefs. In leadership people willingly adapt their behaviors and actions to a cause they believed in and as only leadership is able to do that (Satell, 2014). Therefore, authority is limited and not sufficient and to be successful leadership requires influence (Blanchard,
Natemeyer & Hersey, 1979). Those two notions are included in the elements that differentiate a leader from a manager. Managers have authority, the power of making people do what he or she wants because of the legitimacy of his or her position. Leaders have influence which is wider and implies willingness, belief and more personal commitment (ibid).

The year 1968 was a very complicated year for France but also for several other parts of the world. In Berlin, Brussels, Madrid, London, Prague, Beijing, Tokyo, Dakar, Rio De Janeiro, México or Osaka the student movements exercised a power, an unexpected force on their society (Le Point, 2016). These events sparked interest in the main subject of this thesis: student leadership. Leadership is developed from a young age and many successful leaders in an active leadership position, being able to learn and experience the action, for a long time (Schor, 2017). After confronting the traditional (as a trait, as a skill, as a relationship, as a situation) and modern theory of leadership, the student leadership will be defined and will allow answering the research question of this study.

Problem discussion

a) Theoretical problem

Previous studies recognized the value of being exposed to leadership activities from the youngest age. “Engaging student leadership at a young age can give children the skills necessary to survive in workplaces within today’s demanding and competitive climate” (Frizzley, 2017, p.10). Indeed, research show that the earlier process of leadership starts, the more time each individual has the time to test and develop their own leadership, for example learning by their own mistakes (Schor, 2017). It takes a long time for individuals to recognize their own leadership ability by absorbing, reflecting and identifying what is a leader for them and how leadership can be applied to the situation in hand (ibid). “The more opportunities for students to lead at a young age, the more likely they will become leaders in the future” (Frizzley, 2017). These elements make student leadership an interesting topic to study.

Each previous study first defines leadership as a general concept in order to get a better understanding of student leadership (Hilliards, 2010). Leadership is a wide concept and its development generate many debates among scholars. In addition to the three-fundamental concept of leadership mentioned in the background,
scholars developed several theories on how leadership is developed and applied. Each of these theories allows developing different attributes, qualities (ibid).

The Classic theories of leadership are theories that have been developed no longer after the appearance of the leadership notion. Initially, the phenomenon was analyzed by the approach of the traits. This approach assumes that the efficiency of a leader depends mainly on his personal characteristics. This theory was rapidly being questioned and refuted by different specialists, who argue that the leadership is deeper than that (Sardais, 2012).

The theorists then began to analyze the development of leadership more as being a performance, a process and a strategy. Connected to the trait aspect, the leadership as a skill suggest that leadership is mainly efficient through the development of the skills that are acquired when dealing with a complex situation context (Mumford, Zaccaro, Connelly & Marks, 2000). Leadership as a relationship refers to the functioning and nature of the link established between a leader, the followers and relationships (Grean & Uhl-Bien, 1995). Situational leadership assumes that a successful leadership is based on the ability of a leader to adapt his way of leading to the situation of the group. The group situation is determined by an assessment of the level of responsibility taken by the other members of the group, the so-called group maturity (Hersey and Blanchard).

However contemporary theories have been developed since the classical theories may become outdated. Modern leadership considers more generational and environmental characteristics such as the concept of digital natives or globalization (Brunelle, 2009). This theory covers three fields: e-leadership, the Scandinavian model and global connection. The rise and omnipresence of new technologies have completely redefined the dynamics of societies including the way of working or doing business (ibid). It has become more common that a leader of a company is forced to fill its functions remotely. This distance adds new responsibilities to leaders. Indeed, administering is no longer enough; they must also show leadership (ibid). The term of E-leadership has therefore been developed and is defined as the way a leader is influencing an entire company or organization via technology while being at a geographic distance (Ibid). In other words, future leaders need to run their business, ensure the proper functioning of the company but also maintain the spirit of the company, the dynamics and the group motivation by using exclusively information and communication technologies (ibid).
As another consequence of environmental contexts: the global connection. Globalization has made it possible to tighten borders and thus facilitate contact and information exchange between different geographical areas (ibid). Modern leaders need to be able to handle this global connection. To finish the Scandinavian mode which suggests a leadership without hierarchy where the leader is considered a member of the team (ibid).

However, there is no study that questions the link that can exist between these two groups of theories and student leadership. There are no studies that allow us to know which theories of leadership apply or not to the concept of student leadership and at what level. This will limit the accessibility to accurate information about the attributes developed through student leadership in a wider context, apart from school. Regarding those organizations that are not schools, previous studies focused more on the impact of the concept rather than the qualities and attributes that are developed by student leadership (Frizzley, 2017).

b) Practical problem
After researching the subject of student leadership regarding and organizations deal with it, it was observed that the concept is generally recognized as having a positive impact. Within the universities, it is more considered as a teaching unit because it improves the academic results of the students and makes the students particularly active within the school (ibid). Encouraging student leadership leads students to demonstrate participatory behavior towards their school. Student leadership teaches students to take charge of their future, their curriculum. They are therefore involved in the decision-making process and have decisive positions. Frizzley (2017) states that “Students overall express a greater sense of connection to the school and school community”. In addition, research has shown that with the adoption of the student leadership culture could decrease by 67% the misconduct (ibid). This set of elements contributes to developing the prestige of an academic institution. Universities set up leadership-related courses or workshops and train professors to teach and encourage student leadership (ibid).

The benefit of student leadership is not only within universities. Previous studies “found that student awareness of social issues increased as the students had a growing sense of empowerment” (ibid). The deeper awareness and empowerment of social issues is seen as a result and a consequence of student leadership. According to the United Nations student leadership contributes to the
development of youth by training committed citizens. Student leader initiatives help to promote “actions as freedom of thought, freedom of expression, and the right to an education that will encourage responsible citizenship” (United Nations, 1989).

The impact of student leadership in universities and communities has therefore been recognized. However, being a relatively new concept, the field of expansion of research on the subject is quite limited. There is no research that has established a direct link between student leadership and economic development and more particularly within a multinational company. Until now, no study has been able to determine whether student leaders are considered or not as added value by international companies.

c) Problem definition

It has been concluded that there is a need for confronting and connecting student leadership outcomes to multinational expectations. We believe that this study can be useful for multinational companies that are looking for new talent and for students who wish to work within a multinational firm. In order to cover the research gap, we decided to focus this study on two research questions.

Research question

**Research question N°1:**
What kind of qualities and abilities are obtained and developed through student leadership?

**Research question N°2:**
Are those attractive to a multinational corporation leadership level?

Purpose

The purpose of this study is to determine what are the qualities developed through student leadership and if those are attractive to a multinational corporation. To be done, the authors will proceed by analyzing and comparing student leadership with both classic and modern theories of leadership.
Delimitations

Restrictions have been detected regarding the term of leadership in order to get a high-quality insurance of the research gap. To narrow down the term of leadership the authors have focused on student leadership and strictly built their empirical finding in three areas. In order to clarify the concept of student leadership this thesis will focus on student initiative taken outside the university program.

Outline

Introduction

- The first chapter will introduce the reader to the topic of studies. Further on, the background develops to a problem discussion which will then lead to the final research question. Finally, the purpose of this thesis will be explained.

Theory

- In the theory part, literature will be presented regarding the topic of leadership. This literature will then be analyzed, discussed and have a motivation to the relevance of the field of study. There are four main theories that is set to be investigated and then a fifth that is to combine all.

Methodology

- This section is set to present and motivate why chosen methods are relevant for the collection of necessary data for the report. The answer will then be described in the empirical chapter.

Empirical Findings

- The empirical founding will in this chapter be described as well a motivation for each choice of target individual. The findings will be closely linked to the theoretical framework in order to get so accurate empirical findings as possible regarding our field of research.

Analysis

- This chapter aims to connect three different voices: theory, empirical findings and the voice of the authors. In this chapter, a valuable analysis is to be made and will state important contribution to the final conclusion.

Conclusion

- Finally, the last chapter aims to conclude and summarize the findings from all parts and eventually fill the research gap. Recommendations on further reading and implications is then discussed and presented.
THEORY / LITERATURE

Introduction theory

Each of the chosen classical theories are set to analyze leadership, plays an important role and will cover each other in the sense of research gaps regarding student leadership. The theories find themselves attacking each other’s ideas upon what the main source of leadership is. Starting with leadership as a trait, it is obvious that successful leaders do possess certain traits, as a drive, motivation to lead and are self-confidence (Kirkpatrick & Locke, 1991). Regarding the leadership as a skill, it is found essential and also connected towards the traits perspective (Mumford, Zaccaro, Connelly & Marks, 2000). Within these two areas, the authors are set to analyze the leadership act from a background perspective of the individual and what kind of traits and skills the individual need to possess when entering a leadership role (Graen & Uhl-Bien, 1995). The relationship theory has been chosen in order to understand how and to what extent the relationships between individuals have. The situational aspect leaves the authors with an important attribute of a leader: to be able to switch leadership role depending on followers demands (Blanchard, Hersey, Natemetyer, 1979).

It is also essential to see the modern research on leadership in order to combine student leadership with traditional theories. These theories are the theories of global leadership, Scandinavian leadership and e-leadership. Scandinavian leadership is also an interesting theory because of the link between relational factors and modern leadership, which the theory of Scandinavian leadership provides (Brandon, 2014). Global leadership was added by the researches in order to get an internationalization aspect of leadership as the world gets more and more connected (Bennis, 1999). E-leadership is eventually a theory well applicable to the concept of modern leadership because of the technology that has been developed during the recent years, which is a phenomenon the future leaders needs to be able to handle (Brunelle, 2009). Lastly, a theoretical description of student leadership is presented.

1. As a trait
2. As a skill
3. As a relationship
4. As a situation
5. Modern leadership
6. Student leadership

As a trait

Although research show that particular traits do not fully guarantee success in leadership, there is research pointing out that certain individuals that turn out to be leaders are different from other individuals in particular traits (Kirkpatrick & Locke, 1991). These common traits contribute and help the leader acquire skills, formulate the organizational vision and an effective plan to pursue the target. (Kirkpatrick & Locke, 1991).

It is a controversial historical story of leadership as a trait as it is connected to theories as great man leadership and upper-class individuals were seen as natural leaders, rather than of the case of today. Great leaders, in this case, men were born, not made (Kirkpatrick & Locke, 1991). But that theory has lost its power lately, mainly for one reason: the new democratic model (Slater & Bennis, 1990). This model includes the irrelevance of the individual, and instead focus on the group motion and the theory is therefore also connected to the relationship theory to a high degree (Graen & Uhl-Bien, 1995).

However, key attributes and traits that are confirmed that leaders have in common is a drive, motivation to lead, honesty, self-confidence, cognitive ability and knowledge of the business (Kirkpatrick & Locke, 1991). Even though knowledge of the business might not be seen as a trait, it is essential to point out the quick ability for leaders to learn and adapt their leadership towards their area of leadership, regardless of the situation (Schor, 2017).

- Drive
- Leadership motivation
- Honesty
- Self-confidence
- Cognitive ability
- Knowledge of the business

There is clear evidence that certain core traits, as mentioned above, play a critical outcome in the act of leadership. However, traits are only a precondition to becoming a successful leader. In the end, it is essential that individuals also take
actions to be able to practice their leadership (Kirkpatrick & Locke, 1991). There are those who found traits irrelevant to the study of leadership. The question of traits rose when it was stated that an individual does not become a leader of some particular trait. Instead, it was a matter of situational factors that influenced the leadership even more (Stogdill, 1974). However, it is stated that skills are very important when looking at a successful leader. Though regarding the discussion on whatever leaders are born or made, it is clear that leaders are not like other individuals - they do possess a high rate of the traits identified (Kirkpatrick & Locke, 1991).

As a skill

Skills in leadership are being seen as a very important factor in the determination of the outcome of a project, organization and vision and have for a long time been a very interesting topic in the field of leadership (Mumford, Zaccaro, Connelly & Marks, 2000). This angle of leadership is providing the thesis with the understanding of what kind of capabilities and skills an individual possess in order to perform an effective leadership (Ibid).

The focuses on an individual basis have two sides; Skills as intelligence and dominance as characteristics where skill, is one side (Bass, 1990) and another is the perspective of leadership as a trait (Kirkpatrick & Locke, 1991). The distinctions of leadership as a trait and as a skill is not particularly big; as a skill is something that is developed in the sense of traits and experiences received by the individual. Though, the difference is best explained by the three key types of leadership as a skill: complex problem solving, solution construction skills and social judgment skills (Mumford, Zaccaro, Connelly, Marks, 2000).

- Complex situation solving skills
- Solution construction skills
- Social judgment skills.

It is understood that these skills are very related to the patterns that do underlie important characteristics of a leaders skills (Mumford, Zaccaro, Connelly & Marks, 2000). Looking ahead, into the future, the skills of a leader need to be developed as the post-industrial information age, a time when mass production and controlled integrations are coming to an end, is arriving. Here, the skills of the leaders as rapidly adopt, both the individual and the organization vision, to the
new technology and conditions of a new era is essential in order to have a
successful leadership (Mumford, Zaccaro, Connelly & Marks, 2000; Brunelle,
2009).

As a relationship

During the last decade a deeper understanding and development within the leader-
member exchange (LMX) approach has been acknowledged. One of the
approaches that have been the foundation for the LMX is the influence-based
relationship approach (Graen & Uhl-Bien, 1995). The LMX approach began as an
alternative leadership style but has become a way of generating more effective
leadership through the development of leadership relationships.

The theory about the relationship-based way to analyze leadership is a part of the
LMX. This theory means that a combination of three factors need to be connected
to be able to analyze the theory. Follower, leader and relationship are the three
factors that needs to be taken into account while using the influence-based
relationship. These different approaches all have their advantages and
disadvantages. The differences and similarities are many and the different times
when it is appropriate differs between every approach (ibid).

- Leader-based
- Follower-based
- Relationship-based

The leader-based approach is most effective combined with structured tasks, such
as a strong leadership position power and member acceptance of leader. It is
explained as an appropriate behavior of the person in leader role when talking
about leadership. Some of the advantages are that there is a common
understanding of mission and values but also that is can initiate a wholesale
change. The disadvantages are that it is highly dependent on the leader and it can
cause problems if the leader changes or is pursuing inappropriate vision (ibid).
The follower-based view explains the ability and motivation to manage someone's
own performance. It is most effective in unstructured tasks such as weak position
power and member non-acceptance of leader. Some of the advantages are that it
can make the most of follower capabilities and frees up leaders for other
responsibilities. The disadvantage is that they are highly dependent on follower
initiative and abilities (ibid). Finally, the relationship-based approach is mostly
appropriate for situations that are favorable for leaders between two extremes (Ibid).

As a situation

The essential principle of situational leadership is that leadership effectiveness depends essentially on the different conditions in which one is in a given situation, in other words, depending on the consequences (Blanchard, Hersey, Natemeyer, 1979). This theory highlights that a leader must apply a particular leadership depending on the circumstances in which the group he is to lead is located. To do that, this theory highlights a connection between basic leadership, maturity level and leadership styles (Ibid). The notion of power is central to a situational theory of leadership. Hersey, Blanchard, and Natameyer even equate leadership and power as two inseparable concepts. Indeed, power is considered to be the intermediary, the connecting element between the leader and the members. Without the influence that it exerts on others, on its members, the leadership loses its meaning. However, a leader cannot influence the behavior or the actions of a third person, among other things to obtain active membership without exercising some form of power over the follower (Ibid.).

Regarding the different types, leadership styles, Hersey, Blanchard and Natemeyer identify 4 different leadership styles: telling, selling, participating, and delegating as well. Situational leadership also recognizes the importance of relationship and task execution. This is why styles are considered a combination of task behavior and relationship behavior (Hersey, Blanchard, Natemeyer, 1979).

- Telling
- Selling
- Participating
- Delegating

It is understandable that the leadership style telling is the most appropriate for a group with low maturity. Indeed, members have neither the will nor the capacity to take on their own responsibilities (Ibid). In this case, the members need more a leader who tells them what to do than a leader who encourages them in this situation where neither will nor ability is at the rendezvous. The degree of relationship behavior is low, and the degree of directive behavior is high. The selling style is adaptable to a group whose maturity is moderate. The leader must
bring a particularly important level of education and relationship. In the participating type, followers are in lack of confidence and enthusiasm led to a lower level of the ability to perform the task. The leader adopts a more supportive than directive attitude. Finally, in the highest degree of maturity, the style of leadership that corresponds is the way to delegate. Here the members have the will and the capacity to take the responsibilities, the necessity of the leader to adopt a directive behavior and a supportive behavior is weak (Ibid).

The link between the different styles of leadership and power is also made explicit. In groups with weak maturity and whose need for direction is important as in situations where the style of applicable leadership is telling and selling it is necessary that there is a form of coercive power or connection. The fear (strong emotion) of the punishment or even the antagonism of the leaders and his influential address book makes these forms of power necessary because the follower will do everything in his power to "avoid the punishment or gaining the reward of the powerful connection" (ibid).

Modern leadership

Leadership has for long been studied and discussed from different perspectives over the years (Kirkpatrick & Locke, 1991; Mumford, Zaccaro, Connelly & Marks, 2000; McGregor 1960; Grean & Uhl-Bien, 1995; Hersey, Blanchard, Natemeyer, 1979). As leadership is always adapted to the followers and the situation in hand (Vroom & Sternberg, 2002), so must the theories also be linked to the act of leadership demanded by today's modern standards. That is why these three theories are also applied in the sense of theory regarding leadership: Scandinavian leadership (Gustavsen, 2007), global leadership (Hewlett, 2016) and E-leadership (Brunelle, 2009).

- Scandinavian leadership
- Global leadership
- E-leadership

The Scandinavian leadership theory mainly strives towards a leadership culture with openness and a flat leadership idea (Gustavsen, 2007). This mode of leadership is centralized and mostly visualized in the region of Scandinavia; Sweden, Norway, Denmark, and Finland (Gustavsen, 2007). One basic condition for the Scandinavian leadership theory is all actors need to have a certain degree
of freedom in their work life and position; in that way, trust is established (Gustavsen, 2007). Trust is said to establish in connection with strong relational bonds, which is visualized as a modern act of leadership (Schor, 2017). Other perspectives of Scandinavian leadership have been visualized as a leadership model with a high encouragement of social interactions between the members of an organization etc. (Brandon, 2014). Further on, the leadership attitude preferred to promote productivity over effectively and in that way, have a positive attitude, giving inspiration and motivation to the followers (Ibid). What really characterizes both the countries basic conditions and the organization's motto is equality; which is often visualized by fewer walls, meetings on standing grounds and no long email chains (Brandon, 2014). In this way, a clear openness from the leader is well visualized and presented (Ibid).

As the world gets more and more connected (Bennis, 1999), the global connection to modern leadership is found more important. Research has been done on effective global leadership and eventually it is the same result as before: the relational factor is very important and in a global perspective it is referred to influence towards others (Hewlett, 2016). This relational trust is built on emotional intelligence, having inclusive leaders, communicative ability and winning the support of your followers (Hewlett, 2016). In the context of globalization and technological developments, tools of communication and information are reducing borders (Bennis, 1999).

One of the most recognized researches so far about technological advancements is that of Avolio and AL which defines technological development, also known as e-leadership. By being "A social influence process embedded in both proximal and distal context mediated by AIT that can produce a change in attitudes, feelings, thinking, behavior and performance" (Avolio, Al, 2000). It has been found that the frequent change in consumer behavior and demand further encourages companies to work in project mode. That is to say with teams made up of professionals who for the most part do not have the same crops, the same capacities and are not in the same geographical area (Ibid). The context of environmental consciousness in which we find ourselves is another argument for a near-complete transition to digital (Brunelle, 2009). This is why E-leadership is automatically associated TIA with advanced information technologies that are defined as tools, techniques, and knowledge that enable multi-party participation in organizational and inter-organizational activities through sophisticated collection, processing, leadership, retrieval, transmission, and display of data and knowledge (DeSanctis
& Poole, 1994). Five different technical developments have boosted the implementation of e-leadership: mobile computing, cloud computing, big data, social media and the Internet of things (Jones, 2017). Here the role of the leader is to minimize the psychological distance created by the ICT and the spatiotemporal differences (Brunelle, 2009).

To remedy these psychological distances, various methods have been developed and recommended in the framework of e-leaders, such as regular "face-to-face" communication between the manager and the employees both in writing and in speaking has developed to the use of social networks to help to reduce psychological distances, for example video conferences offered by networks such as Skype or Cisco Telepresence (ibid). The earlier they are organized, the easier the integration process is (ibid). In the long term, this measure makes it possible to create specific links, to exchange confidence more easily, to settle conflicts and to install a certain group cohesion and thus to ensure the efficiency of employees (ibid).

Another practice that reduces the effect of psychological distance is to particularly attend to one of the characteristics previously associated with the leader is the orientation towards people. Indeed, he must make sure that the employees feel good. Listening, being attentive to their expectations and promoting team spirit, employees must feel important and their contribution to the development of the company is recognized (ibid).

Student leadership

Definition

Just as "leadership", the concept of "student leadership" fuel the debates between researchers. The discussion of its definition turns around its terminology and how it should be named (Blak, Walsh, Magee, Hutchins, Berman and Groundwater-Smith, 2014). Where some scholars qualify student leadership as the student involvement in leadership activities within an organization (Hilliard, 2010). Others in the literature present it as synonymous of a set of other terms such as "student voice", "student participation", or even "democratic schooling" (Black, Walsh, Magee, Hutchins, Berman & Groundwater-Smith, 2014).
Proponents of this approach claim that student leadership is defined by the action taken, its motivation and its impact on the organization. Considering these three elements, the theorists distinguish three types of actions from which student leadership can apply (ibid). Therefore, student leadership can be applied either in actions that are in the own personal interest of the student, actions that will change the student experience or actions that can lead to academic or educational a change. Several models have been designed to classify these actions according to the importance or the development opportunities that it can engender for those young people (ibid). For example, Mitra's Pyramid of Student Voice which allows range from "being heard" to "building capacity for leadership". But also, the model of Holdsworth ranging from "speaking out" to "sharing decision making (and) implementation of action" (Ibid). The realization of these models helped to understand that student leadership could cover a larger field (ibid). Student leadership is perceived by United Nations as a means to defend student rights and that have the capacity to contribute to the development of youth. Therefore, "literature defines student leadership as a means of driving school and even a social change, a means of achieving the democratization of the school as a precursor to the democratization of society"(ibid).

Student leadership is encouraged by universities for several reasons (Hilliard, 2010). First of all: the changing expectations of the professional world. The rise of digital and technology create a redefinition of how the world works (Bretagnolle A. & Robic MC, 2005). The borders have been tightened, jobs are being replaced by machines and the expectations of the professional world have completely changed (Bretagnolle A. & Robic MC, 2005). Future professionals will be more likely to work in multidisciplinary jobs that require different types of technical skills but also a certain level of soft skills (Hilliard, 2010).

This has not escaped the attention of school systems. Nowadays, students are no longer only expected to perform academically well and have an "exemplary" behavior within the school. Students must be able to demonstrate managerial skills. It implies that the student must be a good time and conflict manager or be goal oriented (ibid). Also, he must know how to build positive relationships, contribute to the evolution of the "student group", and honor his civic responsibility, which includes respect for cultural, economic or racial differences (ibid).
University support

Student Leadership is defined by Hilliard (2010) as "The earliest test of leadership involvement comes with the first assignment or task to manage others". To anticipate these expectations, the schools understood that the solution was to expose students to leadership activities. Therefore, universities have decided to integrate leadership skills and soft skills into their programs (ibid). Soft skills are all the qualities that are not technical but still necessary for the exercise of a profession. These two types of qualities are not only taught to students through different workshops such as creativity or entrepreneurship but also through student organizations (ibid). Then, schools also gain to promote student leadership. Student leadership encourages students to seek excellence and to participate in the development of the school (ibid). The phenomenon requires young people to combine academic intelligence and emotional intelligence. These initiatives improve not only the academic results of schools but also their reputation (ibid). Student leadership contributes to the success of universities (ibid).

Finally, student leadership benefits students. They learn how to manage uncertainties, or decision-making (Hilliard, 2010). They also learn to take more risks willingly, to be more active within the student life and the community (ibid). Student leaders attempt to surround themselves along with the best people for the chosen job, have a high degree and capability to learn to delegate authority among others and believe in inspiring change (ibid).

Conceptual framework

The theories described in this chapter are all connected in the sense of leadership and will be a basis when the authors are set to analyze the empirical findings. By first recognize the traditional leadership attributes that is seen as fundamental to act as a leader, this framework tool will allow the authors to acknowledge and compare these traditional theories to modern leadership theories. Finally, the term of student leadership is relevant because it is the fundamental theory the thesis respondents acts within. The theories are summarized and described as a conceptual framework by the following model created by the authors themselves:
Traditional leadership

Trait
Skill
Relationship
Situational

Modern

Scandinavian
Global
E-leadership

Student leadership

Student voice
University support

Conceptual framework model developed by the authors

METHODOLOGY

Deductive Research approach

The major concern regarding methodology is to establish a relationship between theory and chosen empirical and is divided into different segments (Bryman & Bell, 2005). One of this segment is the research approach and is identified by two different approaches: inductive and deductive (Ghauri & Gronhaug, 2010; Davidsson & Patel, 1994). Although, a third theory has also been developed: the abductive approach (Alvesson & Sköldberg, 2009).

In an inductive approach, the theories are gathered and obtained from empirical findings made by the authors themselves (Ghauri & Gronhaug, 2010; Davidsson & Patel, 1994). An inductive approach implies that the theory is based on the case the authors have chosen to study by empirical findings or social understandings (Bryman & Bell, 2005). A deductive approach on the other hand, can be explained as the theory is based on already gathered materials, built upon common ideas about the subject and study framework built on theories applied to empirical findings (ibid). The deductive approach also implies that the theory chapter is based on earlier research and data collection. Though the chosen data is applied
by the authors’ own choice. From this view, a platform of data is applied for further research of the study. It will also include a background for the empirical data for it to be analyzed and captured (Ghauri & Gronhaug, 2010). The theory is therefore based on facts and logic before conducting any empirical findings and data (Ghauri & Gronhaug, 2010; Davidsson & Patel, 1994). An inductive and deductive approach are being seen as the most traditional and are more common than other approaches, even though the abductive approach is popular in the specific field of qualitative studies (Denzin & Lincoln, 2011). The abductive approach implies that the authors use inductive and deductive approaches together when receiving data from the study (Alvesson & Sköldberg, 2009). This approach is seen as a combination of both approaches and leaves the author open to build theory and empirical finding on the same basis (Bryman & Bell, 2005).

The authors of this study have created the theory based on data and earlier research, that is why this thesis has a deductive approach (Ghauri & Gronhaug, 2010; Davidsson & Patel, 1994). Further on, as the study of leadership concern social science, a deductive theory is advised (Kumar, 2014). As the problem discussion and assumptions of this thesis are regarding leadership and built on already existing theories about leadership. It is understood and a previous reached conclusion that the most suitable way to further study leadership from a student perspective is through a deductive approach. Even though a deductive approach will not provide this thesis to recall the implications of empirical findings into theory, which would have been a great value. The final agreement was made based on the earlier research that has been made regarding leadership as it is closely linked to student leadership.

**Qualitative research method**

In order to answer the research question, different research methods provides different ways to finalize an answer to the research question (Kumar, 2014). Commonly, there are two approaches: qualitative and quantitative researches (ibid). Even though both methods imply a transferring of competence between the authors and the targeted competence. There are three major distinctions between the methods; how data is collected, analyzed and finally presented (ibid). The flexibility of the answer is also applied to the chosen strategy, whereas the quantitative study leaves less flexibility, quality and a further development of the situation (ibid). It is essential to choose the right research method for the type of problem the authors aim for and what the studies purpose is set to establish.
(Creswell, 2005). There are also other methods when conducting empirical research, such as focus groups. Focus groups provide a group of individuals with special knowledge in the area to discuss the chosen subject (Bryman & Bell, 2005). Further on, observation is a possible method to collect empirical data (Ibid).

The qualitative research implies that the authors address and introduce the subject of study to certain individuals or groups to gather data and retrieve patterns and context based on the empirical finding from the interviews (Creswell, 2007). This research method further analyzes the respondent’s vision and reflection of the chosen subject to deliver a more complex conclusion (ibid). In order to receive accuracy and quality data, it is essential that the respondents have an actual experience or involvement in the field of study or the chosen approach for the particular interview (Hatch, 2002). It is also stated that a qualitative interview will give the respondent more space to answer the subject and also provide the authors with more freedom to receive further interesting explanations (Bryman & Bell, 2005). When performing a qualitative study, interviews are recommended (Ibid).

A quantitative approach often has a similar framework for each individual that has been chosen to be a respondent (Bryman & Bell, 2005). Through a quantitative research approach, the answers can be analyzed and presented with numbers and results (ibid). Also, conducting a quantitative research approach leaves the authors with many different answers, which can later be used to build diagrams or figures (ibid).

The most suitable research method for this study is a qualitative approach according to the authors. Using a qualitative approach, this study will be able to recognize a more complete understanding of the leadership perspective by conducting interviews with special individuals that have valuable knowledge of the field. As the authors want to analyze the student leader’s minds, focusing on a few rather than many make the process easier. Even though the quantitative approach would have provided this thesis with a wide perspective of student leadership by receiving many answers, it is more essential to receive the experiences from those who have actually been in a student leadership position.
Data collection technique

In order to receive relevant data for the study, the technique of data collection can be done in two major areas: Primary data and secondary data (Creswell, 2014; Jacobsen, 2002). In both techniques of data collection, it is important to focus on what kind of data is set to be collected and how to receive the data (Cresswell, 2014).

Through empirical data, primary data is set to be collected and developed as the researchers conduct different approaches to relevant respondents (Ghauri & Gronhaug, 2010). When conducting this type of data collection, it is essential for the respondents to have the relevant experience of the field (Yin, 2014). In this case, primary data is often collected via interviews or observations (Creswell, 2005). Primary data is in many cases seen as more attractive data since it is collected for the studies own purpose, rather than someone else purpose (Jacobsen, 2002). It is also believed that primary data corresponds to more detailed information on the subject or field of study than the majority of the secondary data (Creswell, 2005). Finally, primary data should be the main source of a study because of its accuracy on the subject (ibid).

In this thesis, primary data collecting techniques will be interviews with relevant students that have been active leaders via one of three segments: student organizations, business or event leadership. Primary data is also collected by an interview with an international corporation to analyze the need of student leadership and find out if there is a match between the experiences collected in student leadership and leading position in international corporations. Primary data sources provide this study with more accuracy regarding the subject (Jacobsen, 2002; Cresswell, 2005).

Primary data source
- Collected data in the analysis chapter in form of interviews
- Collected data in the empirical chapter in form of interviews

Through already gathered material, secondary data is seen as information that has already been collected by someone else than the researcher; for another purpose (Kumar, 2014). In order to receive the most suitable information in secondary data, the researcher needs to extract the necessary information towards their own
study (ibid). As a standard, secondary data are being seen as books, encyclopedias and summarizing journals (Ghauri & Gronhaug).

In order to get a wide perspective of the field of study, the authors have chosen to add secondary data in order to receive a complete picture of the study regarding student leadership. The introduction chapter is one part where a further understanding of leadership was needed, to capture the complete picture of historical events that affected student leadership. Secondary data was collected by carefulness by the authors to give the primary data the most important role and the majority of the study, as seen by the empirical findings.

Secondary data sources
- Collected data in the background chapter in form of articles

Research Design

Providing a research framework is essential in order to connect the problem statement and research question to the empirical research; this will illustrate the depth of the study better (Ghauri & Gronhaug, 2010). In the chosen qualitative approach, this research design can be in form of experiments, case studies or surveys (Denscombe, 2014). However, the research design should be chosen in accordance with the choice of research method (Ghauri & Gronhaug, 2010). Further on, the importance of research design is in alliance with the valuable arrival of valid finding, comparisons and in the end also conclusion (Kumar, 2014).

When choosing appropriate research design, it is essential to choose one that is in accordance with the chosen method approach. In the chosen qualitative approach, the research design is set to alter depending on which methods are being used. Those terms are exploratory, explanatory and descriptive approach (Yin, 2014). The main purpose of this thesis is to explore the relationship between different variables in leadership based on theories. Different ways to conduct an explanatory qualitative research are archival analysis, survey, experiments and case studies (Yin, 2014).

Research design
- Explanatory quantitative interviews by surveys
To receive the correct gathering of data and relevant information, a selection by the researchers will be needed before gathering the empirical data (Merriam, 2009). There are two ways of conducting a strategy of sampling data; probability and nonprobability (ibid). Probability approach implies a randomly selected model and correspondents, while nonprobability will instead let the researcher design the samples after certain criteria (ibid). To further acknowledge the two areas, probability is a sampling strategy that randomly selects respondents and is therefore not applicable and suited with this thesis research qualitative approach. The aim is to choose individuals based on the chosen criteria developed by the authors, and that is why a nonprobability sampling is advised (ibid).

In this study, there are three different purposeful strategies of sampling to pay attention towards regarding the interview student leaders. Individual student presence at university is found as a basic condition. Further on, the individual need to have a leadership position where the authors recognize the correct leadership of this study is performed. Preferably, the chosen individuals should have been active in the business or leadership level for at least 6 months. Regarding the international corporation, the main condition for the company set to be interviewed is needed to be an international company with at least 50 employees. This is in order to acknowledge the term of leadership in a corporation.

The student leaders needed to be:
- Registered at university during their time as student leader
- Leadership position or acknowledge leadership attributes
- Have been active in the leadership position during at least 6 months

The international corporation needed to be:
- International market
- At least 50 employees

This study will use a qualitative method, which will provide the authors with insightful information and a deeper understanding of the field. The qualitative research will be based on interviews that will be conducted with student leaders in student organizations, studentpreneurs and in the event leadership sector. The interviews consist of three individuals from student organizations, one from event leadership and one from studentpreneur. Every area is set to provide the authors with a conclusion regarding the concept of student leadership. This will give the
deeper understanding and information that is not available in a quantitative research and results in a longer and more explaining answers for the research that will be helpful when doing the research (Hammersley, 1990). Respondents with relevant experiences and interests were therefore chosen in accordance with sampling strategy.

The chosen student organizations for this field study is FIKS, Kalmar ESS and ESN. These are all student organizations board members and are active in different areas. For this study to be performed and enable the authors to receive the best suitable answers, each specific individual in the represented board of the student organization needs to include common key responsibilities. First of all, they have all been students during their time as a leader. Further on, each individual has to be in a position where leading is a natural asset. Finally, the board member has to have been in the board for a time backward so that they are able to describe their experience; this time is stated as 6 months or more. Acknowledgeable is that the interviewed individuals can have been a board member, meaning he or she does not have to be that at the particular moment the interview was done.

The event organization chosen is Rookiefestivalen. For the study to be as successful as possible, it is needed to find a leader who has been the leader for the whole event to have gained the experience needed to be able to answer our questions about student leadership, that will help our study. The process for an event is mostly several months and sometimes even a year, this means that the chosen respondent has gained a leadership experience through organizing an event of this kind.

For each interview to be effective, criteria have been put in place regarding the person to be interviewed. The interviewee must be in a leadership position such as Joseph entrepreneur, CEO of his company. The activity exercised by the interviewee must be directly related to student leadership. The student his company while still a high school student. He created a more than a 10-year-old team for a team of more than 10 people. All these elements made him respond to the experience of leadership and leadership outside the school to ensure the validity of the answers.

The link between entrepreneurship and leadership is almost obvious; entrepreneurship is even considered to be a branch of leadership. In an
entrepreneurial situation, the entrepreneur creates a business that embraces his vision. It leads and guides the project as well as anyone involved in the process. The development of student organizations and the recognition of practical teaching of general skills and entrepreneurship in universities has helped boost the business creation initiative among young students. The chosen organization is set to acknowledge a leadership within the sampling strategies and also the theoretical framework.

To provide this study with another dimension, a qualitative interview will be performed with an international corporation to receive an understanding of the attractiveness and implication of the experiences the student leaders receive. This qualitative interview will be conducted on Norden Machinery, which is an international corporation located in Kalmar. This interview is set to contribute to valuable information and inputs regarding the need and attractiveness of modern leadership and the development of student leadership.

Choice of interview mode plays a particular dimension when receiving the answers (Crewell, 2014). Interviews are also argued as one of the most fundamental sources in a complete study (Yin, 2014). To further develop the concept of the interview, it is stated that there are three traditional structures of interviews: structured, semi-structured and unstructured interviews (Merriam, 2009). A structured interview is set to imply a high level of control as questions are strict and give less space for the respondents (Denscombe, 2010). A semi-structured interview, on the other hand, acknowledge a more flexible approach (Ibid).

It is also further acknowledged that the researchers have a strong impact on the implications of the interviews, as the researchers have the ability to format the questions and content (Kumar, 2014). There are two dimensions of questions; open-ended or closed (Ibid). The open-ended questions provide the respondent with answers that are freely based on just a question while the closed interview leaves the researchers states answers that the respondents use an instrument, put a mark on etc. The main difference is whether the questions aim is to receive information regarding opinions or facts (Ibid).

The chosen interview mode for this thesis is structured interviews because of the already structured theory that implies a direct answer. Also, it is seen as an easy way to answer for our respondents and the thesis is set to receive a good structure
on the answers that will be delivered. For that reason, the semi-structured interviews were not applicable. Another implication of the structured interview form was to strictly follow the deductive approach and stay with the chosen theories. The choice of open-ended questions still enabled the respondents to express their experience in different forms. A closed form would have left this study with less acknowledgments as it would only have been based on the authors’ own knowledge. It is also believed that this study aims for opinions of self-encountered student leadership.

Connecting the questions to the theory is essential in order to get the relevant understanding of each question (Jacob & Furgerson, 2012). This is also necessary for the research to acknowledge what has already been researched and guide the authors when the empirical finding is set to be analyzed (Ibid). Further on, in order to receive a valuable operationalization and the area of research, the conceptual framework needs to be in alliance to the real world (Davidsson & Patel, 1994). The theories explained in the theory chapter are in line with the operationalization schedule attached to the questions conducted via the interviews. The questions can be found in Appendix.

Student organization and event leadership questions were built in the same way, while student entrepreneur interviews another questionnaire has been done. The questions referred to Norden Machinery are built on the same questions as the event management and student organization context. Although they will be analyzed from a company's point of view and in the case when hiring new employees. This to be given a picture of how a multinational corporation is thinking and if the qualities they are looking for are developed through a leadership position in the three different contexts. The questions are to be found in the appendix.

Operational schedule Student organizations, Event leadership and International corporation:

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Questions</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>General leadership</td>
<td>1-5</td>
<td>These questions will answer the basics, what the</td>
</tr>
</tbody>
</table>
respondents position is and what leadership is to them.

<table>
<thead>
<tr>
<th>Leadership as a trait</th>
<th>6-11</th>
<th>These questions will explain if and how they have used leadership as a trait in their organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership as a skill</td>
<td>12-14</td>
<td>These three questions will give an understanding of how and if they have been using leadership as a skill in their organization.</td>
</tr>
<tr>
<td>Leadership as a situation</td>
<td>15-17</td>
<td>Through these questions an understanding of the leadership as a situation in their specific field.</td>
</tr>
<tr>
<td>Leadership as a relationship</td>
<td>18-22</td>
<td>These questions will explain how important and how relationships are being used in a student and multinational organization</td>
</tr>
<tr>
<td>Modern leadership</td>
<td>23-31</td>
<td>These questions will answer to how and if the respondents are using modern leadership and how much they are using it in a daily basis.</td>
</tr>
</tbody>
</table>

Operational schedule studentpreneur:

<table>
<thead>
<tr>
<th>Concept</th>
<th>Questions</th>
<th>Reasoning</th>
</tr>
</thead>
</table>

27
<table>
<thead>
<tr>
<th>Entrepreneurship as a Student</th>
<th>4-6</th>
<th>These questions will allow to have a better understanding of their entrepreneur condition as a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General leadership</td>
<td>7-8</td>
<td>These questions will answer the basics, what the respondents position is and what leadership is to them.</td>
</tr>
<tr>
<td>Leadership as a Trait</td>
<td>9</td>
<td>These questions will explain if and how they have used leadership as a trait in their organization.</td>
</tr>
<tr>
<td>Leadership as a Skill</td>
<td>10</td>
<td>These three questions will give an understanding of how and if they have been using leadership as a skill in their organization.</td>
</tr>
<tr>
<td>Leadership as a relationship</td>
<td>11-12</td>
<td>These questions will explain how important and how relationships are being used in a student and multinational organization</td>
</tr>
<tr>
<td>Leadership as situation</td>
<td>13-14</td>
<td>Through these questions an understanding of the leadership as a situation in their specific field.</td>
</tr>
</tbody>
</table>
Modern leadership 15-21 These questions will answer to how and if the respondents are using modern leadership and how much they are using it in a daily basis.

Conducting interviews

The interviews conducted regarding student organizations, event leadership and the international corporation were made by e-mail. By conducting interviews this way, it is possible for the correspondents to receive enough time and thoughts on their own, without the implications of the researchers. This is in line with the chosen structured choice of interview type. It is also recognized that there was no time limit for the respondents, which is believed to make them develop their answer. Although, it is acknowledged that there are some negative implications of e-mail contact, as truth, time spent on questions and human expression etc., the e-mail interviews has delivered necessary primary data. All interviews were structured and conducted within 20 days. The interview conducted with the studentpreneur was made via phone. The chosen respondent was asked whatever the interview should be recorded or not in order for the respondent to speak freely. The phone interview was recorded and was used as a basis when analyzing the studentpreneur.

Method of data analysis

During a qualitative research, the results often leave the researcher with plenty of data although, all this data is set to give a deeper understanding and insight of the field of study, than a quantitative (Ghauri & Gronborg, 2010). Once conducted the interviews, the next step is to analyze the found data, empirical findings, in order to compare them to the theory and finally to the research question (Gillham, 2008). The email response provides the authors with the new information easily to be able to summarize and reformulate the most adaptive and essential data for this thesis purpose while having a neutral insight at all time. The theories were the main function in the selection of relevant data and represent a chapter that the authors always acknowledge when matching the primary data in the empirical chapter. Later on, the primary data worked as a third party in the analysis chapter.
together with the own voices of the author and the theory to acknowledge the connection between them all.

**Quality of data research**

Regarding the quality of data research, social research is aiming to receive a descriptive study of a social world (Silverman, 2011). Further on, it is also important to have a neutral perspective when doing their activity through the study (Ibid). Therefore, two major areas are argued to be appointed: validity and reliability (Bryman & Bell, 2014). It is essential to acknowledge these two areas in order to receive a good quality in the overall study.

The validity of a research is based on an assessment of the conclusions that have been generated from a market research and if it is cohesive or not (Bryman & Bell, 2014). Validity is based on how precise and trustworthy the conducted questionnaires have been. There are four factors of validity. They are theoretical validity, internal validity, external validity and ecological validity. The theoretical covers the quantitative research and is about how much a theoretical study reflects a real and honest view of the practical world. The internal is based on causality and is about how convinced we are of how big an independent variable is and if it is responsible for the variable we have found in the dependent variable. The external validity discusses how well the outcomes from a research can be generalized beyond the specific context. It is in this context how an individual or organization gets chosen to participate in a research gets crucial. The last factor is the ecological validity and it is about how the theoretical result actually is applicable in normal people’s everyday life and in their natural social environment (ibid). Overall, it is argued that the data collection needs to be relevant and accurate in order to receive a sustainable study (Denscombe, 2010).

To make sure this study has a high validity, the interview questions will be sent early in the process to give our respondents a chance to think through the answers carefully before submitting the answers. The research must provide the same information and answers as the respondents gave as answers in the interviews. Through this, the study will have a strong value of the answers to the interview collected. Validity is high because of the pre-knowledge of each sector where the empirical findings are found. The internal and external validity is reached as we intend to work equally with all areas of respondents and being neutral throughout
Ecological validity is reached as the respondents are active in the area of leadership in their respective leadership role.

Bryman and Bell (2014) define reliability as how similar the research would be if it was conducted once again on a different occasion and if it will be affected by random or occasional conditions. Another way of seeing reliability is how trustworthy the sources are. If they are, the outcome will be almost the same no matter the occasion or time when doing the research. The three main factors in the definition are stability, internal reliability and internal assessment reliability. The stability means that the results should be the same regardless of the group’s attitude or mood. The internal reliability is based on the important question if the indicators that make a scale or index are reliable and worth following. The final factor is the internal assessment reliability, which indicates that you should translate data into categories and if there are observers involved, there is a risk that their interpretations do not match (Bryman & Bell, 2014). In other word; Should the same outcome of the study be the same regardless repeated similar circumstances (Kumar, 2014).

When choosing respondents to interview, individuals with a wide variety of different backgrounds and experiences, within the areas were picked. This is to make sure that a whole picture and an honest answer to the interviews have been given. This will help this study to get a consistent result that would not differ if it was done during another time. Since the term modern leadership is a word connected by today's standard, the same result that this thesis find is not the same as would have been found for 10 years back or in the future. Also, it is believed that leadership is also different from country to country and therefore a different conclusion of leadership from a student perspective would have been detected. Although, in a bigger picture the authors find the collection of empirical findings as a high reliability.

Research ethics

Regarding research ethics, there are four major core principles that the researchers need to have in mind when conducting the research: Interested participants needs to be protected. Participation should be voluntary, researchers need to act in an open manner in alliance with the investigation and finally research needs to comply with the laws of the country (Denscombe, 2010). Regarding all the
interviews and the research in a wide context, the authors have worked in accordance with the mentioned principles.

It is essential for all participants to be protected from harm and is done by consideration in advance by the researchers etc. (ibid). It is also essential to develop a good and stable relationship by showing trust to each other (Cresswell, 2014). By following this guideline, the interviewees approached were acknowledged of our aim regarding the study. Overall, the valuable internal information that was collected was not in an important sense related to any high-security alert or valuable in economic concerns. All interviewed respondents reckon they felt protected with the information they shared. Further on, it is argued that a person or respondents never should be forced to contribute to the study. Instead, this must be on a voluntary agreement (Denscombe, 2010). All respondents were first asked to accept the invitation of answering any question at all before the authors sent the questions to them. In this sense, they had the availability to reject participation. Also, there was no pushing from the researchers towards the respondents which makes all participant act on a voluntary basis. To further acknowledge the ethical research, it is argued that the research should be open about the research and the purpose of the collected data (ibid). During all interview process, the indication from the researchers was to present the purpose with the study. It is also acknowledged that the researchers showed openness towards the respondents at all time. Finally, the current law system of the country is highlighted as an important research ethic concern (ibid). This research has not offended any law system. It is also essential to acknowledge that this thesis has not used a copyrighted information without referring to the author through the study.

EMPIRICAL FINDINGS

Primary data

The primary data collection of this thesis consists of interviews made with 6 different respondents: 5 students and one multinational corporation. Firstly, student organizations have given this thesis valuable knowledge from board missions that young individuals have been in active in and in that way possessed the act of leadership. Also, the event leadership angle will add another perspective concluding a leadership position and act from a different and more open
leadership with fast actions. Finally, from the student’s perspective, studentpreneur from an international view will be applied by receiving experiences from French student that has entered businesses from a young age while acting as a leader. Applying the last primary data research, Norden Machinery, will allow this thesis to add the perspective from a modern and international corporation to see what kind of qualities is needed on an international leadership level.

Student Leadership: Student organizations

Student organizations represent an area where student leadership is visualized and performed. This works as a field for young individuals to enter a leadership position while being students. In that way, individuals are set to receive an early experience of leadership which then can be applied to the leadership ability they use when entering a professional job. This empirical chapter is built on three respondents representing three different student organizations.

The first candidate regarding student organizations is Sofia Bengtsson is an individual who entered a student leadership position as she became the vice president of a board of a student organization that is hosting almost 900 members. At age 21 she was defined as a student leader and her student organization, KalmarESS, is the student organization for all business students in Kalmar. Leadership for Bengtsson is an individual who listens to the group and makes sure everyone feels appreciated for being a part of the group. Bengtsson refers to her drive as a clear motivation to lead the organization forward, especially with her ambition to include every individual and strive for everyone's happiness. This has resulted in her student organization winning a price for the organization of the year. Bengtsson states that she has been actively involved as a leader even before she entered student life and especially mentioning: “I have always worked hard, and it pays off, since I often have various kinds of leadership roles.”. She also recognizes her earlier achievements and believes the following: “I think my achievements makes me feel better about myself”. This young leader also relates her leadership as acting with honesty and believe the role model motive is important when leading. During her time as a leader, Bengtsson has realized the importance of being able to handle a lot of information at the same time and in that way understand how to prioritize. Regarding the importance of knowledge of their own business, which is the
information about the student organization's core activity, Bengtsson thinks she has the knowledge to be able to lead KalmarESS.

One of her leadership skills in a critical situation is that she takes one step at a time: “I manage them by taking one step at the time. I never regret anything I have done because what I did felt right at that moment.”. Skills in planning and organizing are something Bengtsson finds crucial and consider herself good at because of communication: “By having a lot of communication, both formal and informal.” An important asset in the skill storage for Bengtsson is the skill to adapt and attract in a complex social situation, as she likes to be in the center of attention, like a social complex situation promote. She strongly relies on her ability to build good relationships; in non-professional life as well as professional. Overall, Bengtsson sees herself as a very relationship driven person and in order for Bengtsson to reach a good relationship she heavily relies on her communication skills. This is mainly done by having a clear and honest conversation with the followers. When it comes to ranking the relationship importance; it is very high among Bengtsson’s believes.

The vice president of KalmarESS faced critical situation several times and she states; “In those cases, I try to stay calm and get all information needed in order to act after that”. Bengtsson recognizes the situational leadership by acting and choosing the relevant leadership role based on the situation. For example, that she doesn't always intends and demands to take the lead and refer here by how the situation suits her leadership. By being able to enter different leadership style depending on the needed act of leadership, Bengtsson sees herself as flexible. Even though, she intends to be the leader that listen to everyone, make everyone feel appreciate and recognize everyone in the group; she is able because of her flexibility to switch leadership style depending on situations.

Bengtsson states that she is creating relational bounds to her followers by stating and implementing to herself that every member of the group is important. She often asks questions about new cultures in order to get a wider knowledge. Communication is important for the young vice president as she recognizes that her leadership is created by asking and talking to everyone in the group. Bengtsson believes that her attitude of honesty and openness is her source for a successful leadership role. It is also important for being a leader both outside the professional life and regular life and refer heavily to the level of honesty. She wins the support of others by having a strong relational bound. Bengtsson always
intends to use this kind of leadership effectively, even though she recognized that she likes and do most of the stuff by herself; yet recognize the importance of dividing tasks between the group. Geographical problem is no major problem: “That is not a problem to me. I use the tools necessary: travel, skype, facetime? We will make a way”. She uses the tools necessary to make the meeting etc. happen. Traveling, skype or facetime is common tools that she believes is a good option when it comes to geographical differences. Social media is also an arena where Bengtsson, for example, builds her relational bounds. Regarding economic and ecological acknowledgments and concerns, Bengtsson states: “Not at all I would say, unfortunately.”

The second candidate; Jessy Treffler, is a German woman who entered the role of a vice president the student organization of FIKS. Being age 26, Treffler entered a leadership position in the athletic student organization of FIKS. Leadership according to Treffler is an individual that is there to guide other people and being there for them if they need someone.

Treffler refers to her drive as an important factor when it comes to leading the organization forward, mostly because of the close connection to the ambition of the organization and her own ambition. Treffler rank the importance to follow the aim of the student organization when leading as very high. The degree of self-confidence is high because of her willingness and open attitude towards talking and introducing herself to new people when acting as a leader. Treffler is battling multitasking good and refer to board meetings in FISK; “In board meetings a lot of information circulates sometimes, and I would consider myself as very comfortable in these kinds of situations. I have no problem to multi-task or take in several information at once”. This young student leader believes she has the knowledge of the business, also known as the knowledge of the student organization and the aim of the organization. Regarding complex social situation she states: “I manage complex situations by talking to other people and discussing how to go on with issues we are facing. I think it’s always better to have more people thinking about difficulties than only one person. I am all about collaboration”. Collaboration is the key word for her when it comes to management in a situation where a lot of information is circulating. Further on, Treffler recognizes the importance of planning with regular physical meetings with the other in the group and the daily contact over social media. She also refers to her intention and willingness to act in a situation with many individuals around her important for her leadership attitude.
Treffler sees herself as a person who relies on relationship building as well as she intends to create a close relationship with the team members and regular members. “By being open if someone approaches or asks me anything and by talking to our members when I meet them”. There are also other ways to implant a good relationship as Treffler also refers to the openness she is offering to the members and the group in the board. She believes by being welcoming and understanding the need of the member, it is possible to reach the important relationship that she believes is so important. Treffler aims to build long-lasting relationships and refers to the importance to get everyone involved in the decision-making process in order for the board to act as good as possible, especially during critical situations. In really critical situations, she finds herself calm: “I would though stay calm and try to fix the situation by meeting with the board and discussing how to react.” She tries to stay calm and handle the situation by being secure and calm within herself. The vice president also recognizes the importance of situational leadership is ready to take on the initiate and for example speak to the members and introduce new members when the situation demands that kind of action. Treffler intends to always act in a collaborative way when acting as a leader.

Further on, this student leader recognizes the importance and valuable importance of relational bounds as this is the way for her to keep members in the organization: “I want to keep the members of our organization and want them to be happy with the organization as well as keep being members the next semesters”. Treffler also refers to the possibilities that exists when having a multicultural environment, as FIKS represent: “I enjoy being around people with different cultures so to me it is more a positive opportunity than something I have to cope with”. Further on, Treffler states that she accepts everyone for whom they are no matter cultural differences and allow those who want to be active in the student organization a possible position. Honesty and openness in her private life is a strong source of her act of leadership when it comes to openness towards the followers. Treffler further develops the way to win support is done by a leader that do the tasks that were assigned to her. She also adds the importance of trust and do a generally good job as a board member or a leader. She is capable of taking and acting in the decision she found is the best. Being in a board has several advantages as Treffler recognizes, for example handling decisions regarding the future of the student organization etc. Geographical problems are no major deal for Treffler as she solves it by using social media. Treffler reaches out to many of her followers by social media platforms such as Facebook and Instagram. Treffler
recognizes ecological and economical sections as important, yet other attributes of leadership are found more important to her.

3rd candidate; Madeline Modig represents the international student organizations of ESN Kalmar. She was appointed to be president at the age of 25 in the only organization that welcomed, arranged events and trips for all international students studying at the university in Kalmar. She reckons leadership as helping and supporting others and refers mainly to helping her board members to feel secure with what they do.

She finds herself very motivated and driven in the organization’s own interest, which also reflects her own leadership instinct. She really cares about the organization, which makes her lead with a strong drive. She has had an ambition and acknowledged leadership before she was appointed president. Honesty is also a valuable tool for Modig when she acts as a leader. She said that is it important to admit when one has done something wrong. She also finds herself loyal to her followers. The vice president of ESN finds her self-confidence in the way she leads by planning and being a nice team player, which makes her confident when acting as a leader. Yet, when a lot of information is circulating and tasks have to be done, she tends to take them by herself rather than dividing the tasks by explaining on how to do it, as she finds it too complicated. She finds herself in accordance with knowledge of business very well as she has been in ESN for a long time. The president of ESN has experienced complex situations: “I’m trying to think twice before making any decisions”. In extremely critical situations, she has turned to reliable sources as the national board of ESN Sweden. She also refers to her ability to deal with stress: “I am good with dealing with stress”. She believes that she is able to plan her event or organization in a good way by having good knowledge about it. Modig will also inform the others about the missions they have been appointed and make sure they understand it. In this way, she finds herself good in social complex situations.

Relationship level is highly ranked for Modig when she builds bounds to her followers. The relationship towards the board members has been clearly visualized and proven good, while she has not had that front role towards the members of the student organization. She builds her support with followers by having a “friendly atmosphere”. In accordance with a friendly atmosphere, she ranks relationship very high when it comes to leadership attributes. Modig has faced situations that need special attention and a way of attitude, during her time
as president. In those situations, she makes sure to think about all the consequences and what will give them the best result. Modig has also encountered different types of leadership styles and faced situations where she is needed to act on a fast decision-making process without involving the board because of the long process. In this way, she is able to enter different leadership roles.

Regarding the importance of the followers valuable Modig states that without the followers the leadership would not be needed. In other words, according to her, the followers very valuable. Cultural and national differences are no major problem for her: “I would not say it has been a problem at all”. She also states the importance of involving others by making the decision together as a group and in that way also show an openness attitude as a leader. This is a way for her to win support from her followers. An example of how to communicate with the followers is through a social committee that has been appointed to adjust after the members’ ambitions. Even though Modig recognizes that she is not so good in delegating, she thinks it is important with open management and that it should be included in leadership. A geographical obstacle has not been a major problem during her leadership and refers to using Skype as a method for communication. Technology, such as Skype, but also other social media platforms are some ways to communicate according to Modig. She does not make any major concerns to ecological and economical attributes when acting as a leader.

Student Leadership: Event leadership

Event leadership is the second arena where student leadership can be found. There are a lot of events that need to be planned for students and a lot of the times it is made by students. Two people that have been the leader of an event by students have been interviewed here.

Candidate of event leadership is Robin Lundell who was the project manager during Rookiefestivalen 2016 and had the responsibility to make sure everyone in the other groups knew what there were supposed to do and make sure they held their deadlines. Rookiefestivalen is a music festival made by students at the music & event management program.

Robin Lundell was the project manager for Rookiefestivalen. It is a music festival made by students that have been worked and planned for over six months. Lundell defines leadership as more oriented towards human resources than a boss. A
leader should be interested in trying to motivate others and create a good work environment throughout the whole company/organization. Lundell explains that this was his first ever leadership position but since Rookiefestivalen he has taken on multiple leader roles at his new workplace.

Lundell explains that being a leader is something to strive for if you have the personal qualities, such as being in charge of people and like having responsibility. He also says that the key to a good plan and organization during the planning process of an event is to create an online schedule and plan so everyone can see and take part in the information. Lundell also mentions that an open discussion channel through the group is necessary to create an open communication channel. He also states that it is important to be honest with the group you are leading. If not, it can seem like you are separating yourself from the group which can lead to dissatisfaction through the group.

In the interview with Robin Lundell from Rookiefestivalen, he was asked to define leadership “Leadership is something you strive to have it is more oriented towards human resources rather than a boss. When you’re at a leadership position you see every single person in the group, you highlight them and encourage them to do their best.” he states. Lundell’s leader position at Rookiefestivalen was his very first leader experience, “Rookie was my first leader role, but ever since I’ve been a leader of different kinds.”. The experience was very successful, and it has kept him in similar positions in his later work. Lundell mentions two of the problems he had during his leadership and how he could have stopped it, “I lived in Kalmar and wasn’t around all the time. I reckon I could’ve worked that thing out better with a more of an open conversation with the group”. He then added “it’s all about communication, talk to the group, what has to be done and when? Create a common calendar online. Have a couple of major deadlines and lots of smaller ones.” to explain how he is planning his events for it to be as successful as possible. The other problem he had was when a band he had booked cancelled their show the same week as the festival took place. “It was a stressful couple of days when I got the call that they canceled. Although I knew there was no idea to freak out about it, I just needed to find another artist or band that could play instead of them. It took a day or two without any luck, but then a friend of mine, who is a singer came to the festival and helped us out in a difficult situation”.

Lundell states that all that matters are the individuals work and not where you are coming from; “As long as everyone is doing their part I wouldn’t care if the person came from Mars”. He is very clear with the point that the work is the most important factor when choosing his group. He finds that the best way to lead a group is to take advice and ideas from the others to be able to discuss and then get new ideas. “I rarely take any decisions by myself, I like to involve the group members”.

Student Leadership: Studentpreneurs

In my opinion, being an employee is a little too limited”. He continued: “Then I saw many problems and people complaining around me. I said to myself: who says problems, says opportunity. Why not turn these problems into solutions and generate income or profits? I had this vision and I went from dream to act. Another thing that drives me is the process”.

He confirmed: “Going from a blank page to something impacting that takes shape progressively and that will eventually solve the problem. What attracts me the most is the creative aspect and the challenge. I love the challenge. It's the process that I like, not only the result. Even daily, in the management of the company you encounter small barriers that you do not initially have the solution. It's a pleasure for me to study the problem and find the solution. It provides a unique satisfaction, it makes happy and proud”.

According to Joseph, we speak of leadership when: “someone is in the capacity to gather a group of people whom he does not necessarily know”. He stopped for a while to draw a parallel with his own experience, “It's like what I do. I identified a problem and a group of people who could help me solve it. They are people who did not know me and who did not know each other. I made sure that they could look in the same direction as me and that they could embrace the same challenge. Therefore, we share the same values and the same determination. We want to solve this problem together”. Then he went back on with his general definition of leadership, “The leader is someone who identifies a problem, brings together people who don’t necessarily know each other and makes those people look in the same direction as him in order to solve a problem. Those people will work with this same determination as if they were the initiators, as if that they themselves identify the problem”.
He was then asked if he considers himself a leader. He responds with confidence “Yes”. Not wanting this to be taken for mere speculation, he justified his answer with facts, “It's a little pretentious to say yes but it's also what people I work with say. Moreover, if you look in terms of results you can see that despite a budget and revenues that are not unlimited, those with whom I work stay and work for the challenge. They stay very late at night and even come on Saturdays to work. That's the reason why I say, humbly, as a team leader, I really must have something”.

To develop, Joseph informed us that the technical and marketing managers went on universities that were ranked as being some of the best universities in the world by the Financial Times. The technical manager even received a certification for being the best student his engineering school ever had since its creation. “We are really trying to recruit brilliant people as managers, but we also want to recruit other young people with a lot of potential” he said. Indeed, he encourages his employees to do better. He pushes his team to learn together: “Since the managers are really good in their fields I ask them to give courses to employees who are less good. For example, if while a product development I see that there is someone who has problems with computer language, I put him or her aside and I allow him or her to improve this element during working hours”.

Joseph is aware of the cost that it may have in terms of time, but he sees further: “I see it more as an opportunity. If they learn they become better and, in the end, it is an additional resource for Wefly”. His involvement in the evolution of others sometimes exceeds Wefly's offices: ”I give lectures in schools and coaching for free to some young people to encourage them to fight for their dreams. Many young people want to change things in Africa and I want them to understand that together we can do it. We must unite, we must work together and give ourselves the means to succeed”.

Regarding his success Joseph honestly said, “First of all, I do not consider that I am successful, but I am on the right track.” He explained his achievement in the following way, “I will say that it is my desire for change. The fact of trying to improve my environment and to change things that are not going well. It's also about trying to do better than people who inspire me such as my father or my grandfather who were themselves entrepreneurs. When you start, and you see that there are people who react positively to your action, when you realize that your
fight impacts other people and motivates them, it encourages you to do better. You put more pressure on yourself, you increase your standards, you try to do better”.

However, Joseph did not neglect the human aspect, “In terms of human qualities, I would say sharing on several levels. The sharing of knowledge and experience. Sharing is something very strong. When in my company I hire someone new, sharing my experience, all of our experiences will allow him or her to save time. Because at the end, he or she will not make the same mistakes as we did. He or she will not take the paths that led us to failure”. He insisted “Our goal is to change things, and, in that order, we need people that are able to make it. For them to be able to do it they must avoid mistakes. I do not say that people don’t make mistakes, but at least, when you are warned, and you make the same mistakes, then it’s your fault. Sharing is the main quality”.

As a challenge lover, Joseph has his own way manages complex situations “I have the right to panic and to stress, but I do not show it. I also try to make sure my team trusts me and that they think that when the ship is sinking Joseph knows what he is doing so we will not sink. Even if I have no solution. In this case, I step back, I try to think outside of the box and I try to solve this problem with calm. If I really can't do it, what I do is that I talk about it to someone without giving too much details. Talking to him or her will help me find solutions. Even though the person does not necessarily give me advices but listening to his or her answers or questions will be useful. That's I do it”.

Regarding how his team was built, Wefly’s CEO based his choices on a strategy related to the company’s needs. “Initially I had technical needs because I'm not a software developer. I posted recruitment ad on professional’s websites and I did interviews. In the end, we based our recruitment choices on the skills we needed”. Then, he illustrated based on his experience with his technical team “Initially, among the technicians recruited, there was no one who was above anyone. As time passed, a person stood out from the crowd and became the technical manager. Then, I guided this person in terms of management so that he could manage his team too in order to associate my global vision to his technical vision. Now, he is recruiting people to realize it. It makes my job easier. For other departments, it's more me who scents the need. I know exactly what kind of profile I will need.”
Here again, the young entrepreneur knows exactly what he wants. He wants people who have lived or studied abroad, but also people with local origins who would understand local issues more than anyone else. Wefly’s CEO said “These are young Africans who are trying to solve the problems of other Africans, so we know more about what we are talking about, but we have some outside look, we look outside of the box. I’m really trying to recruit someone with experience who speaks several languages, I have criteria’s and I find people who meet these criteria”. He continued “All of this has been done around professional website or online recruitment website such as LinkedIn. After, we do interviews and hope that the person corresponds his professional profile and that we share the same values, the same determination”. Joseph states that he doesn’t want people that are motivated by the money because “It is not worth it. A start up at the beginning has no money. We avoid recruiting people who are in this perspective”.

Relationships with Employees are important to Joseph. According to him, the leader must give example and thus prove the legitimacy of his position “I do what I tell them to do. For example, when we need to work on Saturdays, I come at the same time and I leave later than them. In this way, they see that the boss works like them. It’s not the boss in his room sleeping while giving orders”.

According to him an abusive use of hierarchy ruins relationships and employees productivity:” I try not to put too much hierarchy. They know that I am the boss. However, I involve everyone in the decisions. When I have to, I bring the team together to explain the problem and the solution that I think is the right one and together we discuss it. I also do a lot of things with them, we eat together at lunch, and we do a lot of activities outside the company. We have fun together but there is respect. In everyday life I try to maintain a good rhythm and group cohesion but I know what I want and what I don’t want. They know that.”

The international dimension is found in two areas: the supply and the team. Joseph explained that currently they are using foreign suppliers for drones. In parallel, engineers work to develop drones that suit more to the Wefly’s software. However, the young student leader reminded that “the drone is an only a tool to make our change, the software is our added value”. The Wefly team is a "Pan-African" team as its leader would say. It is composed of Ghanaian, Nigerian, Ivorian, Congolese and Zambian. Furthermore, all these people have studied in foreign countries such as Morocco, Canada, Spain, France, England or the United States. Multiculturalism is considered as a true wealth by Joseph. He stated:
“Imagine, each of us bears the influence of the country of origin and the countries in which we have studied or lived. It's very interesting, a real melting pot”.

Contrary to the local environment, the international dimension is not considered to be a big challenge in terms of leadership thanks to the international background of most of the team members. Joseph explained: “It’s more the Ivorian context that influence my way of leading. Here, you must have an impact on the mentalities, on the way of doing things and on habits. For example, with the locals who have not necessarily been outside of the country, you're mothering more. At each task you give you have to check every time. As far I’m concerned, I wouldn’t like my boss to mother me like this, but with them, it’s what works. From one person to another I have to adapt my type of leadership. Some people are very independent and bring me the result, and there are Others with whom I am obliged to check frequently during the day to make sure the work is done as I requested. There is an education phase, for your team but also for the population”.

After having a definition of the Scandinavian model Joseph gave an opinion based on his experience: “It’s a model that I would recommend. The leader is someone who gets his hands dirty and who works like the others. Before recruiting my employees, I piloted the drones myself and I had a lot of difficulties. I wanted to understand the process and master it before talking to my team. When I asked them to make drones, I was able to explain exactly what I expected from the new drones because I tested the old ones. I had to identify problems so that I could be specific about where they should be paying attention”. He added “As a leader, we also learn with them. Therefore, you have the vision and in addition you know what you are talking about. You have been faced the problems. When you have conferences or meetings, you do not present a paper that you have learned by heart but something that you have experienced. You talk about it with passion, and your public understand that you know what you are talking about. You create a relationship of trust which is essential in the operation of a business”.

New technologies are at the heart of Wefly's business: “My business will not exist without innovation, new technologies” said Joseph. He then explained: “What we do is completely change a sector of activity. We need to be at the cutting edge of technology. We are dependent on it”. New technologies also serve as a marketing tool. Joseph says his marketing team understood that Ivorians have a certain attachment to innovation. So, they chose to exploit it to the maximum. He concludes his argument by saying: “It is obvious that new technologies are also
essential to ensure communication within the company. Social and professional networks. On a personal level, it allows me to keep an eye on what's going on in my business when I'm traveling or when I cannot be at the office”.

International corporation: Norden Machinery

Linda Magnusson is the customer service sales manager at Norden Machinery. The interview with Norden Machinery was mainly based on relationships and personality. Magnusson explained several times that her focus was on trying to have a pleasant and enjoyable workplace with a nice atmosphere. She explains that the drive of a person and the motivation is crucial for making a decision about a new leader, even a new co-worker. Magnusson clearly states that her drive and an understanding and engagement for people around her was a motivation for her when being placed as a leader for the customer sales. She stated that the motivation of a person is necessary to get a new job or promotion, without the motivation it is difficult to create interest for others.

Magnusson (2018) defines leadership as “someone who takes care of their colleagues, sees the potential in them and tries to highlight them in the best way. It is someone who gives feedback, uses their attributes for good and creates a good work atmosphere and work environment. A leader should try to build the team spirit, represent the team in the best way possible, both internal and external, motivate and engage their colleagues and develop the team.” She also mentions that self-confidence is key to create trust in the company, “It is very important because you have a whole team that you have to give trust, engagement, motivation and trust to.”

When hiring new people for their multinational corporation, Magnusson (2018) mentions a few points that are important. “It depends on what position you are applying for but previous experiences from similar companies and international experiences are often desirable, but it is also important that the person fits in with the group, (motivation engagement and interest for the work is very important)”. Magnusson (2018) explains that it is important to have solution construction skills because you have to “be able to make quick decisions and know how to act in a conflict or crisis.”

When getting the question about how she recognizes an individual's potential to contribute to the company, Magnusson (2018) says; “That is reflected on their
engagement, enthusiasm and by being sharp, be able to communicate in the right way and by being interested in their colleagues”. She also states that it is important, as a leader, to not get involved with gossip and early judgment; “It is important to create your own interpretation of someone instead of through someone else”.

When hiring new leaders/managers she defines the ideal candidate to be “A leader has to represent its team for the board men should represent the board for its team. A leader should also be honest, clear and be able to give feedback and trust to the rest of the team. Create motivation and engagement and it is important to take on people who complement the others who are already in the group”. This is what Norden Machinery is looking for in their new candidates for a leadership position.

Another factor that is important for Norden Machinery is the cultural and national difference they may come across on a daily basis. “Since we are working in an international environment, there are no boundaries. Instead, we have daily contact with the rest of the world, but it is very important to get to know the different cultures and nationalities across the world to be able to accommodate to their clients and our representatives in a good way. It is of course very important to take diversity into account in these situations”.

Magnusson (2018) explains how a leader is winning support among the followers; “By being open, honest and clear and also to admit the mistakes that may appear, others will be motivated by this and you create trust”. She also explains why it is important to win their support; “To be able to reach the common goals together as a team and to create an enjoyable work environment and a team spirit”. She says that it is important to delegate decisions to others because “Through participation, people will feel seen and understands their work has meaning and that is important to the company. They are developing both personally and professionally through their competence in this way. But it is extremely important to back them up, help them in every situation needed and creates the time to give them feedback”.

46
ANALYSIS

Analysis Student organizations

From our three different respondents in student organizations, it is clear that they all possess a high degree of each theory, both classical and modern theories. To summarize the theory of leadership as a trait, we are able to recognize that the respondents in student organization possess a high level of each segments. One fundamental trait is the motivation to lead, which is very clearly visualized by the student leaders Bengtsson and Modig as they aim to lead people and the organization forwards. Modig shows the importance of her own interest in the organization as a strong source for her drive when being a leader. Being honest and multitasking are two fundamental tools for student leaders, especially by Treffler who clearly states these skills. What is interesting is their earlier experience of leadership from an even younger age. Bengtsson sees her earlier experience as leader important and educational, while Treffler recognizes that she has not been active as a leader, until she entered university life. That analysis leaves the authors wondering: is leadership after all developed, and not born as has so for long been discussed (Ambler, 2017; Kirkpatrick & Locke, 1991). Either way, it is an evidence that leadership can be both. A strong evidence of that each trait listed by our theory, and especially openness as a leadership model (Kirkpatrick & Locke, 1991; Cox & Cooper, 1989), about leadership is related to traits, that the interviewed individuals do possess to a high extent.

The theory chapter regarding leadership as a skill resulted in three vital concepts in which skills are most visible and needed in complex situations, organizing and in social environments (Mumford, Zaccaro, Connelly & Marks, 2000). Overall, leadership as a skill is found among the student leaders interviewed as student organization leaders. For example, all leaders admit that they are and feel confident in situations that require complex thinking and further on, the importance of communication in organizing activities or events. This is a very important factor and is seen as a fundamental skill in a good leadership environment. The skill to empower others is also visualized in the theory chapter (Giles, 2016) and is well described and motivated by the initiative of student leaders to allow others in the difficult situation in hand when it comes to finding a solution, as Treffler show. Further on, the leader must also have a high skill when it comes to being able to listen to others (Goleman, 2011) and that skill is to a
high extent found among the student leaders interviewed. When using Modig as an example, as she is acknowledging a friendly atmosphere and high degree of communication in order to listen to others. Other important skills that is found in the theory about leadership as a skill is the control in complex social situations (Mumford, Zaccaro, Connelly & Marks, 2000), which the interviewed student leaders do enjoy because they either like to be in the center of attention, as Bengtsson, or like to have many people around themselves, like Treffler.

When it comes to relationship, it is clarified that the leaders in student organization interviewed do all show a high level of relationship building ability and knows the importance of the leadership attribute. One example is how Bengtsson and Modig build their leadership style by being open and rely heavily on relationships. With this in mind, it is possible to refer to the importance of relationships building experience from an early age is important (Schor, 2017). The theory of influence-based relationship recognizes the importance of connecting followers, leader and relationship (Grean & Uhl-Bien, 1995) and that is something one young leader, Treffler in FIKS, especially recognize as she intends to show openness and presence on the activities the student organization organizes. In order to receive a good relationship together with the followers, the theory chapter refers to a life-cycle of leadership, making that represent three steps: stranger, acquaintance and maturity (ibid), which is possible when referring to how the student leaders act when creating a good relationship since they all at a time has been new to the position. For example, Treffler recognizes the importance of building a strong relationship while showing openness to the members.

The theory regarding leadership as a situational-adopted style heavily refers to the ability of the leader to act depending on the consequences and surroundings, the demanded leadership style and the ability to act in different situations (Blanchard, Hersey, Natemetyer, 1979). There is a strong link between the theory implication and how the student leaders act in situational leadership styles, for example Bengtsson is found as one leader who is very flexible when it comes to different leadership styles. One other important implication of the theory is the importance of relationship building and that it is a critical skill when it comes to situational leadership (ibid). This skill is highlighted by Treffler as she refers to the importance of collaborative and relationship building. Modig also refers to this situation, as she is able to act as a different leader depending on the situation. Overall, the different leaders interviewed are all aware of the situational
leadership and found it important, although one important acknowledgment can be analyzed. This acknowledgment refers to one leader who believes in only working in a collaborative way: Treffler in FIKS. Both the theory and the authors believe that leadership might not be the best suitable option of leadership style. First of all, the theory strongly shows the leader needs to apply a special leadership style depending on the situation in hand (Blanchard, Hersey & Natemeyer, 1979).

Modern leadership theories are by the authors divided into three major areas; Scandinavian leadership (Gustavsen, 2007), global leadership (Hewlett, 2016) and E-leadership (Brunelle, 2009). From the interviews performed, all three leaders in student organization act in the sense of modern leadership to a large extent. An overall understanding and analysis show that what has been said about modern leadership as theories, also to a large extent is how the students tend to act as leaders. However, one implication of leadership we reckon is missing is the acknowledgment of ecological and economic concern when acting as a leader, which is covered by the theory (Brunelle, 2009). One example is how Modig sees this area as no major concern or Bengtsson when she refers to she intends to work more towards this but hasn't applied it by a major concern.

Scandinavian management is seen as a way of leadership that show openness and a high level of communication, as well as the involvement of other group members (Gustavsen, 2007). In other words, social interaction is ranked as very important of this theory (Brandon, 2014). What is seen as Scandinavian leadership includes many of the attributes the student leaders interviewed show. For example, openness is common and a factor that has been used in many occasions. Bengtsson believes that is one of the sources of how she is acting as a leader. The teamwork level is high among student leaders as one of the interviewees tries as effectively as possible use this model of leadership, which is illustrated both by Bengtsson and Modig. Another leader recognizes the big advantage to act within Scandinavian leadership as she allows others to feel more involved and that is Treffler on how she acts as a leader in FIKS.

Global leadership is mostly visualized by communication that stretches over national borders or cultural differences (Bennis, 1999). It is also based on relational trust, emotional intelligence, inclusive leaders, high communicative ability and being able to win the support of the followers (Hewlett, 2016). All three leaders have visualized and appointed the importance of relational importance and the valuable task to win the support of the followers, and
especially over cultural boundaries. Bengtsson says that creating relational bonds is needed in order for her to act as the leader she wants to be and the cultural importance that global leadership involves is well recognized by not only her but by all student leaders interviewed. One clear example of adjustments to new cultures is that student leaders tend to be interested in learning new cultures and want to meet new people. Regarding involvement and communicative ability, student leaders show a high level of skills in order to act in that way. For example, Bengtsson and Modig tend to always be open for talks and asking everyone when it comes to difficult situations. Overall, what the student leaders are showing is an ambition to act in a global leadership mode, and thereby a modern leadership as well.

E-leadership refers mainly to the scale of communication via advanced tools and instruments that the modern society has developed as of mobile, Internet and social media (Jones, 2017). The meaning of digital natives implies a generation that is very adaptive towards the practical aspect of being able to work in a remote group (Brunelle, 2009). Starting with geographical concerns, none of the young leaders show any intention of difficulty in order to cope with the different a remote group or meeting may involve. The young leader uses the tools necessary in order to solve the geographical problems such as Facebook or Skype and clarifies the link between student leaders and the use of e-leadership.

**Analysis Event leadership**

The interview with Lundell was very focused on the communication in the group when being a leader. He stated several times that an open communication is the main factor in a group and can be the key to unexpected problems that may happen during the process. He believes that if you have the skills needed for a leader it is desirable to achieve. Lundell found his first leadership position with Rookiefestivalen so successful he wanted to continue to be a leader in other organizations. If some new information reaches the leader, Lundell finds it important to inform the rest of the group so everyone is on the same page. During the interview, he clearly states that communication and honesty is the key to a good leadership. He gave an explanation of a problem he had during the leadership process. He lived in a different city than the others on the team that we think could have been avoided with a more open communication. That is something that we also believe is one of the main factors when being in any group work no matter the situation. To have an open communication channel
and an honest dialog could help with misunderstanding and make sure that everything is focusing on the same thing through the whole process. The sooner this communication starts, the better the result will be.

His leadership experience can be connected with the trait. This can be seen through his motivation to lead and his openness as a leader (Kirkpatrick & Locke, 1991; Cox & Cooper, 1989). His personal characteristics such as his focus on communication and finds it very important with honesty. This is something that not every leader finds as important as he does. He makes it clear that a leadership without an open and honest communication with the rest of the team, is not a good leadership. Another trait that was a big focus was his leadership motivation. Even though he had never been a leader before he was very motivated to be the best leader as possible. He has kept that motivation even after his experience at Rookiefestivalen through seeking new leadership positions to use his motivation for good.

That brings us to the skills needed to be a leader. All three skills concepts, complex situations, organizing and social environment (Mumford, Zaccaro, Connelly & Marks, 2000) are adaptable in the case of Lundell (2018). He had the personal characteristics he needed even without any previous experience. He thought he had the skills to be a good leader that is why he applied to be the leader during this event. He had the skills of a problem solver whenever there popped up a problem unexpectedly, which he proved in the complex situations that appeared. He had the skill to organize a big festival by himself and managed to put together a packed two-day event with many visitors. He also delegated the assignments to the team carefully to make sure everyone got to work with what he or she was best at. Another skill he had was to create a nice work environment. He had a close communication with every group, both by being at the location but otherwise through texts. This to make the social part of a project as enjoyable for everyone if the team is enjoying themselves the motivation will be high as well. He included the group in the decision-making process to take part in all ideas. This is something we believe goes hand-in-hand with the traits. Even though there is a difference between characteristics and skills, they are still connected. If his characteristics have the tendency to solve problems, this can be a skill as well.

When looking at the relationship, the approach that fits this case the most is the relationship-based view (Grean & Uhl-Bien, 1995). We can see from our
interview that he always wanted to make sure other people had the motivation and were excited about working on this project. He was not a high-power leader but neither a weak without appreciation. He was the leader who tried to get everyone motivated to work with his or her assignments, so everyone was included, even though other people had some struggles, he always tried to keep the team spirit instead of just throwing someone else into the work just to fix it fast. He was just as much a part of the group as everyone else but also had the final say in the decisions. This shows us that he is a real leader and are thinking about the whole organizations best instead of just the end results. It is always better, according to us, to make sure someone is learning from a mistake and showing them an alternative solution instead of shutting them out and letting someone else do it just to be finished faster.

When we are looking at it from a situation point of view, we can easily see that Lundell leadership role was dependent on other factors and the effectiveness of the work he did. The situational leadership depending on the situation (Blanchard, Hersey, Natemetyer, 1979) was something Lundell had to manage when working as a leader. Lundell could not do anything without knowing what is going on in the organization and the work of the other groups was doing. Some groups that were completely independent and everything worked smoothly, did not need as much attention and meetings with him. Although, the ones who had problems in their groups or did not know how to move forward in some situations needed more of his time and energy. This made him forced to plan his time on the side of his own studies and could not give all the groups as much tips and ideas during the whole process. This is something we are finding understandable and we believe that if you as a leader keeps the open communication channel, that Lundell was mentioning, this may help everyone else be more understanding as well. Another event that caused a lot of stress was when one of the bands canceled the gig a few days before the festival took place. This made his solution skills come to use and he called in a friend who is a singer who turned up to help him. This goes into both the situational leadership but also relationship since he used his contacts to be a successful leader.

Two of the modern leadership theories were connected to Lundell’s work, they were the Scandinavian model (Gustavsen, 2007) and E-leadership (Brunelle, 2009). The Scandinavian model was seen when communicating with the groups and no one wanted to be the group leader. Lundell (2018) wanted to have one
contact person in every group but it took time before anyone took on the roll. This can be connected to the Scandinavian model where no one wanted to be seen as a leader and would instead be a member of the group even though the amount of work was not more than otherwise. It is something about the word leader that may scare people if they are not clear on what it means exactly. A big help for Lundell during his leadership position was e-leadership (Brunelle, 2009). Because Lundell could not be at every appointment due to travel issues, it was a massive help to be able to have appointments over social media, both text communication but also online video calls. This was a way to stay updated with every group without having to meet face-to-face every time.

This is something we see as a good leader. The motivation for continuing as a leader may be connected to the result, if the final result is positive the motivation may be bigger to stay as a leader than if the result turned out the other way. Since the result is for a big part based on the leader, we can see that his approaches worked, and it was a successful event. The authors also prefer as Lundell pointed out, an open and motivated leader. When working in a group, it is essential that the leader can motivate the group and be the strong leader needed in every situation.

The authors of this thesis believe that it is crucial for a leader to handle complex situations and unexpected situations. If a leader cannot handle this, they lack a factor that is very important. Lundell handled this as a professional when he used e-leadership as a choice for travel issues but also the case where the band canceled their show a few days before. The way he got a friend to jump in showed us that he can make everything work. He is a leader who can handle the stressful unexpected surprises that may happen during his leadership.

The modern leadership has been a big help for Lundell during his leadership position. The clearest point Lundell used during his experience as a leader that the authors noticed was the use of e-leadership. It had very positive effects and he used it for the group advantage. It did not only make it easier for him personally to not have to travel every day, but also for the group who got time to go home and be at any location wanted during the process. This is something we feel should be used more in today’s societies. Everyone has some online channel where we can be reachable every time, which is something that should be taking advantage of. It can help both during traveling issues but also during sick days. If a member of the team is ill during an important meeting, someone
can later fill this person in and use the internet to send the new information forward if not attending the meeting directly over a video call.

Analysis Studentpreneurs

The trait theory presents a leadership based on personal traits such as motivation to lead, drive, honesty, self-confidence, cognitive ability and knowledge of business (Kirkpatrick & Locke, 1991). The data shows a focus on the motivation of leadership and the drive. Indeed, Joseph's ambition, desire for a change and his attractiveness to challenge led him to be more rigorous in his leadership position. In addition, the presence of knowledge of business has been observed. This trait refers to the adaptability of leadership. Joseph has demonstrated knowledge of the business. Throughout the interview the indivisibility of vision and action. He also explained that his motivation to lead and his drive are part of the elements that led him to achieve all that he has accomplished so far. The authors have therefore deduced that traits are part of the established links between vision and action.

Leadership as a skill refers mainly to a leader's ability to deal with complex situations (Mumford, Zaccaro, Connelly, Marks, 2000). As a challenge lover, the respondent feels comfortable in a complex situation. He even showed a certain pleasure in resolving a difficult situation. In the case of leadership skills and the ability to solve complex problem solving (ibid). This is exactly what Joseph did by having several ways of dealing with difficulties.

Skill theory is also related to the empowerment of others (Giles, 2016). The respondent showed a great willingness, ability, and initiative to empower others. Therefore, he has identified sharing as the main human quality for success within an organization as a businessman and as a leader. According to him, the sharing of knowledge and experience is key. He encourages his partners to always seek to improve and does not hesitate to get involved or to involve other members of the group in this process. The respondent also spoke about the benefits of sharing. He said that this was not only beneficial for the organization but also for individuals, including the leader. In addition, on a larger scale, Joseph gives himself the responsibility to be an example, a model for his community by sharing his career and advice with young people who are not necessarily part of his business. We can, therefore, say that the skills that will help manage complicated situations are also developed in student leadership. However, we argue that the way of managing it depends on the individual.
Relationship theory is a study that links the leader, followers, and relationships (Graen & Uhl-Bien, 1995). A link valued by the respondent who makes the maintenance of relations with the follower a very important element. Joseph is very open with his followers and puts a lot of effort to build strong relationships and trust. It was observed that the respondent adopts a supportive behavior, promotes group cohesion while guiding it and preserving respect for his directives and decisions. The initiative allowed Wefly to have a united focused and determined group. Therefore, the approach that comes closest to the relational situation of the Wefly team is the leader-based. This approach is most suitable for a structured organization (ibid). The power of the leader is strong. The leader is accepted and respected by his followers (ibid). Moreover, we also recognize the application of the relationship-based approach. It is observable by the balance established between Joseph's decisive power and the consideration given to the well-being and evolution of each member of the team. It has been discovered by the authors of this thesis that the determinative importance level of establishing a stable group situation is much higher than expected.

When the members of have taken the degree of responsibility, so-called maturity, and the organization is evaluated; the leader chooses the type of leadership to apply according to that (Hersey, Blanchard, Natemeyer, 1979). It can be telling, selling, participating, delegating (ibid). With the information gathered, it was found that on one hand there are the team members who have experience in foreign countries. They are estimated to be more autonomous, motivated and qualified. On the other hand, the members of the team having lived all their life in Cote d'Ivoire who despite their will are less independent and slightly less qualified than the others. It was determined that Joseph particularly adapted his leadership according to this two distinguished groups. With the first group, Joseph uses the delegating type of leadership and is applicable to a group with the highest maturity (ibid). The second group Joseph applies the selling type. This type of leadership applies to the group whose degree of responsibility is moderate (ibid). The members have the will, but they lack ability. Therefore, the leader must adopt a supportive behavior and directive behavior. In the type of leadership selling relationships play a very important role (ibid). The leader told us that he was much more maternal with the group to get the job done the way he wants. It is understandable that we cannot apply one and the same type of leadership for all the people in a group. Furthermore, we believe that the leader developed assessment abilities and adaptation skills.
Modern leadership is composed of three theories: e-leadership (Brunelle, 2009), global leadership (Hewlett, 2016) and the Scandinavian leadership (Gustavsen, 2007). The three theories of modern leadership have been found at a higher level in the respondent’s leadership.

E-leadership is a consequence of the advent of new technologies and the needs of the native digital generation. It allows the leader to manage his team and his organization using mainly new information and communication technologies (Brunelle, 2009). In a case of E-leadership, the organization is greatly influenced by the digital which makes it possible to better manage the barriers engendered by geographic and psychic distances (ibid). We observe that new technologies are an integral part of Wefly. First by being the center of the company's activity, then as marketing tools and finally as a means of communication and remote management within the company. The authors of this study stats that due to the omnipresence of new technologies, especially in the value chain, it is almost impossible today to operate without the use of digital within the organization and externally to reach new followers. However, we argue that digital tools might not be ideal in terms of communication and misunderstanding can’t be really avoided.

Global leadership results from globalization and interconnection between countries. This theory focuses on the relational aspect and the influence on the others in a global context (Hewlett, 2016). According to Hewlett (2016), in global leadership, strong and trusting relationships are built using emotional intelligence and communication skills (Hewlett, 2016). Here the global connection is made through the supplies, media and interviews and conferences done by Wefly in different countries. We observed that the global connection is less perceived than expected. The international dimension is more perceived at the level of the members of the team. This could be explained by the fact that Wefly is a young company and therefore their network at the international level is still limited.

The Scandinavian model offers non-hierarchical leadership (Brandon, 2014). The leader keeps his guiding role and his decisive power, but he is also considered a member of the team in the same way as the others (ibid). The members of the organization have more freedom in their work and the dynamics are less formal. Trust is, therefore, an essential element and relationships between team members including the leader are encouraged (ibid). From the empirical data that has been gathered, it has been observed that it is important for Joseph to get on the same
level as the rest of his team. The Scandinavian model is applied here to maintain his credibility as a leader but above all to build a relationship of trust with the members of its team (ibid). In addition, Joseph organizes regular activities outside the professional context to bring his team members together and to build group cohesion that will promote individual and common productivity. The opinion of everyone matters. It was also observed that employees have more freedom because they can use their working hours to train themselves or to update themselves on skills during working hours. Moreover, in this case, we see that although the hierarchy is lighter, respect for the leader is intact. Because Wefly is a start-up and did not have an important number of workers and that the Scandinavian model works well, we argue that the Scandinavian model is more applicable to organizations having a small structure in terms of size. In a bigger organization, the Scandinavian model might not be as easy to set up and to manage.

Analysis Norden Machinery

As we saw in the interview with Norden Machinery we wanted to see if what they are looking for matches the experiences and skills developed for the student leaders that we interviewed. When comparing the answers from Magnusson (2018) to the theories, we can see that the traits are matching the answers (Kirkpatrick & Locke, 1991). One of the traits, drive, is one of the factors Magnusson self-thought was the reason why she got the leadership role in the corporation. This is something we also believe is the key to getting an employment. If you do not have the drive for a job you will most likely not get that position (Magnusson, 2018). The leadership motivation is something she is focusing a lot. She always wants to get everyone excited for the work that needs to be done and is trying to get everyone motivated every day that passes by. We also feel that this is something worth putting the energy on as a leader. As an employee, it is more motivating and interesting to work if you have someone who is ready to motivate you. It may not be needed every day, but during the harder times, it is very helpful.

When analysis the skills importance of a multinational corporation there are some similarities we can notice with Norden and the skills (Mumford, Zaccaro, Connelly, Marks, 2000). Magnusson (2018) says that having the right skills when going into any position, whether it is a leadership position or a lower position, but the most important thing is the drive and motivation to learn. It does not matter
how much skill you have or how long you have been working in a specific field if you are not motivated or intrigued to learn more. Leadership as a relationship refers to the functioning and nature of the link established between a leader, the followers, and relationships (Grean & Uhl-Bien, 1995). When analyzing the interview through a relationship point of view, we can see that Magnusson’s leadership goes with a mix of the three different perspectives of relationship. The leader-based approach is connected to when she says that it is very important to be clear and tough when leading a group. They need to know what is going on and how the process of a project will go down. The rules should be clearly stated, and you cannot go from your own perception. She also says that it is important to be friends with everyone at the company. To make sure everyone is feeling safe and enjoying themselves which, goes with the follower- and relationship approach. This is something we found desirable as well. When we are going into our industries we want to know clearly what the rules are but also get motivated and enjoying our work and the workplace.

There are three major kinds of skills that leaders often have. They can be divided into complex problem solving, solution construction skills and social judgment skills (Mumford, Zaccaro, Connelly, Marks, 2000). One skill Magnusson (2018) says is very desirable to have is good problem-solving skills. This is something that is always needed in every company or organization. There will always be some unexpected events that will show up during the process, so an employee or leader with the strong skills to come up with a solution to a complex situation is needed. You also need to be flexible in all situation according to Magnusson (2018) and throw yourself into new situations that you may not be comfortable in. She also states that the person they are hiring needs to complement the rest of the group. It is not desirable to have a group that all has the same personalities, experiences, and skills. It is more desirable to have a mixed group of people when you are representing the company. To have a mixed group of people, we believe that it needs to be mixed for the group to get new and unique ideas, for the group to be complementary it needs to be mixed.
CONCLUSION

Answering the research questions

As a conclusion, we can say that both classic and modern theories of leadership are found in student leadership. However, modern leadership theories apply at the highest level. Indeed, this study proved that both the E-leadership and Scandinavian model are essential to student leadership. Student leaders that have decided to experience their leadership outside of school develop skills that are related to digital. The master digital tools, computer language, social media and professional software’s or program available online with digital tools. Furthermore, they develop communication abilities as relationships development skills due to the relationship-oriented aspect of the Scandinavian model.

A valuable conclusion the authors have reckon is that the traits have shown and described in student leadership, is to a very high extent related the modern leadership theory, especially the Scandinavian leadership model regarding the openness and the ambition to work for the groups best and involve others more. Eventually, the theory of leadership as a skill is referred to modern leadership as well and mostly in the sense of communication via social media, so-called e-leadership. That skill is visualizing by all student leaders interviewed as an important skill to manage when it comes to leadership and especially in the concern of communication. There is also a strong link between relationship building and communication skills as one of the student leaders refers to the communication skill that is compared to the modern leadership theory of e-leadership. The Scandinavian theory is most applicable in this situation as it also refers to openness and working in a collaborative way. Just as the student leader interviewed do strive towards in many aspects. The connection between the student leaders and leadership as a situation is dependent on other factors than the leadership itself. A specific situation can both improve your leadership and organization but also create some bumps down the road. The respondents in our interviews have clarified that there may be some struggles along the way but there is always a solution to the unexpected problems.

To further develop the conclusions of student leaders is concluded that modern leadership is strongly linked to student leadership in student organizations in three major aspects that the authors have concluded. Firstly, the attitude of openness,
teamwork spirit and importance of relational bounds visualize the link towards Scandinavian leadership. Further on, the cultural and openness to new challenges attribute as well communicative ability show the link to global leadership. Finally, it has been clearly proven that all student leaders that were interviewed, showed a high skill in social media and being able to work with remote group members as known as digital natives and described as e-leadership. Though, we can also conclude that all major modern leadership theories are applied the application of ecological and economic concern is not applied to as a high extent as we thought it was.

The authors will not be able to provide information regarding what future leadership is described as the conclusion of this thesis is set to make a pre-understanding of future leadership since the interviewed individuals are set to become the future leaders in bigger organizations. All, many successful leaders have been actively involved in leadership since they were young and are seen as individuals who have been able to develop their leadership.

In conclusion, the authors have seen that there is a strong evidence that student leaders act in accordance with modern theories yet obtain the classical theories. Even though these are leadership practiced in student leadership and nonprofessional appointments, it is believed that this art of leadership is set to influence the behavior and style of leadership are set to be performed by these young individuals in their professional life as well. The importance of the relationship, openness, and collaboration in the way to take decision will shape the future landscape and ideal of leadership. The authors have chosen to call this modern leadership. A theory that is well applicable to young individuals seen in student leadership. What we found as modern leadership is that all the theories that have been analyzed and discussed are all needed to be a successful leader and even employed at an international corporation.

After analyzing the theories and compared them to what Linda Magnusson answered in the interview there is one main focus; it is your drive and motivation that will get you the job you want, not your skills or experiences. After looking at what Magnusson said compared to the thoughts from our student in the event organizations we can see that the attributes needed in an international corporation were achieved and given to the student leaders we have interviewed. Something that can be connected to the Scandinavian model, your background does not matter as long as you can do the work. She mentioned several times that it was
your motivation that was the key to get a leadership position at their company. We believe that if you have been a leader previously, there is a big chance that you want to keep being a leader, such as in the case of Robin Lundell, he tried it once and noticed it was something he was good at and wanted to dedicate more time to. If you have not been a leader before, there is a big chance that you go into your leadership with an insecurity and feel like you’re out of place. A good start would be to be a leader when you are a student, to begin with, a position that is not a massive company. If you start as a student leader you will gain experience and confidence with the task when you are doing something you like and together with friends. We, therefore, believe that it is a great start to become a leader in an international position to gain the experience and confidence in your leading skills. We believe that if you are confident in what you do, your motivation will increase, and your drive will be a big quality that can take you far in this industry.

This is the major points that has been concluded in the study of student leadership:

- Openness and relationship - Scandinavian leadership
- Cultural and welcoming attitude - Global leadership
- Social media & digital native - E-leadership

Theoretical Implications

Because of the lack of student leadership research, we found a knowledge gap in this sector. The study of student leadership has evolved in important implications to the field of student leadership. Our implications before doing the research was that the student leaders would have a big focus on modern leadership and e-leadership. We had this thought because of the society with including everyone and the technological state. What we can conclude is that student leaders are very interested in the relationships building factor as well showing openness. While also showing a high intelligence of social media implications, the student leaders sees themselves as a group member rather than a leader in many cases. This is implications that both leadership educations as well organization should acknowledge as it clearly visualizes a new and modern leadership act is inbound; as it is showed by the student leaders. This theory has given an understanding of how the student leadership and the multinational corporations picture of it are connected. The E-leadership have to a big extent been adapted to the respondent’s leadership experiences. The main thing we have learned from this study is that modern leadership have the main focus in student leadership but also that it is the
drive and motivation of a person that is the key to success, even more important than any experience or network.

Practical Implications

It has been clear that the qualities the leaders we have interviewed got during the project, are desirable to a multinational corporation. The skills, traits, relationship, situation and the modern leadership are all wanted when combining the different experiences and knowledge with the other employees or leaders at a company. Our research proves the importance of not only having the knowledge and specific experience is not the main factor when a multinational corporation, like Norden Machinery, is hiring new people for a leadership position at a company in that range.

We hope our findings will awaken an interest for both the student leaders but also the multinational corporation to be more involved in student leaders and will evaluate their contributions high. Another point is to take the student who have previously been leaders into account when starting a new company or looking for new people, value the previous leaders high. We hope that an understanding of the connection between the knowledge and skills of a student leader and a multinational corporation.

Recommendations

The authors believe there is further research to be done regarding student leadership: it is an interesting study and an area worth researching more. Another interesting recommendation on further reading and research is how the future leadership will develop and be visualized. There is a wide subject in leadership that can be extended. Recommendations for a research that goes even deeper into student leadership, such as seeing if our result if the same in both national companies but also in different fields and industries to get an overview of how this subject is transferred into other areas. This thesis has described, analyzed and concluded how young individuals act as leaders and this are probably those individuals that are set to be tomorrow's leaders, but will they use their way of leading when entering the business environment?
Limitations

For the main part of the study, there has been a low degree of limitations for this study to be performed. However, because of the choice of methodology, it is recognized that it is not available to capture the whole picture of student leadership. The chosen theories imply more modern theories rather than classical leadership theories; classical theories that should be essential qualities for a leadership profile.

The methodological choice of qualitative interviews plays a vital role when it comes to the outcome of results. What the authors can recognize is that through these interviews, this study did not receive results of how others see the student leaders; instead, this study only focused on the actual individuals in a leadership position. A broader aspect and understanding of student leadership would have been performed in this sense. Also, applicable in the limitations of methodological choice is the rather structured interviews which did not allow the respondent to develop their answer, but especially speak free of standards. This impacted the study in the way that the authors would like to have their own thesis structure. Lastly, when conducting qualitative interviews with more qualitative expertise demanded, there is a limitation on the number of completed interviews.
REFERENCE

Reference list

Interview reference
Bengtsson, S. (5th May 2018). Vice President. (P. Lind, Interviewer)

Biley Olivier. J (15th June 2018). Founder (N. Aboudou, Interviewer)

Lundell, R (15th May 2018). Project leader (E. Ryttaare, Interviewer)


Modig, M. (10th May 2018). President. (P. Lind, Interviewer)

Treffler, J. (6th May 2018). Vice President. (P. Lind, Interviewer)

Written reference


2. Ambler, G. (2016). Leadership is not a title or a position. Georges Ambler, 1


65


42. Labich, "The Seven Keys to Business Leadership," Fortune, October 24, 1988, 58-66,


Appendix I: Interviews

Student organizations

1. What is your name?
2. Leadership role?
3. What age?
4. What kind of organization are you active in regarding your leadership?
5. What is leadership for you?
6. How is your drive a motivation to lead the organization/event forward?
7. How active has you been in your earlier life to achieve a leadership position?
8. In what way do you lead your followers when it comes to honestly?
9. In what way are you a person with high self-confidence?
10. Have you performed good in situations where a lot of information has circulated?
11. Have you the knowledge needed in your business that enables you to perform leadership?
12. How do you manage complex situation and are those, after hand, managed good?
13. In what way do you consider you plan your organization/event in a good?
14. Have you performed well in social situation with many individuals around you?
15. Have your previous relationships been used in a work matter?
16. (If yes on the last questions) Do you think you could’ve gotten the same result without those relationships?
17. How do you feel about the Scandinavian model (a flat leadership and where the leader is more seen as a part of the group instead of the leader and above the rest) and is it something you’ve noticed in the workplace?
18. How well have you cooperated with relationships building to your followers?
19. How do you build a relationship with your followers? In what way do you rank relationship building in a group where you are a leader?
20. How have you as a leader adopted to a critical situation?
21. In what way do you act as a leader depending on circumstances?
22. How do you enter different leadership styles depending on the needed act of leadership?
23. In what way do you consider your followers are valuable and to create relational bounds?
24. How do you cope with cultural and national differences as a leader?
25. In what way do you as a leader involve the others in your group?
26. Have you as a leader an openness attitude, in what way?
27. In what way do you win your followers support?
28. How active do you use open management and leaving decision to others?
29. How do you challenge geographical obstacles in your way of conduction leadership?
30. In which way do you as a leader use technology to communicate to your followers?
31. In what way do you as a leader act in ecological and economic concern?

**Event Leadership**

1. Leadership role?
2. What age?
3. What kind of organization are you active in regarding your leadership?
4. What is leadership for you?
5. How is your drive a motivation to lead the organization/event forward?
6. How active has you been in your earlier life to achieve a leadership position?
7. In what way do you lead your followers when it comes to honestly?
8. In what way are you a person with high self-confidence?
9. Have you performed good in situations where a lot of information has circulated?
10. Have you the knowledge needed in your business that enables you to perform leadership?
11. How do you manage complex situation and are those, after hand, managed good?
12. In what way do you consider you plan your organization/event in a good?
13. Have you performed well in social situation with many individuals around you?
14. Have your previous relationships been used in a work matter?
15. (If yes on the last questions) Do you think you could’ve gotten the same result without those relationships?
16. How do you feel about the Scandinavian model (a flat leadership and where the leader is more seen as a part of the group instead of the leader and above the rest) and is it something you’ve noticed in the workplace?
17. How well have you cooperated with relationships building to your followers?
18. How do you build a relationship with your followers?
19. In what way do you rank relationship building in a group where you are a leader?
20. How have you as a leader adopted to a critical situation?
21. In what way do you act as a leader depending on circumstances?
22. How do you enter different leadership styles depending on the needed act of leadership?
23. In what way do you consider your followers are valuable and to create relational bounds?
24. How do you cope with cultural and national differences as a leader?
25. In what way do you as a leader involve the others in your group?
26. Have you as a leader an openness attitude, in what way?
27. In what way do you win your followers support?
28. How active do you use open management and leaving decision to others?
29. How do you challenge geographical obstacles in your way of conduction leadership?
30. In which way do you as a leader use technology to communicate to your followers?
31. In what way do you as a leader act in ecological and economic concern?

**Student entrepreneurship**

**General questions**
1. Is it ok if we record this interview?
2. What is your name?
3. What are you studying and where and what did you study when you started to be an entrepreneur and where?

**Entrepreneurship**
4. In which sector do you work, can you describe your activity?
5. At what age did you start being an entrepreneur?
6. What motivated you to be an entrepreneur?

**General leadership**
7. What is leadership for you and how do you recognize a real leader?
8. Do you consider yourself as a leader and why?

**Leadership as a trait**
9. What made you the successful businesswoman and leader that you are?

**Leadership as Skill**
10. How do you manage with complex situation?

**Leadership as relationship**
11. Do you have any employee? If so how was your team built (employees and/or collaborators)?
12. How do you manage relationships with your employees/collaborators? (in terms of hierarchy, for example)

**Leadership as a situation**
13. What is your strategy for maintaining the interest of your employees/collaborators in your company?
14. Do you delegate the power of decision or not and why?

**Modern leadership**
15. What is the place of digital/new technologies in your organization?
16. What motivated you to have an activity abroad?
17. Is there any international dimension in the value chain of your company?
18. If so how this international dimension changed or influenced your way of leading?
19. How far your local environment (country of origin) influences your business decisions?
20. How do you deal with cultural and national differences (within your team/customers/suppliers)? Why is it important for future leaders to handle cultural and national differences?
21. How do you feel about the Scandinavian model (a flat leadership and where the leader is more seen as a part of the group instead of the leader and above the rest) and is it something you’ve noticed in the workplace?

**Multinational corporation**
1. What is your name?
2. What kind of leadership role do you have?
3. Why are you considered a leader in your position at your company?
4. What are your organization/corporation?
5. What is leadership for you?

6. In what way do you recognize the drive of an individual to adapt to the business important?
7. Why is it important to have motivation to become a leader?
8. How would you rank honesty in a leadership attribute?
9. To what extent is self-confidence important to leaders?
10. In what way is the cognitive ability an asset to your corporation?
11. How attractive is individuals that know the business to you?
12. How valuable are individuals with high complex situation skills?
13. Why is it important for leaders to have a solution constructions skill?
14. In case of social judgement skills, how important is the ability to work socially?

15. How important is it that the leader builds strong relationships to its followers?
16. How do you believe relationship with its followers is developed? In what way do you rank relationship building ability in a group for a leader in your company?
17. How highly do you rank a leader that is able to adopt to a critical situation leadership act?
18. In what way is it important to be able to switch leadership mode depending on situation?
19. Hiring new leaders/manager, what do you prefer in the sense of situational leadership?

20. How valuable are the relational boundaries of a future leader?
21. Why is it important for future leaders to handle cultural and national differences?
22. How attractive is it with leaders that can involve others in leading positions?
23. Regarding openness to others, how important is that?
24. Explain further why it is important to win the followers support as a leader?
25. How do leaders win support among their followers?
26. Why is it important to delegate decisions to others?
27. How attractive is leaders that can lead from a different physical position, then the followers?
28. In what way do you rank leaders that are able to use technology advancement?
29. How important is ecological and economic concern?